IMPORTANT NOTICES

ACCREDITATION STATEMENT
Medgar Evers College of The City University of New York is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

DISCLAIMER NOTICE OF POSSIBLE CHANGES
Academic programs, requirements, courses, tuition and fee schedules listed in the catalog are necessarily subject to change at any time at the discretion of the administration and/or result of action by Medgar Evers College, by the Board of Trustees of The City University of New York or by the University of the State of New York.

The Medgar Evers College catalog is for the guidance of applicants, students, and faculty and is not intended to be a contract between the College and any person. Students should consult the Schedule of Classes each semester and/or the Student Handbook each year for the college calendar, changes in college policies, degree requirements, fees, new course offerings, and new information or announcements. It is also recommended that students consult with their departmental academic advisor and school counselors at least once a semester regarding their course of study.

NOTICE OF AFFIRMATIVE ACTION
Medgar Evers College of The City University of New York is an Affirmative Action and Equal Employment Opportunity institution. The primary objective of the Affirmative Action Program at the College is to ensure equal employment and educational opportunity for qualified persons, regardless of race, color, national or ethnic origin, religion, age, gender, sexual orientation, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as a victim of domestic violence. Dr. Sylvia Gail Kinard, Esq. serves as the Medgar Evers College Affirmative Action Officer, Title IX Coordinator, ADA/504 Officer and Sexual Harassment Coordinator to ensure that the College maintains a cooperative and supportive environment free of discrimination and sexual harassment. Her office is located in One Metro Tech Center North, 3rd Floor and her telephone number is 718 270-6936.

NOTICE OF CATALOG UPDATES
The College Catalog is published every three years and the contents are accurate as of the time of publication. For the most recent updates, please use this link, www.mec.cuny.edu/college_catalog/ to access the college catalog addenda for updated course and program information.
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**DIRECTIONS TO MEDGAR EVERS COLLEGE**                                    235
Welcome to Medgar Evers College of The City University of New York. We are a college proudly born of a community’s struggle to ensure that the educational opportunities fundamental to our society’s growth were available to the residents of Central Brooklyn and beyond. We are a college named after a great civil rights activist who dedicated his life to ensuring that the generations that followed his own would be afforded a quality education, a vote, and a brighter future. The year 2010 marked the 40th Anniversary of the founding of Medgar Evers College - a historic moment to reflect on the legacy of the College’s founders, the activist heritage of our namesake, and our tradition of academic excellence over the course of four momentous decades.

This year marks the beginning of your future. Your time here at Medgar Evers College will be a milestone in your personal and professional development. In our classrooms you will assemble the building blocks that will determine your life path. Your degree, the company you keep, and the choices you make over the next few years will be vital ones. As a student-centered institution, we will be here to guide you from the moment you walk through our doors until graduation day.

Medgar Evers College offers a multitude of majors and concentrations, and an ever-expanding array of degree programs as part of our continuing mission to link our curriculum closely to positive employment outcomes. Our diverse programs include degree programs in Business, Public Administration, English, Education, Nursing, Psychology, Computer Science, Computer Information Systems, Biology, and Mathematical Sciences that will provide a strong foundation for your future career. We are a comprehensive institution, offering associate and baccalaureate degrees, as well as certificate, programs, with classes offered to accommodate the needs of daytime, evening, and weekend students.

Our accomplished faculty corps includes some of the best and brightest in academia, boasting several Fulbright scholars, a Guggenheim fellow, and respected scientific researchers. Our student scholars have captured first place in prestigious competitions like the Wharton Undergraduate Marketing Conference case competition, and presented their original research at conferences across the globe. Our graduates become lawyers, doctors, engineers, scientists, nurses, and public servants, among other exciting careers.

Our fast-growing urban campus includes a $247 million-dollar, state-of-the-art, School of Science, Health and Technology which opened in fall 2010. Our location in one of the most vibrant cities in the world offers an opportunity for cultural exploration with the borough’s premier library and museum within walking distance, and the entire city only a subway ride away. There are also several co-curricular student clubs and sports activities on campus to enrich your student experience.

Once again, welcome and thank you for choosing Medgar Evers College. Be assured that here you will acquire the intellectual tools and hone the spirit of determination that will guarantee your success far beyond our campus.

Sincerely,

Dr. William L. Pollard,
President of Medgar Evers College
College Directory
COLLEGE DIRECTORY

Mailing Address:
Medgar Evers College/CUNY
1650 Bedford Avenue
Brooklyn New York 11225
Telephone (718) 270-5010

School of Business

Accounting 718.270.5104
Business Administration 718.270.5112
Computer Information Systems 718.270.5115
Economics 718.270.5012
Public Administration 718.270.7050

School of Liberal Arts and Education

English 718.270.5049
Foreign Languages 718.270.4942
Mass Communications Creative & Performing Arts * Speech 718.270.4983
Philosophy & Religious Studies 718.270.4947
Psychology 718.270.4851

School of Science, Health & Technology

Biology 718.270.6213
Mathematics 718.270.6416
Nursing 718.270.6222
Physical, Environmental and Computer Science 718.270.6453

Most Frequently Used Numbers

Academic Advisement 718.270.5170
Academic Computing 718.270.5132
Academic Transformation and Success 718.270.5143
Adafi Newspaper 718.270.6436
Admissions 718.270.6024
Athletics 718.270.6072
Bookstore 718.774.5040
Bursar 718.270.6094
Career Development 718.270.6055
Career Management Services 718.270.6055
Computer Lab 718.270.5132
Counseling Services 718.270.5123
Dean of Students 718.270.6046
Ella Baker/Charles Romain Child Development Center 718.270.6018 or 6019
Evening & Weekend Programs/Weekend College 718.270.4894
Financial Aid 718.270.6141
Freshman Year Program 718.270.4960
Health Services 718.270.6075
Learning Center/Tutoring 718.270.5138
Library and Information Services 718.270.4880
Male Development Empowerment Center 718.270.6111
COLLEGE DIRECTORY

Registrar 718.270.6040
Scholarship 718.270.5010
Special Programs / SEEK 718.270.4970
Services for the Differently Abled 718.270.5027
Student Affairs Office 718.270.6046
Student Government Association 718.270.6240
Study Abroad 718.270.5136
Testing Center 718.270.4835
Center for Women’s Development 718.270.5127

Building Location and Security Information

Bedford Building/1650 Bedford Avenue/Front Security: 718.270.4998
Carroll Building/1150 Carroll Street/Security: 718.270.6003
Medgar Evers College Preparatory School/1186 Carroll Street/Security: 718.703.5400x1100
School of Business, S-Building/1637 Bedford Avenue/Security 718.270.5030
School of Science, Health and Technology/1638 Bedford Avenue/Security 718.270.1900
About Medgar Evers College
Medgar Wiley Evers, 1925-1963

Medgar Wiley Evers, known as “The Man in Mississippi,” is a seminal figure in the history of the American Civil Rights Movement. The third of four children, Medgar was born on July 2, 1925 in Decatur, Mississippi to James and Jessie Evers. Evers grew up in a devoutly religious home in segregated Mississippi, where services and accommodations such as schools and public facilities were specified for “Colored” or “White” use. Despite the fact that he could not attend the same theaters or drink from the same fountains as white Mississippians, like many men of his generation, Evers left his home to enlist in the military following the attack on Pearl Harbor. Although he was serving his country against its foreign enemies, Evers soon became disillusioned by the fact that while he was supposedly fighting for freedom of people halfway around the world, his own nation was rooted in the unequal segregationist ideology of separation and white supremacy. Evers’ experiences of the racist sentiments of white citizens as an African-American soldier demonstrated to him the need for action.

Emboldened by lessons learned while at war, Evers returned to Mississippi and dedicated himself to academic studies at Alcorn Agricultural and Mechanical College, where he earned a Bachelor’s degree in 1952. Evers was acutely aware of the need to continue the struggle against injustice and soon became an important member of the National Association for the Advancement of Colored People (NAACP) in Jackson, Mississippi. From 1954 until his assassination in 1963, Evers traveled throughout Mississippi organizing African-Americans in peaceful protest, economic boycotts, political sit-ins, and voter registration drives to draw national and world attention to unjust practices.

Elected the first Field Secretary of the NAACP, Evers created new strategies to enfranchise and empower African-Americans. As Dr. Patricia Murrain writes, “…articulating the demands of the black masses, Evers was instrumental in wielding hosts of fragmented, inarticulate and somewhat ineffective voices into unification.” Evers’ work was instrumental to many political and social victories for African-Americans in Mississippi, most notably the admission of James Meredith to the previously white-only University of Mississippi.

However, on June 12, 1963, “The Man in Mississippi,” who was the voice of so many disenfranchised Americans, was silenced by a shot to the back in the driveway of his home. Following Evers’ assassination, his wife Myrlie continued his legacy by traveling around the world stressing the positive achievements of the Civil Rights Movement and the necessity to continue the struggle until the dream of equality is realized. Myrlie Evers has remained a stalwart figure in the struggle for Civil Rights up to the present, serving as the Chairperson of the NAACP’s Board of Directors from 1995 to 1998.
Medgar Evers College has the distinction of being the youngest of the four-year senior colleges in The City University of New York. In the early 1960’s, the Central Brooklyn community recognized the need and expressed a desire for a local public college. Through various community organizations including, but not limited to, the Bedford-Stuyvesant Restoration Corporation, the Central Brooklyn Coordinating Council, and the NAACP, and through their local elected officials, the residents of Central Brooklyn approached the Board of Higher Education of the City of New York with this request. Members of the various community-based organizations constituted the Bedford-Stuyvesant Coalition on Educational Needs and Services, which served as the primary vehicle for interfacing with the Board of Higher Education. After many discussions and much involvement by community residents and the Coalition, the Board of Higher Education, on November 17, 1967, “approved the sponsorship of Community College Number VII, with the indication of an intention to admit students in the Fall of 1969.”

On 13 February 1968, the Board of Higher Education announced that the college would be located in the Bedford-Stuyvesant area of Brooklyn. On 27 January 1969 the Board approved the establishment of an “experimental four-year college of professional studies offering both career and transfer associate degrees and the baccalaureate degree, to be located in the Bedford-Stuyvesant area of Brooklyn, said college to be established in place of a previously approved but not started new Community College VII, and further directed that the City University Master Plan be amended accordingly.” This action was endorsed by action of the Regents on March 20, 1970.

The Board of Higher Education Proceedings of April 14, 1970 reflect the Board action, which modified the 1968 Master Plan to delete Community College Number Seven and listed in lieu thereof under Senior College, “College XVII, Mid-Brooklyn, Initial Facilities, Estimated Cost: $10,000,000.” The College was officially established on July 30, 1970 when Governor Nelson A. Rockefeller signed the legislation approving the “establishment of an experimental four-year college of professional studies offering both career and transfer associate degrees and the baccalaureate degree...” Finally, on September 28, 1970 the Board of Higher Education approved the recommendation from the College’s Community Council that the name of the college be Medgar Evers College, in honor of the martyred civil rights leader, Medgar Wiley Evers (1925-1963). In recognition of this, September 28th is observed as “Founders’ Day” at Medgar Evers College.

On December 2, 1970, the Medgar Evers College Community Council, chaired by John Enoch, and the Board of Higher Education co-hosted an announcement ceremony at the Y.M.C.A. on 139 Monroe Street in Brooklyn. Chairman Enoch stated, “The Medgar Evers College, reflecting the image of the martyred leader who dedicated his life to the cause of individual freedom, dignity and personal fulfillment, will add another pillar of strength to the growing educational, economic, cultural and social foundations of the central Brooklyn community and New York City.” Mr. Evers’ widow, Mrs. Myrlie Evers, and two of the couple’s three children flew in from Claremont, California for the ceremony. She was presented a scroll that cited Mr. Evers “…effective contribution to the cause of human freedom and dignity...In choosing the name of Medgar Evers, it is our hope that his ideals will inspire students and faculty of the college in their pursuit of truth as the surest path to human freedom and social justice.”

The community was then and continues to be an important force in the life of the College. The method of planning for the college and selection of its first president were unprecedented in the history of the Board of Higher Education. For the first time, representatives of the local community participated actively in the decision-making process. Seven members of the Bedford-Stuyvesant Coalition on Educational Needs and Services served on the Presidential Search Committee and the mandated Community Council was organized in the Spring of 1970 under the leadership of Mr. John Enoch, Acting Chairman. The sense of commitment and service to the community, which pervades throughout the College, may be attributed directly to the multi-faceted roles, which the Community Council and the community as-a-whole, have played in the establishment, growth and development of this institution.

Medgar Evers College was founded as a senior college of The City University of New York in 1969 through a partnership between the educators and community leaders in Central Brooklyn. More than just college named for a famous person, Medgar Evers College is a family whose members strive to fulfill their namesake’s legacy through a commitment to the educational empowerment of the African Diaspora community. Although Medgar Evers was born into a world where people of different races were not allowed to mix, students and faculty of Medgar Evers College gather each day in the community of harmony, equality and understanding for which he gave his life.
Medgar Evers College was founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor and the Board of Higher Education of The City University of New York. The College, named after the late civil rights leader, Medgar Evers, was established in 1969 with a mandate to meet the educational and social needs of Central Brooklyn. The College is committed to the fulfillment of this mandate.

In keeping with the philosophy of The City University and Medgar Evers College, we believe that education is the right of all individuals in the pursuit of self-actualization. Consequently, the College’s mission is to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of liberal education. The College offers programs both at the baccalaureate and at the associate degree levels, giving close attention to the articulation between the two-year and the four-year programs.

The College has a commitment to students who desire self-improvement, a sound education, an opportunity to develop a personal value system, and an opportunity to gain maximum benefits from life experience and from their environment.

**GOALS AND OBJECTIVES**

**GOAL ONE:** Consistent with The City University of New York Board of Trustees’ policy, the College seeks to serve the Central Brooklyn community which is comprised of students with diverse educational, socioeconomic, political, cultural and national backgrounds.

**Objectives:**

1.1. Open Admissions: To develop and implement a program of recruitment and admission of students who have a variety and range of qualifications.

1.2. Curriculum: To provide students with relevant programs, courses, and activities which will prepare them for college performance and aid in their retention.

1.3. Teaching and Learning: To provide excellent, effective, and varied modes of instruction that facilitate intellectual growth, stimulate excitement for learning, and foster the social and emotional growth of students.

1.4. Support Programs: To implement support programs and activities which enable students to complete their college experience successfully.

**GOAL TWO:** The College seeks to provide students with the essential basic and academic knowledge and skills necessary for rigorous undergraduate study, entry into graduate and professional schools, and career advancement and to incorporate the experiential resources of students into their attainment of skills and knowledge and academic excellence.

**Objectives:**

2.1. Basic Skills: To implement programs designed to assist students in the mastery of basic skills in communication and reasoning, including reading, writing, speaking, mathematics, computing, and problem solving.

2.2. Career Education and Occupational Competence: To institute programs which are designed to reflect the changing needs of society and to increase the number of professionally and occupationally prepared people in the inner-city.

2.3. Lifelong Learning: To provide opportunities which will encourage the pursuit of lifelong learning and personal and professional development.

2.4. In-depth Study: To provide discipline-based curricula that will afford students the opportunity to acquire the academic knowledge and skills at the undergraduate level necessary for success in their careers and in graduate and professional schools.

2.5. Research: To integrate research and research related activities into undergraduate curricula, and to develop students’ skills in critical thinking, problem solving, and the ability to conduct research.

**GOAL THREE:** The College seeks to improve students’ understanding of self, past and present societies, and future trends by providing its students with a liberal education which communicates the knowledge of tradition, the teachings of scholars, and the beauty and profundity of their cultural heritage.

**Objectives:**

3.1. Human Relations: To create an environment which fosters an understanding of, respect for, and ability to relate to people of diverse backgrounds and cultures.

3.2. Cultural Appreciation: To expose students to cultural experiences which promote values clarification and aesthetic awareness.

3.3. Community Interaction: To provide opportunities for involvement in community related programs which enhance responsiveness to community needs.
3.4. Liberal Education: To broaden general awareness and understanding of the interrelatedness of the domains of knowledge and to promote understanding of the diversity and pluralism of people and cultures.

3.5. Self-concept: To provide the educational programs and co-curricular activities that will promote and clarify students' understanding of self and contribute to the development of their positive self-concept.

**GOAL FOUR:** The College seeks to prepare students for leadership roles in a changing world, so that they and the College can be energizers or change-agents in the community.

**Objectives:**

4.1. Sociopolitical Understanding: To provide opportunities designed to assist in developing a greater understanding of social and political matrices and processes.

4.2. Leadership: To provide opportunities for students to participate in learning situations designed to develop organizational, interpersonal, and leadership skills.

4.3. International Experiences: To provide opportunities for international educational experiences that enrich and enhance students’ intellectual growth and social development.

**GOAL FIVE:** The College seeks to develop non-degree educational and co-curricular social, economic, and cultural programs which serve its students and a broad population of community residents.

**Objectives:**

5.1. To implement non-degree programs which facilitate the acquisition of prerequisite skills essential to education and career mobility.

5.2. To implement activities designed to broaden and strengthen occupational competencies.

5.3. To implement co-curricular activities designed to enrich students’ understanding of their role in the cultural matrix.

**GOAL SIX:** The College seeks to fulfill its mission through active interaction with community representatives.

**Objectives:**

6.1. Community Participation: To provide opportunities to involve the community in the decision making process.

6.2. College Involvement in Community: To facilitate positive change in the community through involvement in the educational, cultural, economic, and sociopolitical life of the community.

6.3. Public Relations: To maintain appropriate relationships with and to disseminate information to external constituencies.

**GOAL SEVEN:** The College seeks to create a positive environment that provides opportunities for professional growth of all its employees and that permits freedom of thought and inquiry, the free exchange of ideas, and the pursuit and advancement of knowledge by faculty and students.

**Objectives:**

7.1. To provide and promote opportunities for faculty and staff development.

7.2. To provide opportunities for faculty, staff, and students to participate in college governance and to give input into the decision making processes.

7.3. To provide resources directly or to disseminate information on funding sources and on other matters that support and promote teaching, learning, and research for faculty and students.

7.4. To provide the necessary physical facilities to support and enhance the academic and professional activities of the College community.

**GOAL EIGHT:** The College seeks to develop and maintain processes and procedures for coordination and oversight that ensure that standards of quality are met and that its Mission, Goals, and priorities are accomplished as effectively and efficiently as possible.

**Objectives:**

8.1. To implement or initiate the development of plans, policies, and procedures and to provide administrative support systems and services to faculty and students that preserve and enhance the educational enterprise and that are essential to institutional viability.

8.2. To establish and maintain processes to assess and evaluate student outcomes in order to provide feedback for improvement of teaching and learning.

8.3. To develop and maintain rigorous and effective modes of evaluation and assessment of all aspects of the College that provide a basis for institutional improvement and that meet internal and external requirements for accountability.
Degree and Certificate Programs

The following list is the State Department of Education’s Inventory of approved Degree and Certificate Programs and all approved programs leading to professional licensure in New York State offered by the College. Each program has been assigned a HEGIS Code by the U.S. Department of Education. The degrees and certificates listed are also those used by the Higher Education Services Corporation (HESC) and the Office of the State Comptroller for Administration and Programs and by the U.S. Department for Administration and Oversight of Federal Student Aid Programs.

SCHOOL OF BUSINESS

College Curriculum HEGIS Code
AAS Computer Applications 5104
AS Public Administration 5508
AS Business Administration 5004
BS Accounting 0502
BS Business 0501
BS Public Administration 2102
BS Computer Information Systems 0702
BPS in Applied Management 0506
(emphasis in Business Services Administration, Health Services Administration, and Social Services Administration)

SCHOOL OF BUSINESS

MINORS
• Multi-Media and Web Technologies
• Public Administration

SCHOOL OF LIBERAL ARTS AND EDUCATION

College Curriculum HEGIS Code
AA Teacher Education 5503
AA Liberal Arts 5649
(emphasis in English, Social Sciences, Mass Communications, Philosophy & Religious Studies, Foreign Languages, and Psychology)
BA Psychology 2001
BA English 1501
BA Liberal Studies 4901
(emphasis in Geography, History, and Political Science)
BA Religious Studies 1510
BA Childhood Education 0802
BA Special Education & Childhood Education 0808
BA Special Education & Early Childhood Education 0808
BS Social Work 2104

SCHOOL OF LIBERAL ARTS AND EDUCATION

MINORS
• Early Childhood Intervention
• English Literature
• English Writing
• Philosophy
• Religious Studies
• Social Welfare

SCHOOL OF SCIENCE, HEALTH AND TECHNOLOGY

College Curriculum HEGIS Code
AAS Nursing (Clinical) 5208
AS Computer Science 5103
AS Science 5649
BS Biology 0401
BS Environmental Science 0420
BS Nursing 1203
BS Mathematical Sciences 1701
BS Computer Science 0701
Certificate in Practical Nursing 5209

SCHOOL OF SCIENCE, HEALTH AND TECHNOLOGY

MINORS
• Chemistry
• Computer Science
• Environmental Science
• Earth System Science
• Physics
• Religious Studies
• Space Science
Office of Admissions and Recruitment

Vice President: Vincent Banrey  
718 270-6046 office  
718 270-6198 fax  
vbanrey@mec.cuny.edu

Office: S-306

Executive Director of Enrollment Management: Warren Heusner  
718 270-6048 office  
718 270-6198 fax  
wheusner@mec.cuny.edu

Director and Foreign Student Advisor: Julie Augustin  
1665 Bedford Avenue  
718 270-6024 office  
718 270-6411 fax  
enroll@mec.cuny.edu

Recruitment Coordinator: Khari Russell

Freshmen Counselor: Nelson Carrillo

Transfer Counselor: Minica McGarrell

Non-Degree ReAdmit, Permit Counselor: Chinyere Nwasike

Front Desk Supervisor: Rachelle Auguste

Veteran’s Affair Counselor: Larry Eaton

Freshman Recruiter: Jamel Ien

Transfer Recruiter: Fred Battle

GENERAL INFORMATION
Applicants for admission to undergraduate programs at the College are encouraged to apply online at www.cuny.edu. Applicants will be directed to the online application that will provide the procedures for filing online.

If you do not have access to the Internet, you may come in to the Office of Admissions and use the office computers. Freshmen and transfer students are encouraged to apply by March 15 for the fall semester and September 15 for the spring semester.

Students must list all institutions attended, as requested on the appropriate application, and arrange to have official transcripts sent to the University Application Processing Center (UAPC). Freshman and transfer applications are processed at the UAPC, not at the College. Failure to list all prior institutions attended on your application will subject you to disciplinary action and review of the admission decision.

Transfer credits will be denied for courses completed at institutions not listed on the application for admission. The College reserves the right to deny admission to any student if, in its judgment, the presence of that student on campus poses an undue risk to the safety or security of the College or the College community. That judgment will be based on an individualized determination, taking into account any information the College has about a student’s criminal record and the particular circumstances of the College, including the presence of a child care center, a public school, or public school students on the campus.

Definitions:
A freshman is a student who has not previously attended any college, university, and/or proprietary school within or outside the United States since graduating from high school or secondary school.

A matriculated student is one who has been admitted into an academic program and is recognized by the college as pursuing a degree. They may attend the college on a full-time or part-time basis.

A non-degree student is one who is registered for credit bearing courses, but has no intention of pursuing a degree.

A re-admit student is one who was in prior attendance as a matriculant or non-degree student who wishes to re-enter to pursue credit bearing classes.

A second degree student is one who has already earned a Baccalaureate degree from a regionally accredited institution.

A transfer student has attended college, university, and/or proprietary school since graduating from high school/ secondary school. This definition applies whether or not you are seeking transfer credit.

Transfer students do not have the option to omit portions of their educational history in order to apply as a freshman.

Please read the CUNY Policy on Submission of Fraudulent Documents and on the Omission of Information in Support of an Application for Admission located at: www.cuny.edu/admissions, for further details.

FRESHMAN APPLICANTS
Freshmen are students who have not attended a college or university after completing high school. These students should file the Freshman Application for Admission indicating Medgar Evers College
 relics for consideration. Actual admission criteria are usually higher. Former students who have earned a Baccalaureate degree from Medgar Evers College must file an online Transfer application at www.cuny.edu/undergraduate in order to be considered to pursue a second degree.

**TRANSFER CREDITS**

Transfer credit will only be granted from regionally accredited institutions listed on the student’s admissions application. Failure to list all postsecondary institutions attended will subject a student to disciplinary action and a review of the admission decision. Credit is given only for courses taken at institutions that are accredited by one of the regional accrediting commissions in consultation with the appropriate School and department to which the student has been accepted. Most transcript evaluations are available prior to course registration.

The maximum number of credits that may be transferred toward a Baccalaureate degree is 90. The maximum number of credits that may be transferred toward the Associate degree is 30. Credits from an accredited non-CUNY college may be accepted if a grade of at least a C was obtained. Transfer credit will not be granted for any remedial, developmental or ESL courses. Credits earned with any passing grade from another unit of CUNY may be transferable. Transfer students who have earned an associate degree from a regionally accredited college may have to complete more than 60 additional credits in order to complete the bachelor’s degree requirements. Transcript evaluations can only be performed for accepted students. Applicants are required to report and provide transcripts for all previous coursework taken after high school including coursework that was in progress at the time of application. Failure to do so may result in the denial of all transfer credit and suspension from CUNY.

**TRANSFER POLICIES**

Transfer Policies Pertaining to CUNY Associate in Arts (A.A.) Degree Programs.

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

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

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

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

Please note the following:

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

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

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

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

**Special Admission Programs**

Newly accepted freshman or transfer students intending to pursue the following degrees and/or programs must complete pre-requisite program requirements as Medgar Evers College students and the submission of a secondary application for these specializations:

- Associate in Applied Science in Nursing (RN)
- Bachelor of Arts in Childhood Education
- Bachelor of Arts in Childhood Special Education
- Bachelor of Arts in Early Childhood Special Education
- Bachelor of Science in Social Work
- Certificate in Practical Nursing (LPN)

- SUNY Downstate Bachelor of Science degrees
  - Diagnostic Medical Imaging
  - Occupational Therapy
  - Physical Therapy
  - Physician Assistant

Please refer to the specific section of the catalogue that pertains to the degree you are interested in for details.

**PLEASE NOTE:** Successful completion of the degree programs will require the passing of specific state licensing and certification exams in order to practice in these professions.

**INTERNATIONAL APPLICANTS**

For admission purposes, an international student is defined as an applicant who seeks an F-1 or J-1 non-immigrant classification. International applicants should file the appropriate freshman or transfer application online at www.cuny.edu.

Applicants from non-English-speaking countries must submit TOEFL scores along with official educational transcripts including English translations where applicable to the University Application Processing Center. The deadline for international applicants to submit a completed application and official transcripts is posted on the www.cuny.edu website for fall and spring admission. Conditional admission is not available to students who require a semester or a year to learn English. Applicants are responsible for the payment of all tuition and fees at the time of course registration every semester. Financial assistance is not provided to international students; they must provide proof of financial ability to finance their tuition, fees, room & board, books, transportation and incidental expenses. The estimated cost is $33,000 USD per year and is subject to change. Housing arrangements must be made by the student. The law regulating international students studying in the United States can be found on the United States Citizenship & Immigration website at www.uscis.gov under 8CFR214.2. Policies governing International Student Services are based upon policies and practices recommended by CUNY General Counsel, NAFSA: Association of International Educators, AACRAO: American Association of Collegiate Registrars and Admissions Officers, and other educational organizations.

**NON-DEGREE AND PERMIT STUDENTS**

An individual may attend as a non-degree student or permit (visiting) student if they wish to take credit bearing courses but are not working toward a degree. These students are limited to a maximum of fifteen (15) credits. All applicants must fulfill CUNY and College-wide requirements by meeting appropriate basic skills proficiency in reading, writing and mathematics. Non-degree students may only register for courses for which they have the prerequisites. Applicants must complete pre-requisite and co-requisite courses with
a passing grade before enrolling in college level or advanced level courses. Permit students and baccalaureate degree holders are exempted from taking the placement examination. Applications may be obtained in person from the Office of Admission & Recruitment, or at the website www.mec.cuny.edu/admission. Students must submit copies of their college transcripts and proof of having paid the application fee at the time of application submission. Permit students from colleges outside the CUNY system should obtain a non-degree application and follow the instructions.

Currently enrolled CUNY students should file e-permit applications via their CUNY Portal accounts. Applicants must check the college’s Academic Calendar for application deadline dates and course registration dates.

SENIOR CITIZENS
Bona fide New York residents 60 years of age and older and who have completed high school are permitted to register for undergraduate courses on an audit basis as non-degree students on a space-available basis for $80 per semester (a $65 application fee and a $15 Comprehensive Fee). These students are exempt from all other fees and charges.

Senior citizens may take no more than 6 credits a term on an audit basis only. Senior citizens who wish to take courses for degree credit will be assessed the appropriate tuition charges.

Senior citizens must submit a non-Degree application and a Senior Audit Form, proof of high school completion and provide proof of eligibility (i.e., Medicaid card, birth certificate, or passport) to the Office of Admissions & Recruitment.

Applicants must check the college’s Academic Calendar for application deadline dates and course registration dates.

CHANGE OF STATUS FROM NON-DEGREE TO DEGREE
Students who wish to change their status from non-degree to degree must complete a CUNY Transfer Application located at www.cuny.edu. In order to have their non-degree courses considered as part of the degree requirements, students must also submit a Matriculation Application for Degree Status. This may be obtained from the Office of Admissions and Recruitment. Applicants must check the college’s Academic Calendar for application deadline dates and course registration dates.

READMISSION
Students who formerly attended and wish to be readmitted to the College must complete a Readmission Application. This may be obtained from the Office Admissions & Recruitment in person or via the website at www.mec.cuny.edu/admission.

There is an application fee and official transcripts from all institutions attended since you were last in attendance are required. Applicants must check the college’s Academic Calendar for application deadline dates and course registration dates.

Former students who were dismissed for academic reasons must apply for reinstatement with the appropriate Committee on Academic Standing before a readmission decision can be made.

VETERANS
Medgar Evers College is an approved training institution for veterans, disabled veterans, and children of deceased or totally and permanently disabled veterans. Students have veteran status if they:

• have engaged in active duty in the U.S. Army, Navy, Air Force, Marines, Coast Guard, National Guard or Reserves and were called to active duty for purposes other than training, or were a cadet or midshipman at one of the service academies and,

• were released under condition other than dishonorable discharge and had been engaged in active duty for at least one day. Box 24 of the DD214 indicates the “Character of Service.” Students currently serving in the Active Reserve Forces, or entitled to benefits accrued in the reserve component, while not technically veterans, are entitled to certain resources. Please contact the Veteran Administration or the campus Veteran Certifying Officer for more details. Veteran applicants are exempt from paying the CUNY undergraduate application fee. Please log on to the following website www.cuny.edu/veteran for procedures on how to obtain the Veterans Fee Waiver.
Educational Costs

THE COST OF EDUCATION
The cost of education is an important consideration for students when choosing a college program. The following information should be of assistance to any student who is interested in calculating the costs related to attending The City University of New York.

RESIDENCY FOR TUITION BILLING PURPOSES
Students are eligible for the tuition rate for residents of New York State if they meet the following requirements:

1. 18 years of age or older;
2. United States citizen or alien with permanent resident status;
3. have maintained their principal place(s) of residence in New York State for a period of twelve (12) consecutive months immediately preceding the first day of classes.

The residence of a person under the age of 18 is that of his/her parents unless the person is an emancipated minor (i.e., one whose parents have intentionally and voluntarily renounced all the legal duties and surrendered all the legal rights of their position as parents).

All students who wish to apply for lower tuition must present proof of residence to the Office of Admissions prior to registration.

TUITION
Beginning with the 2005-2006 Academic Year, undergraduate students who attend any institution within The City University of New York will be charged according to the following tuition fee guidelines:

1. A full-time undergraduate degree student is one who is enrolled for 12 to 18 credits or equated credits. Full-time in state degree students are billed one total fixed amount for 12 to 18 credits or equated credits.

2. A part-time undergraduate degree student is one who is enrolled for less than twelve (12) credits or equated credits. Part-time students are billed on a per credit basis up to but not including 12 credits or equated credits. The tuition should not exceed the full-time degree rate in a regular semester, which is up to eighteen (18) credits.

3. There is no full-time tuition rate for summer session students. Therefore, both summer session students and non-degree students are billed on a per credit basis regardless of the number of credits for which they register. However, those students whose tuition is paid by TAP must register for no less than six (6) credits.

4. Students meeting the residency requirements and having submitted documentation of residency will be charged the resident tuition rate. If not, they will pay the non-resident tuition rate. Non-degree students are charged per credit.
REGISTRATION VALIDATION: 72-HOURS RULE
No student registration is final until it has been validated by the Bursar. After a student has had his/her courses entered, he/she is issued a bill. That bill must be signed and taken to the Bursar’s Office in the School of Business and Student Services Building, Room SBSS 308.
1. The Bursar’s Office will exchange the student’s bill, on receipt of payment and after applying financial aid estimates or accepting SallieMae Tuition Pay Plan, for a validated Bursar’s Receipt.
2. This Bursar’s Receipt is the only acceptable proof that registration has been validated.
3. Students who participate in the early registration process must have their registration validated by the “due date” indicated on the face of the bill.
4. Students who register during regular or late registration must have their registration validated within 72 hours of the date that they registered.

Registration is not final and will be cancelled for any student who does not have his/her registration validated within these time limits. There are NO EXCEPTIONS.

TUITION AND FEES
Tuition and fees listed in this Bulletin and in any registration material issued by the College is subject to change by CUNY Board of Trustees without prior notice. For the schedule of tuition and fees, please check CUNY website at http://www.cuny.edu/admissions/financial-aid/estimating-costs/tuition-fees.html.

1. In the event of an increase in tuition and fees, any payments already made to the College will be treated as a partial payment.
2. Students will be notified of the additional amount due, the method of payment, and the payment due date.

PAYMENT OF TUITION AND FEES
When planning to register for courses, students must be prepared to pay tuition, student activity/consolidated fees, and any other fees associated with registration. A student is not officially registered until all financial obligations to the College have been satisfied. All fees must be paid within 72-hours after the day of registration. If this is not possible, students may make arrangements to pay through one of the following methods:
1. Financial Aid Award (PELL or TAP)
2. Student Loan
3. Sallie Mae Tuition Pay Plan
4. Tuition Waiver
5. Voucher
6. Special Registration Status (i.e. Veteran or other third party)

NOTICE TO STUDENTS
All Financial Aid Students must go to the Bursar’s Office to validate their registration in order to receive a Bursar’s Receipt.

Registration dates are printed in the “Schedule of Classes” for each semester.
1. If a student’s bill is not paid and no arrangements to pay within 72-Hours have been made with financial aid, student loan, Sallie Mae Tuition Pay, tuition waiver, special status or hardship deferment, his/her registration will be canceled.
2. A student who has not fulfilled all financial obligations to the College (for example, fails to make deferred payments, or fails to satisfy the deficit between projected financial aid and actual financial award)
   i. will not receive a grade report;
   ii. will be barred from obtaining a transcript; and
   iii. will not be allowed to register for the subsequent semester, until his/her financial obligation to the College is fulfilled.

METHOD OF PAYMENT
Payment may be in cash, money order, certified check, travelers check, credit card (MasterCard, Discover, or American Express) via E-SIMS only; VISA is not accepted, or tuition payment plan where payments have been made directly to Sallie Mae. Please note the following:
1. Students can make payment in E-SIMS by credit cards only.
2. No partial payment is accepted in E-SIMS.
3. Sallie Mae accepts payment online by credit card or by check.
4. Students are encouraged to apply online for Sallie Mae Tuition Pay payment plan and make their payments online.

DROP BOX
A student does not have to wait on line at the Bursar Office to make payment if he/she is paying by money order, certified check, personal check, travelers check, or with a credit card online. Payment can be made by the use of the Drop Box at the Bursar’s Office.

All Students
Accelerated fees for credits in excess of eighteen (18):
Less than or equal to 2 - $100.00
Greater than 2 but less than or equal to 4 - $230.00
Technology Fee
   Full-time Students $100.00
   Part-Time Students $ 50.00
Technology fee of $100.00 will be charged if the student registers initially as full-time and subsequently changes to part-time status once the college begins. Senior Citizens are exempted from Technology Fee.

If paying by check or money order:
1. The student’s name, last 4 digits of the social security number, and address must be written on the face of the check or money order.
2. When a check is returned for “Insufficient Funds” or marked “Stop Payment, the student remains liable for Tuition and Fees in addition to the Processing Fee.
3. A “Stop Payment” on a check or an “Unofficial Withdrawal” does not cancel a student’s registration or financial obligation.
4. The student must “Withdraw Officially” within the required Refund Period for any refunds. (See Refund Section.)

Educational Costs
SALLIE MAE TUITION PAYMENT PLAN
Medgar Evers College understands that sometimes students need some help managing their tuition bill. That’s why we offer the Medgar Evers College tuition payment plan administered by Sallie Mae®. Payment plans are convenient, manageable payment solutions that give students the option to pay tuition in interest-free monthly installments, rather than one lump sum. The plan is simple to use and provides students with flexible plan terms with convenient payment options.

PAYMENT FOR PARAPROFESSIONALS
Financial Aid is the first source of payment. The Board of Education will pay for up to six (6) credits for tuition cost, only if Financial Aid is unavailable. A voucher from the Board of Education must be presented to the Bursar’s Office for deferment of payment.

Note: Students with cash for payment are encouraged to purchase a money order before going to the Bursar’s Office to pay their tuition.

PRIOR SEMESTER TUITION
Prior semester tuition must be PAID IN FULL before any payment is applied to the current semester tuition.

EARLY REGISTRATION
Students registering during the Early Registration Period will be mailed a bill that MUST be paid by the payment-due-date printed on the bill. If payment is not received by the due date, the College will:

a. cancel enrollment in all courses for which the student has pre-registered, and
b. the student will have to re-register during the regular registration period

REGULAR AND LATE REGISTRATION
A student registering during the Regular or Late Registration periods will be required to pick up his or her bill at the Bursar’s Office. All payments must be made at the Bursar’s Office on the day the bill is picked up. If payment or other financial arrangements are not made within 72 hours, the College will cancel the student’s registration.

ADDITIONAL EDUCATIONAL EXPENSES
In addition to Tuition and Fees, there are other costs associated with attending college. The costs listed below are an average estimate of possible additional student expenses.

<table>
<thead>
<tr>
<th>Students Living Away From Parents</th>
<th>Academic Year</th>
<th>Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Supplies</td>
<td>$1179.00</td>
<td>$197.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>$ 986.00</td>
<td>$ 164.00</td>
</tr>
<tr>
<td>Housing</td>
<td>$7920.00</td>
<td>$1320.00</td>
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<tr>
<td>Price Food</td>
<td>$1875.00</td>
<td>$ 313.00</td>
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</table>

<table>
<thead>
<tr>
<th>Students Living With Parents</th>
<th>Academic Year</th>
<th>Summer Session</th>
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</thead>
<tbody>
<tr>
<td>Books and Supplies</td>
<td>$1179.00</td>
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<tr>
<td>Transportation</td>
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<td>$ 164.00</td>
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<tr>
<td>Housing</td>
<td>$1655.00</td>
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</table>

REFUND
In order to receive a one hundred percent (100%) tuition refund, including accelerated fees:
1. a student must withdraw from course(s) prior to the first day of classes, or
2. withdraw from the College.

Students should consult the “Schedule of Classes” for additional information on the refund schedule.

Tuition refunds are also made in accordance with Board of Trustees’ regulations when certain circumstances such as military or Peace Corps service apply.

When a student initiates a “withdrawal” the date on which the student drops his or her classes, not the last date of attendance, is considered the official date of withdrawal for the purpose of computing tuition refunds.

Class non-attendance, informing the instructor of withdrawal, altering the bill to indicate intention to drop a course(s), or stopping payment on a check does not constitute an “Official Withdrawal.” If a portion of tuition has been paid with Federal Financial Aid funds that portion of any tuition refund is returned to the appropriate Financial Aid Program.

Students should be aware that “Withdrawal” from courses after the first day of class will incur a tuition liability. Withdrawal after the third week of classes or failure to complete a course will affect their Financial Aid. For any questions regarding Financial Aid, visit the Financial Aid Office.

The number of months given to the student to pay his/her tuition will depend on the amount of tuition and the down payment paid at the time the student enters into the contract with Sallie Mae Tuition Pay. However, if a student drops his/her courses, the student is still liable to Sallie Mae for a portion or the entire balance.
LIBRARY FINES AND REPLACEMENT COSTS
The student must pay any overdue fines, up to and including the date the item is reported as being damaged or as a lost library item. He or she must also pay an amount to be determined by the nature and extent of the damage not to exceed the current price of the item, plus a processing charge of $10.

LOST LIBRARY ITEM
The student must pay a $10 processing charge in addition to the current price of the item.

MISCELLANEOUS FEES AND CHARGES
ALL ARE NON-REFUNDABLE

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
<th>Description</th>
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<tbody>
<tr>
<td>Application Admission Fee</td>
<td>$65</td>
<td>Freshman and non-degree students with the exceptions of Senior Citizens</td>
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<tr>
<td>Re-admission</td>
<td>$10</td>
<td>Students who were absent from College for one (1) or more semesters, with the exception of Senior Citizens</td>
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<tr>
<td>Late Registration</td>
<td>$25</td>
<td>Charged after the specified registration period</td>
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<td>Program Change</td>
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<tr>
<td>Insufficient Funds</td>
<td>$30</td>
<td>Charge for Non Negotiable (NG) Checks</td>
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<td>Transcript Request</td>
<td>$7</td>
<td>Each Transcript (if transcript is sent to another CUNY campus, there is no charge)</td>
</tr>
<tr>
<td>Make-up Exams</td>
<td>$15</td>
<td>First Make-up Exam</td>
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<tr>
<td></td>
<td>$5</td>
<td>Each Additional Make-up Exam</td>
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<td></td>
<td>$25</td>
<td>Maximum for the semester</td>
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<td>Duplicate ID Card</td>
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<tr>
<td>Duplicate Diploma</td>
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<td>Duplicate Bill</td>
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<td></td>
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<td>Student Activity</td>
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<tr>
<td>Consolidated Service</td>
<td>$15</td>
<td>All students, including non-degree students and senior citizens, are required to pay this fee</td>
</tr>
</tbody>
</table>
Financial Aid

Vice President: Vincent Banrey
718 270-6046 office
718 270-6198 fax
Office: vbanrey@mec.cuny.edu
S-306

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Office: S-301

Director: Conley James
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Jennifer Warrington
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Rachelle Taylor
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APPLYING FOR FINANCIAL AID
The Free Application for Federal Student Aid (FAFSA) is available online must be completed each academic year. The academic year begins with the summer semester and concludes with the subsequent spring semester.

The Financial Aid Supplemental Information Request (FASIR) must also be completed in order to be considered for the Aid for Part Time Study (APTS). The application can be obtained from the CUNY Portal.

Students may file their Financial Aid application via the Web in the Medgar Evers College Financial Aid Computer Lab located in Room S-106 of the School of Business & Student Support Services building. The Lab Coordinator will assist all students. Students also can apply from any computer at www.fafsa.ed.gov.

Verification
After filing a Financial Aid application and receiving a response, some students may be selected for verification. When an applicant is selected for verification by the College or the U.S. Department of Education, the student may be required to document his/her household size, number of siblings in college, adjusted gross income, taxes paid, and other untaxed income and benefits. A financial aid award will not be calculated until the process is complete and the information on the application is correct. Suspected cases of fraud will be referred to the U.S. Department of Education Office of the Inspector General.

FEDERAL FINANCIAL AID PROGRAMS (TITLE IV)
General Eligibility Requirements
To be eligible for Title IV assistance, an applicant must meet the following general eligibility requirements:

1. Be enrolled or accepted for enrollment
2. Be a matriculated student
3. Be in an eligible program
4. Be a U.S. citizen or eligible non-citizen
5. Be registered with the Selective Service System and sign a Statement of Registration Status
6. Have a high school diploma or GED
7. Maintain satisfactory academic progress
8. Meet enrollment status requirements
9. Not be a member of a religious community that directs the program of study or provides maintenance
10. Not be enrolled concurrently in an elementary or secondary school
11. Not be in default on a Title IV Student Loan borrowed for attendance at any institution
12. Not have borrowed in excess of Title IV Loan limits
13. Not owe a repayment on a Title IV Grant or Scholarship received for attendance at any institution

After having identified their educational costs and matching them to their own personal resources, most students discover that, in order for them to enter or to continue college, they need some form of financial assistance. The financial aid staff at Medgar Evers College helps students receive all of the financial aid for which they are eligible. They do this through the provision of information, advice and services in accordance with Federal and State financial aid regulations. However, the primary responsibility to meet educational costs rest with the student and when relevant with the student’s family.
CAMPUS-BASED FINANCIAL AID PROGRAMS

Federal Work Study Program (FWS)
The purpose of the Federal Work Study Program is to give part-time employment to undergraduate students who need the income to help meet the costs of postsecondary education and to encourage FWS recipients to participate in community service activities. To be eligible for this program, applicants must complete both the FAFSA and FASIR financial aid applications.

Federal Supplementary Educational Opportunity Grant (FSEOG)
To receive an FSEOG, a student must meet the applicable general eligibility requirements for Title IV aid. Additionally, a student must have exceptional financial need. A student is not required to repay this grant.

Federal Perkins Loan (FPL)
The Federal Perkins Loan is a low-interest long-term loan, made through the College to help needy undergraduate students pay their postsecondary educational costs. Priority is given to students who demonstrate exceptional financial need. Perkins Loan recipients must complete an entrance interview before receipt of the check and an exit interview prior to separation from the College.

NON-CAMPUS BASED FINANCIAL AID PROGRAMS

Federal Pell Grant (FPELL)
The Federal Pell Grant is an award to help first-time undergraduates pay for their education after high school. A first-time undergraduate is one who has not earned a bachelor’s or first professional degree. The award is based on financial need and academic achievement.

William D. Ford Federal Direct Loan Program
The William D. Ford Federal Direct Loan Program provides student and parent loans. The Direct Loan Program differs from traditional student loan programs in that the Federal Government provides the loan principal; private lenders are not involved. Flexible repayment options and consolidation are also available.

On Direct Subsidized Loans the Federal Government pays the accruing interest on the loan while the student is in school and during certain deferment periods. All students must complete a FAFSA in order to apply for a Direct Loan. An entrance and exit counseling interview is required. The loan is need-based and a student may not borrow more than his/her need. A student’s financial need is based on the following formula: Cost of Attendance - Estimated Family Contribution = Financial Need

Direct Unsubsidized Loans
An independent student in need of additional aid may apply for and receive a Direct Unsubsidized Loan. (Interest accrues from the date of loan origination and is the responsibility of the borrower.) For both types of loans, repayment of loan principal does not begin until the student has left school and the grace period has expired. An entrance and exit counseling interview is required.

Federal Direct PLUS Loan
FPLUS Loans make funds available to parents borrowing on behalf of their children. The loan is unsubsidized, so parent borrowers are responsible for accruing interest from the date of loan origination. Repayment begins while the student is still in school and there is no grace period. FPLUS Loans may be counted as part of the expected family contribution and are not based on demonstrated financial need.

Loan amounts depend on the student’s year in school and enrollment status. All students must be enrolled on at least a half-time basis to qualify for a loan.

Borrowers of all Direct Loan Programs must sign a promissory note agreeing to repay the loan.

Veterans Administration (VA) Educational Benefits
Financial assistance is available to eligible veterans and children of deceased veterans or service-connected disabled veterans. Award amounts vary. For more information and applications about the program, contact any regional Department of Veterans Affairs Office in your area or call 800 635-6534.

STATE FINANCIAL AID PROGRAMS

General Eligibility Requirements
1. Meet one of the United States citizenship requirements
2. Meet New York State residency requirements
3. Enroll as a full-time student
4. Enroll in an approved program of study in a New York State postsecondary institution
5. Be in matriculated status
6. Be in good academic standing
7. Not be in default on any student loan
8. Have a minimum tuition liability of at least $200 per academic year ($100 per semester).

Tuition Assistance Program (TAP)
TAP is an Entitlement Grant Program for New York State residents attending postsecondary institutions in the state. The Program provides grant assistance to help eligible full-time students meet tuition charges.
1. Students in associate degree or certificate programs are eligible for up to three years of assistance (36 payment points).
2. Students in bachelor degree programs are eligible for up to four years of assistance (48 payment points).
3. SEEK students are eligible for up to five years of assistance (60 payment points).
Awards vary according to tuition charges, type of institution attended, family net taxable income and the academic year in which student receives his/her first payment.

Aid to Part-time Study (APTS)
This Program provides tuition assistance to eligible undergraduate students enrolled on a part-time basis. Unlike other grant and scholarship programs administered by New York State Higher Education Services Corporation (NYSHESC) the APTS Program operates as a campus based program. To apply, students must complete the FASIR. The amount of the award will depend on a student's financial need, the tuition cost, the college's allocation of funds, and the total number of eligible part-time students attending the college who apply for the award.

APTS awards reduce a student's total award eligibility for TAP. Once TAP eligibility is exhausted, students are no longer eligible for APTS. APTS is considered one half of a TAP Award (3 payment points).

City University Supplemental Tuition Assistance (CUSTA)
The CUSTA Award is a City University administered program to assist students who experience a reduction in their TAP Award in their 5th semester of TAP eligibility. To be eligible for the CUSTA Award, students must be:
1. Enrolled in an undergraduate program at a CUNY Senior or Technical College.
2. Enrolled on a full-time basis.
3. Eligible for the maximum TAP Award.
4. At least a fifth-semester TAP eligible recipient who has not exhausted their TAP eligibility.

The Search for Education, Elevation and Knowledge (SEEK) Program
This Program assists in providing higher education opportunity for educationally and economically disadvantaged students. Students are provided with specialized counseling, tutorial services, academic instruction, and additional financial aid stipends for books and fees. Requirements for eligibility are on the Freshmen Application for Admissions.

Students who are Delinquent or in Default
Students who are delinquent and/or in default of any of their financial accounts with the College, the University, or an appropriate State or Federal Agency for which the University acts as either disbursing or certifying agent, are not permitted to complete registration, and cannot be issued either a copy of their grades, a transcript of academic records, or their certificate or degree. They cannot receive any funds under the Federal Campus-based Student Assistance Programs nor the Federal Pell Grant Program unless the designated officer waives IN WRITING the application of this regulation. This can only be done in exceptional hardship cases and must be consistent with Federal and State Regulations.

STUDENTS' RIGHTS AND RESPONSIBILITIES FOR FINANCIAL AID

Students, it is your responsibility to:
1. Review and consider all information about the College's programs before you enroll.
2. Accurately submit your Financial Aid applications by the required deadline. Errors can delay or prevent you from receiving aid. Additionally, knowingly misreporting information is a violation of the law and subject to penalties.
3. Read, understand, and accept responsibility for all agreements you are asked to sign.
4. Notify the Financial Aid office of changes in your name, address, or enrollment status immediately. If you have a loan, you must also notify your lender of any of these changes.
5. Be aware of the College's refund policy.
6. Know the programs' limits on:
   a. total amount of aid;
   b. number of years you can receive aid.
   Do not borrow more from student loans than you need.
7. Know the terms of repayment on your student loan(s).
8. Work out a financial plan for yourself.
9. Keep a good file. Be sure to keep records (copies of promissory notes, canceled checks, payment receipts) of all of your obligations. Use this file when talking to your lender or Financial Aid Office about any problems.

Appeal of Financial Aid Probation / Suspension
A student may appeal a determination of “unsatisfactory progress” for Title IV aid through the following procedure:
1. The student indicates in writing to the Director of Financial Aid:
   a. reasons why he/she did not achieve the minimum academic requirements;
   b. reasons why his/her aid should not be terminated, and,
   c. supplement any written appeal with documentation to support why satisfactory academic progress was not maintained.
2. Appeals will be received by a committee to determine if the student's claim is justified. The student is then advised of the decision.

Waiver of Good Academic Standing Requirements
Academically proficient students who experience a “bad semester” can apply for a waiver, which permits a student to receive a “state award” the semester immediately following the one in which the student failed to meet program pursuit and/or academic progress standards. The waiver can only be granted once and is only approved if a student can demonstrate and document unusual or extraordinary circumstances e.g., death of family member, personal tragedy or illness. TAP Waiver Forms are available in the Bursars Office.

Tuition Credit, Check Disbursement and Refund Policy
At registration, Financial Aid awards are applied to a student’s account in the following priority order:
1. TAP
2. FPELL
3. Loans
Financial Aid

Funds not used for institutional costs are disbursed to students.
A distribution calendar (obtained at the Bursar or Financial Aid Offices) lists the disbursement dates for CUSTA, FPELL, FSEOG, FWS, FPerkins Loan, SEEK Funds, and Direct Loans. Questions concerning the dates of disbursement or the amount of the check should be addressed to the Student Financial Accounting Office.

To receive payment of an award, students must be enrolled for the appropriate number of credits or equated hours. Students who add or drop courses prior to receiving payment will have their awards adjusted accordingly. The student’s enrollment status on the day he/she receives an award will be used to determine financial aid eligibility unless the student completely withdraws from classes. Federal Pell awards will be adjusted for students who incur tuition liability due to a change in their enrollment status.

SCHOLARSHIPS

The College awards a variety of scholarships and certificates annually to students who demonstrate academic excellence and achievement. Information concerning these awards may be obtained from the Office of Institutional Advancement, the Office of the Student Affairs, and from the Chairpersons of the Academic Departments.

Students are encouraged to research and apply for outside grants and scholarships. The public libraries have information on many sources of public and private aid.
STATE AID and TAP ACADEMIC PERFORMANCE CHART

The New York State Tuition Assistance Program (TAP) Performance Chart applies to all students receiving payments from TAP program.

Good academic standing requirement for New York State financial aid programs consists of both an "Academic Progress" and a "Program Pursuit" component as explained below.

To be eligible for a TAP award, students must be enrolled for at least 12 credits or the equivalent. Courses may be counted toward full-time study only if they are applicable toward a degree. Electives are acceptable when taken in accordance with published degree requirements. A student may take courses not applicable to a degree in a given semester as long as the coursework is above the minimum full-time requirement of 12 credits. Undergraduate students may receive TAP awards for eight semesters; SEEK students may receive TAP awards for 10 semesters.

To receive each TAP payment:

- you must have completed a specific number of credits in the previous TAP semester;
- you must have accumulated a specific number of credits towards your degree;
- you must maintain a specific minimum GPA (grade point average); and
- you must have declared a major by the time you complete 60 credits.

In order to receive TAP and scholarships, a student must meet specific academic standards. Students will be evaluated depending on when they received their first TAP payment and whether they are in a remedial program.

FIRST-TIME TAP RECIPIENTS 2010–2011 AND LATER, NON-REMEDIAL

To receive payment number:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<td>12</td>
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<td>12</td>
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FIRST-TIME TAP RECIPIENTS 2006–2007 AND REMEDIAL STUDENTS

To receive payment number:

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<td>2.0</td>
<td>2.0</td>
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</tbody>
</table>

Note: Students who believe that they may not meet the new TAP standards should consider registering for additional credits. In all cases, students should weigh the impact of failing or withdrawing from courses on their future eligibility for TAP.

"Remedial student" is defined as student:

(A) Whose scores on a recognized placement exam or nationally recognized standardized exam indicated the need for remediation for at least two semesters, as certified by the college and approved by the State Education Department (SED);

(B) Who was enrolled in at least six hours of non-remedial courses, as approved by SED, in the first term they received a TAP award;

(C) Who is or was enrolled in an opportunity program.

*OTHER IMPORTANT NUMBERS: Federal Pell Grant (800) 433-3243; TAP (888) 697-4372; Loan Status (518) 473-1688; RETA (Renewed Eligibility for Financial Aid) (518) 486-7227; Federal Direct Loan (800) 848-0979; USDE (NDSL Perkins Loan Default) (800) 621-3115; Duplicate SAR Applications Status (319) 337-5665.
Students register for classes according to the procedures established by the Registrar’s Office. Students have the responsibility of keeping informed about their program of study and changes in College policies and procedures by consulting with their academic advisors, counselors, faculty mentors, and appropriate administrative offices. They should also refer to such College publications as the Catalogue, Schedule of Classes Booklet, Student Handbook, and Curriculum Worksheet. The registration process for a student begins with filling out the advisement form, a document used to keep track of his/her program of study. It then proceeds to the selection and registration of courses and concludes with the payment of tuition and fees.

If a student has not met the requirements for admission or has outstanding debts, a “Stop” will be placed on the student’s record and registration postponed until the “Stop” is cleared. Based on the type of “Stop”, (i.e., Bursar, Financial Aid, Admissions, Athletic, Probation, Library, or Immunization) the student will be directed to the office responsible for clearing the “Stop.” Once the “Stop” is cleared, the student can continue with the registration process.

1. **Courses** at Medgar Evers College are held Monday through Sunday.
2. **Day Courses** are held from 7:00 a.m. to 3:55 p.m., Monday through Friday.
3. **Evening Courses** are held Monday through Friday from 4:00 p.m. to 10:55 p.m.
4. **Saturday Courses** are held from 8:30 a.m. to 10:10 p.m.
5. **Classes Held Off-campus** may meet days, evenings, or weekends.
6. **Sunday Courses** are held from 9:00 a.m. to 8:40 p.m.

**REGISTRATION CATEGORIES**

**New Students**

Prior to registration, all new students must demonstrate basic skills proficiency by taking the CUNY Placement Tests in Reading, Writing, and Mathematics. The Admissions Office notifies students by mail when these tests (given several times during late fall, spring, and summer semesters) are scheduled. For more information about these tests, refer to the “Academic Policies and Procedures” section of this Catalog.

Registration for new or First-Time Freshman students occurs during Freshman Registration week. The Registrar notifies new students of orientation and registration by mail. Freshman Year Program counselors are present during orientation and registration to assist students with the appropriate selection of courses based on students’ individual academic background and Basic Skills Placement Test scores.

**Readmit Students**

Students who are in good academic standing can readmit anytime during the semester for the following semester’s registration process. Students seeking readmission must visit the Admissions Office to inquire about the final dates to file readmission applications for the upcoming semester. In order to be readmitted, students are mandated to settle any outstanding debts.

Students may register during the Readmit Student Orientation Fair and during the regular registration periods.
Transfer Students
Students entering the College on an advanced standing basis and whose advanced standing credits have not been evaluated by the Student Advocacy and Support Services Center (SASSC) should register for courses with caution. In order to guard against repeating a course requirement that has already been satisfied, students are advised to refer to their transcript from the previous college(s) attended. Students may register during the Transfer Student Orientation Fair and during the regular registration periods.

Continuing Students
Registration for continuing students is ongoing via Electronic Student Information Management System (e-SIMS) during the registration period. Continuing students may have a “Stop” placed on their records; therefore delays in registration are probable. Students should check e-SIMS for the status of their records.

Office of Academic Transformation and Success
Students whose cumulative Grade Point Average (GPA) falls below 2.00, which the university requires to be considered for good academic standing, will be placed in a category of early alert, academic warning, or academic probation. Subsequently, students are notified in writing of their academic status as per college policy and a “stop” is placed on their academic record until they meet with their respective Advisement entity.

Office of Academic Transformation and Success
Students not in good academic standing are advised of different intentional interventions based on the level of probation status. Students may be directed to seek out their Academic Advisor immediately, given an academic prescription for student contract by the Office of Academic Transformation & Success (OATS), or advised to register and attend the College’s Academic Improvement & Management Seminar (AIM) facilitated by the Counseling Department. A SEEK student on probation must register for SPAE 001 (Special Programs Academic Enhancement Seminar) at the time of registration.

Students are eligible for academic dismissal after two to three semesters of their cumulative GPA falling below a 2.0 with no academic progression. The Academic Warning, Probation & Dismissal Committee (AWPD) reviews and votes on all student petitions for reinstatement to the College.

A student who has a “Probationary Stop” on his/her record cannot register early and must register for AIM 001 (Academic Improvement Seminar) at the time of registration. A SEEK “Probationary Student” must register for SPAE 001 (Special Programs Academic Enhancement Seminar) at the time of registration. Registration for students on Academic Probation generally takes place the first two days of the Regular Registration Period.

e-SIMS Registration
e-SIMS, (Electronic Student Information Management System) is the Medgar Evers College/CUNY website that allows students to register for courses, view semester class schedules and grades, access transcripts, view and/or pay their tuition, view financial awards, if applicable, and update mailing address information.

How to Access
2. Click the image that says e-SIMS.
3. Once again select the image that says e-SIMS.
4. Your Log-in ID is your ENTIRE Student ID Number
5. Your PIN will either be the first six digits of your Student ID Number or your six digit birth date (mm/dd/yy). If you experience trouble logging in, please call or visit the Office of the Registrar, 718 270-6040, 1637 Bedford Avenue, Room 301.

Student Email
Student Email allows Medgar Evers College students to send and receive email, receive College-wide news, updates and other informative information from The City University of New York.

To access your account, you must visit the Medgar Evers College website at www.mec.cuny.edu.
1. Click the icon that reads Student E-mail.
2. On the page that follows, click the link which reads Student E-mail.
3. A log-in screen will appear.
4. In the area that reads User Name type your first name.last name of your student email. i.e. john.smith@student.mec.cuny.edu like this: john.smith.
5. Your password will be your date of birth in reverse YYYYMMDD, i.e. if your date of birth is June 7, 1977 then your password will look like this 197706076.

If you are unable to gain access, and do not have an account, please visit Academic Computing, Room B-2014; 1650 Bedford Avenue.

CUNY E-Permit via CUNY Portal
The On-line Permit process allows students to make arrangements to take courses at other CUNY Colleges without having to directly (in person) contact both the home and host colleges for approval. The intent of this process is to provide a convenient means of obtaining permission to register for courses offered at other CUNY colleges. This will enhance the opportunity of graduating in a timely manner and allow students to pursue academic interests not offered at their home colleges.
CUNY Portal Access (e-PERMIT/Blackboard)

To create an account with the CUNY Portal to apply for an e-PERMIT you should make sure that you have and can access your Medgar Evers E-mail Account. CUNY requires that all students have an active College E-mail Account when registering with the CUNY Portal.

Once you have done this:
2. Select the Log-in Link.
3. Next select the Register Now Link.
   a. You will be asked to provide information to confirm your identity.
   b. You will then be asked to confirm the information you have provided.
   c. After confirmation you will need to create a password. Please make note of the username and the password.
4. Click Save. You will then be logged off, and need to log-in officially to continue to use the Portal.

REGISTRATION PROCEDURES

Before the registration period, students should:
1. Consult an Academic Advisor.
2. Plan a schedule of courses and an alternative schedule.
3. Remove all “Stops” and get financial aid clearance.
4. Be sure they have all the necessary forms and bring them on your scheduled day.

Early Registration

Early Registration is a process available to all students who are currently enrolled and in good academic standing. It is an opportunity for students to receive first choice of the courses that are offered the following semester. Registering early can save money and time. Early Registration for the fall semester usually occurs during the first and second week of May. Students who register early also get an opportunity to bursar early, thus avoiding long lines found during the Regular Registration period. Students who register early in the fall can pay during the first and second week in August. Early Registration for the spring semester usually occurs during the first and second week of December. Students who register early for the spring semester can pay at that time or the first and second week of January.

Regular Registration

All students who failed to take advantage of Early Registration (continuing students) and those who could not (probation, first-time freshmen, transfers, re-admits), will receive a letter/postcard indicating the date and time they may register. If he/she do not receive a letter/postcard indicating the registration date and time:
1. Continuing Students should contact the Registrar’s Office, 1637 Bedford Avenue, Room S-301, 718-270-6040 (Tel).
2. New, Transfer and Readmitted Students should contact the Admissions Office, 1665 Bedford Avenue, 718-270-6070 (Tel).

Late Registration

Late Registration period is one week prior to the first day of classes. During this time, a student can either register for courses or make changes in courses previously selected. Late Registration is the most critical period due to cancellations, and closed courses. In addition, there is also an additional fee of $25.00 for registering late.

Program Change Period

The Registrar’s Office has two Program Change periods per semester. The first period is scheduled for students who register early, and the second occurs during late Registration. There is no fee charged to students who wish to make changes in their early registered schedule. However, students who wish to make changes during late Registration period will incur an $18.00 fee.

Refunds

The Refund Periods are extremely important because of the timetable for refunding tuition. If a student wishes to receive a 100% Refund, he/she must drop from all courses, either in person or via e-SIMS before the first day of classes. A complete listing of all refund percentages and the applicable dates are outlined in the Academic Calendar. For additional information, please refer to the section of the catalogue pertaining to Tuition, Fees and Refunds.

Tuition Payment Policy

You are legally bound to pay for courses once you are registered. If you decide not to attend the College, you are legally obligated to cancel your registration by “Officially Withdrawing” from courses. If not, you will be billed and if you fail to pay your tuition, your credit may be adversely affected.
Academic Requirements and Regulations

**Graduation Minimum Grade Point Average**
To complete degree requirements and be eligible for graduation, all students must have a minimum GPA of 2.0. Each course used to satisfy the degree major requirements must be completed with a grade of “C” or better. Exceptions to this policy will be limited to elective courses and must be approved through the departmental Academic Standards and Regulations Committee.

**Change of Degree Major**
To change a degree major, students must be advised by their respective academic advisor/counselor in the Student Advocacy and Support Services Center, the Freshman Year Program or the SEEK/Special Programs. The change of major becomes official when the academic departments are notified by the advisor/counselor. Change of Major forms are available in the Student Advocacy and Support Services Center, Room B-2015, the Freshman Year Program and SEEK/Special Programs. Refer to the Academic Calendar for the deadline date for change of major.

**Academic Residency Requirements**
To obtain a two-year degree, a student must complete a minimum of thirty (30) credits at Medgar Evers College, including at least eighteen (18) credits in the major. For a baccalaureate degree, a minimum of thirty (30) credits must be completed at Medgar Evers College, of which at least twenty-five (25) must be in the student’s major area of study.

**Credit Load Recommendations and Maximum Limits**
To earn an Associate degree in two academic years or a baccalaureate degree in four years, a student needs to complete an average of 15-16 credits each semester. To obtain additional credits, students may enroll in the Summer or Winter Sessions. Academic Advisors/counselors will assist students in planning their academic programs. A student is permitted to carry a maximum of eighteen (18) credits per semester. Students who wish to carry more than 18 credits must have a GPA of 3.0 or higher and obtain the permission of the student’s Department Chairperson, Dean of the School, or Provost. The maximum number of credits a student is permitted to register for during the fall or spring is twenty-one (21) credits. Students may register for a maximum of eight (8) credits per Summer Session and six (6) per Winter Session. Students on Academic Probation may be limited to a reduced number of credits in order to meet academic requirements.

**CREDITS REQUIRED FOR CLASS STANDING**
The number of credits successfully earned by a student determines class standing.

**DEGREE REQUIREMENTS**

**Applicable Degree Program Requirements**
To earn a degree, a student must complete both the college-wide and departmental requirements in effect at the time of their admission to the College. If there are changes in these degree requirements, currently enrolled students may continue to follow the original requirements or choose to meet the new requirements - with the exception of programs that have external licensing requirements, such as Nursing, Education, Social Work and Accounting. In the event that any requirements in a department or program are revised with College Council approval, a student who has not fulfilled the original requirements must satisfy the new requirements. Students who are readmitted to the College after four or more consecutive semesters of absence must meet the requirements for degrees in effect at the time of readmission.
Academic Requirements and Regulations

Credit Requirements for Students in an Associate Degree Program

- Lower Freshman 0 - 14.9 credits completed
- Upper Freshman 15 - 29.9 credits completed
- Lower Sophomore 30 - 44.9 credits completed
- Upper Sophomore 45 - 59.9+ credits completed

Credit Requirements for Students in a Baccalaureate Degree Program

- Lower Freshman 0 - 14.9 credits completed
- Upper Freshman 15 - 29.9 credits completed
- Lower Sophomore 30 - 44.9 credits completed
- Upper Sophomore 45 - 59.9 credits completed
- Lower Junior 60 - 74.9 credits completed
- Upper Junior 75 - 89.9 credits completed
- Lower Senior 90 - 104.9 credits completed
- Upper Senior 105 - 120+ credits completed

Veterans Credits

Veterans are advised to consult the Veterans’ Counselor in the Admissions Office, located at 1665 Bedford Avenue, to determine their eligibility for Veteran’s Credits, which cannot exceed eight (8) credits. All Veterans Credits will be evaluated by the Admissions Office. If a Veteran student attends another accredited higher educational institution, these credits may also be transferable.

SEQUENCE OF COURSES

Students shall enroll in courses according to the general numbering system:

1. 100 Level Courses are designed for Freshmen
2. 200 Level Courses are designed for Sophomores
3. 300 Level Courses are designed for Juniors
4. 400 Level Courses are designed for Seniors

It is, therefore, expected that:

1. 100 Level will be taken before 200 Level Courses
2. 200 Level will be taken before 300 Level Courses
3. 300 Level will be taken before 400 Level Courses
4. All Lower Division Requirements should be completed by the time a student is in the junior year or has completed sixty (60) credits

PRE- AND CO-REQUISITE COURSES

Pre-Requisite Course

A Pre-Requisite Course is one that must be satisfactorily completed before a more advanced course is taken. The following are unsatisfactory grades for pre-requisite courses: R, NC, F, W, WU, WF, AUD, and Z. Students who receive an INC grade in a pre-requisite course must complete it by the end of the following semester.

Co-Requisite Course

A Co-Requisite Course is one which may be taken with a related course in the same semester. For example, BIO 150 is a co-requisite for BIOL 150.

ACADEMIC STANDING

Examination and Evaluation of Students

The method by which students are evaluated for grades, the frequency of examinations, and the consequences of missed examinations, is the prerogative of the instructor in each course. Instructors shall provide students with this information in the syllabi on the first day of class.

Grading System and Grading Policies

At the end of each course, students are assigned grades by the instructor. The following grading symbols are used.

Quality Points Per Credit

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Definitions</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 - 100, Exceptional</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>93 - 96.9, Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.9, Outstanding</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87.1 - 89.9, Very Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83 - 87, Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9, Good</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 77.9, Satisfactory</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>70 - 76.9, Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>67.1 - 69.9, Passing</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63 - 67, Passing</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62.9, Passing</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59.9, Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>Pass / Credits Counted</td>
<td>0.0</td>
</tr>
<tr>
<td>R</td>
<td>Course must be repeated</td>
<td>0.0</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit</td>
<td>0.0</td>
</tr>
<tr>
<td>FIN</td>
<td>INC Converts to an “F”</td>
<td>0.0</td>
</tr>
<tr>
<td>INC</td>
<td>Semesters Work is Incomplete</td>
<td>0.0</td>
</tr>
<tr>
<td>PEN</td>
<td>Academic Integrity</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw Officially</td>
<td>0.0</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative Withdrawal</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>Officially Withdrew with failure</td>
<td>0.0</td>
</tr>
<tr>
<td>*WN</td>
<td>Withdrew - Never attended</td>
<td>0.0</td>
</tr>
<tr>
<td>WU</td>
<td>Withdraw Unofficially</td>
<td>0.0</td>
</tr>
<tr>
<td>Z</td>
<td>Grade Pending</td>
<td>0.0</td>
</tr>
</tbody>
</table>

A brief explanation of the grades receiving no quality points follows:

P&F - Pass & Fail Grades

The Pass and Fail grading system is used when the course content or format does not provide an appropriate basis for the alphabetic system of student evaluation. Grades “P” and “F” may be assigned to any individual student enrolled in a class in consultation with the instructor. The Pass/Fail option is not available for Core courses nor courses in a student’s degree major. A student must obtain approval from the instructor after enrollment in the course. A student may not complete more than six (6) credits with “P” within the total associate program, and no more than twelve (12) credits with “P” within the total baccalaureate program. The Pass/Fail option must be selected for approval within the first five (5) weeks of class. Once this option is selected, it is irreversible.
Grades of “P” do not carry quality points and are not calculated in the GPA; however, the number of credits earned is counted toward the number of credits required for the degree.

**NC - No Credit Grades for ENGL 112 & 150**
Students who complete ENGL 112 and ENGL 150 with a grade below “C” may receive a grade of “NC” (No Credit) provided that they have made significant documented progress, even if they do not meet minimum passing standards to earn a “C” grade. In addition, the “NC” grade may be given only once for each of the two courses, after which the permission of the Chairperson of the Department of English will be required. Students who receive the “NC” grade are expected to repeat the course in the following semester. The “NC” grade will not be calculated in the GPA.

**INC – Incomplete Grade for Missing Final Exam**
An “INC” grade is given only when the student misses a final exam and is doing passing work in the course. A make-up exam is permitted. If a grade of “INC” is given, the instructor shall be expected to submit, in writing, to the Departmental Chairperson the details of all the work to be completed by the student before a final grade is given. The student must finish all the assignments as defined by the instructor, or in his absence, by the Departmental Chairperson prior to the end of the subsequent semester, the summer being excluded. For a grade of “INC” given during the summer session, the subsequent semester shall be the following fall semester. If the necessary assignment is not completed during this period, the student shall receive an “FIN” automatically. “FIN” is converted from an “INC” grade when the final exam is not taken by the end of the subsequent semester. Credits are counted towards the GPA Index.

**INC – Incomplete Grade for Missing Work**
An “INC” is a temporary grade for the student who is doing passing work during a semester and who for some justifiable reason has not been able to complete a particular assignment. The student must finish all the assignments as defined by the instructor, or in his absence, by the Departmental Chairperson prior to the end of the subsequent semester, the summer being excluded. For a grade of “INC” given during the summer session, the subsequent semester shall be the following fall semester. If the necessary assignment is not completed during this period, the student shall receive a “FIN” automatically. To change the grade of “INC”, the lower portion of the Grade Change Form shall be used by the instructor or by the Departmental Chairperson, as the case may be. “FIN” is converted from an “INC” grade when the student does not complete assignments by the end of the subsequent semester. Credits are counted towards GPA Index.

**AUD**
A student may register and pay the full tuition for a course as an auditor. The audit option must be taken during the College’s registration period. At the completion of the course, the student will receive an “AUD” grade. No credit is received for an audited course. The “Z” Grade is assigned by the Registrar when the instructor does not submit a student’s grade.

**WN**
Students who register for classes but fail to attend, will receive a “WN” grade. The “WN” grade is assigned by the instructor during the first five weeks of the semester. The “WN” grade will not be calculated in the GPA.

**WU**
Students who cease to attend courses without officially withdrawing are given a grade of “WU”. Grades of “WU” are counted as “F” grades.

**Grades for Developmental Skills Courses**
The Developmental Skills courses carry zero (0) credit and are designed to develop skills beyond the minimal competence set by CUNY. The following grades will be assigned to Developmental Skills courses:

- **Grades:**
  - P = Passing/Satisfactory
  - R = Repeat
  - W = Withdrew Officially
  - *WN = Withdrew, never attended
  - WU = Withdrew Unofficially (attended at least once)

The courses to which these grades apply include the following:
- ENGR 005, ENGR 006, ENGW 005, ENGW 006, ESLR 005, ESLR 006, ESLW 005, ESLW 006, MTHP 009, and MTHP 010.

**Scholastic Index**
The Scholastic Index is a student’s overall GPA. To compute the Index, the number of credits taken is multiplied by the corresponding Index value of the grade received:

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
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<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F and WU</td>
<td>0.0</td>
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<td>C</td>
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<td>D+</td>
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<tr>
<td>B</td>
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<td>B-</td>
<td>2.7</td>
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<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F and WU</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Academic Requirements and Regulations

The totals are added, and the sum is divided by the total number of credits taken, including courses failed. For example, the Scholastic Index of a student who has completed sixty-two (62) credits with the letter grades indicated below is calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. of Credits</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 x 3</td>
<td>= 12</td>
</tr>
<tr>
<td>B</td>
<td>3 x 3</td>
<td>= 9</td>
</tr>
<tr>
<td>C</td>
<td>2 x 3</td>
<td>= 6</td>
</tr>
<tr>
<td>D</td>
<td>1 x 3</td>
<td>= 3</td>
</tr>
<tr>
<td>F</td>
<td>0 x 3</td>
<td>= 0</td>
</tr>
<tr>
<td>Total:</td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>

In the example, the Scholastic Index is:

\[ \frac{30}{15} = 2.00 \text{ GPA} \]

The unresolved grade of “INC” is not computed in a Scholastic Index. Upon resolution, the final letter grades that replace them are counted in the Index. Final grades of “W” and “WN” are not computed in a Scholastic Index. The effect on the Scholastic Index of a student’s repeating a course is noted below under the sub-heading “Repeating a Course.” The minimum cumulative GPA needed for graduation is 2.0. Students applying for the AS/PN in Nursing are required to have a 2.70 GPA.

Repeating Courses/Recalculation of GPA

Students can repeat a course according to the criteria specified below:

1. Students must repeat any College-wide Core course in sequence if the final grade received in the lower level course is below a “C.”

2. Students do not have to repeat a course in which an Incomplete (INC) grade was awarded until that grade is changed to an “FIN”. Students have until the end of the subsequent semester to complete the requirements for a course in which an “INC” grade is awarded. The deadline dates for completion of course requirements are in the Academic Calendar. The Academic Calendar can be found in the Course Schedule Booklet or online at www.mec.cuny.edu/registrar. Failure to complete course requirements will result in a “FIN” grade. It is only at this point that a student may repeat the course from a subsequent semester.

University Policy Regarding Computing of “D” or “F” in the GPA. (F Grade Policy)

The City University of New York has mandated (September, 1990) that undergraduate students receiving an earned academic grade of “D” or “F” who subsequently retake that course and receive a grade of “C” or better, will no longer have the initial grade computed into their cumulative GPA. However, the grade will remain on the transcript. The number of failing credits that are not calculated in the cumulative GPA shall be limited to sixteen (16) credits.

Note 1: This resolution is applicable only to grades of “D” or “F” and to those administrative grades that cause zero (0) quality points to be averaged into the calculation of the cumulative GPA: WU and FIN.

Note 2: This resolution limits to sixteen (16) the number of failing credits that are not calculated in the cumulative GPA. All “D”s or “F”s will remain on the student’s transcript.

Note 3: This resolution applies to grades of “C” or better received for courses re-taken in the semester/quarter beginning September 1, 1990 and thereafter, such grades of “C” or better will replace grades of “D” or “F” at the same college that were previously calculated into the cumulative GPA.

Note 4: A failing grade may not be partially deleted from the calculations of the cumulative GPA. Residual credits from the original limit of sixteen (16) will not be applied to the calculation of credits of “D” or “F” from the computation of the cumulative GPA only if the residual credits are equivalent to (or exceed) the number of failing credits to be deleted for a specific course. (For example, if a student has used fourteen (14) credits of the sixteen (16) credit limit and subsequently earns a grade of “C” or better to replace a failing grade in a three (3) credit course, the original grade of “D” or “F” will continue to be calculated in the cumulative GPA; however, if that student subsequently earns a grade of “C” or better to replace a failing grade in a two (2) credit course, the original grade of “D” or “F” will not be calculated in the computation of the cumulative GPA.)

Note 5: In order for a grade of “C” or better to replace a grade of “D” or “F” in the calculation of the cumulative GPA, repetition of the course must take place at the same college where the failing grade was originally received.

ACADEMIC HONORS

Dean’s Honor List

A Dean’s List is prepared at the end of each fall and spring semesters. To be eligible for this honor, the student must meet the following requirements: be a full-time (12 or more College credits) matriculated student with a 3.25 minimum semester GPA with no “INC” grades for that particular semester. Grade changes for that semester void Dean’s List eligibility.

Honors for General Excellence for Graduating Students

To be considered for Honors for General Excellence, a student must complete at least sixty (60) credits at Medgar Evers College. The honor summa cum laude shall be granted upon attainment of a cumulative GPA at Medgar Evers College of at least 3.7 for the entire academic record. The honor magna cum laude shall be granted upon attainment of a cumulative GPA of 3.5 or higher, but less than 3.7, for the complete academic record. The honor cum laude shall be granted upon the attainment of a cumulative GPA of 3.25 or higher but less than 3.5 for the complete academic record.

Valedictorian and Associate Scholar

The students who respectively receive the highest GPA in the baccalaureate and associate graduating classes will be considered for valedictorian (Baccalaureate Degree) and associate scholar (Associate Degree). Only students who begin and complete their entire studies at Medgar Evers College will be considered for these honors.
GRADE APPEAL PROCESS
A grade appeal must adhere to the following process:

1. The student shall seek a conference with the instructor awarding the grade as soon as possible but not later than the end of the sixth week of the following semester. The instructor shall reevaluate the student’s performance and explain the grade awarded. If a change of grade is warranted, the instructor will submit a Change of Grade form to the Academic Department Chairperson and School Dean for their signatures. The form then will be forwarded to the Office of the Registrar by the School Dean. If the instructor concerned is not on campus during the semester or the student is not satisfied with the outcome of the conference, in Step 1, the student may file a departmental grade appeal petition with the Chairperson of the Department in which the course was offered. Such an appeal should be made no later than two weeks after the meeting described in Step 1. If Step 1 is not possible (due to the instructor’s absence, for instance), then an appeal must be made no later than the end of the sixth week of the semester following the award of the grade. The petition should state all reasons for and providing all material in support of the grade change. In the absence of specific reasons and supporting materials, such requests will not be accepted.

2. The Chairperson of the Department in consultation with the Departmental Committee on Academic Standards and Regulations shall review the request for change of grade. If the discipline in which the course was offered has a coordinator, this person should serve as a member of the Committee provided he/she is not the professor who awarded the grade. The Committee will review all pertinent material (including a summary of the discussion in (1), if applicable) and will notify the instructor concerned of its decision. The Chairperson must notify the student regarding the result of the appeal no later than thirty (30) days after the written request was submitted by the student.

3. If the student is not satisfied with the outcome of (2), s/he may submit a Grade Appeal form available in the Student Advocacy and Support Services Center) to the College-wide Committee on Academic Standards and Regulations. The student must provide all relevant materials in support of this appeal. The Committee on Academic Standards and Regulations will review the necessary materials, including the summary of the discussions in (1) and (2) and shall make a final decision. The coordinator of the Committee will notify the student of the results of the petition and appeal.

ATTENDANCE AND OTHER COURSE REQUIREMENTS
All students are responsible for participating fully in the work of each course. Additional regulations may be determined by the Department. The class instructor shall announce in writing any special regulations for these courses at the beginning of the course. It is the student’s responsibility to be informed of the requirements of each course, to take examinations at the time prescribed by each instructor, and to turn in all assignments when they are due. A grade of “WU” will be assigned to students who stop participating in class as prescribed by the instructor. A “WU” grade is equivalent to an “F” grade. Attendance may affect eligibility for Financial Aid. (See section on Financial Aid.)

WITHDRAWAL FROM COURSES
A student may officially withdraw from a course without academic penalty through the ninth week of classes during the fall and spring semesters; through the third week for the Summer Session; and through the first week of the Winter Session. Please review the Academic Calendar for exact dates and deadlines in the Course Schedule Booklet or online at www.mec.cuny.edu/registrar. When contemplating withdrawal from courses, the student should bear in mind that academic standing or eligibility for financial aid may be affected. Failure to adhere to the procedures for withdrawing from courses will result in “WU” grades. In order to officially withdraw from a course, a student must:

1. Obtain a Change of Program Form from the Office of the Registrar or Academic Advisor/Counselor (SASS Center, FYP and SEEK) and properly fill in all the information;
2. Obtain the signature of the Academic Advisor/Counselor of the Department of his/her major;
3. Submit all copies to the Office of the Registrar; one copy is returned to the student.

The City University of New York has mandated that all developmental courses be completed within a student’s first year of college. Withdrawal from Developmental Skills courses will not be permitted without the approval of the Director of the Freshman Year Program, the Chairperson of the Academic Foundations Division, or Chairperson of SEEK/Special Programs.

Students who wish to withdraw may do so by submitting the Change of Program Form to the Registrar’s Office. For students withdrawing from the 4th through the 8th week, a grade of “W” is given, which is not counted in computing the GPA. Grades of “W” and “Z” are given by the Registrar’s Office only.

Unofficial Withdrawal from Class
Students who cease to attend courses without officially withdrawing are given a grade of “WU”. Grades of “WU” are counted as “F” grades. “WU” grades can be appealed by filing a petition through the Student Advocacy and Support Services Center which is reviewed by the College-wide Committee on Academic Standards and Regulations. All appeals must be accompanied by substantive documentation. All such appeals will be presented to the Committee for approval or denial. The student is subsequently notified of the decision by the coordinator of the Committee.

REQUEST FOR TRANSCRIPTS
Request for official and student copy of transcripts can be made at the Registrar’s Office or online at www.mec.cuny.edu/registrar. There is a $7.00 fee for each official and student copy. However, currently enrolled students may obtain a free student copy of their transcript via e-SIMS as long as there are no STOPs on the student record. Copies of transcripts requested for other CUNY colleges are free for all students.
MEDGAR EVERS COLLEGE ACADEMIC POLICIES
DEMONSTRATION OF DEVELOPMENTAL SKILLS PROFICIENCY
UPON ADMISSION TO THE COLLEGE

The City University of New York (CUNY) and Medgar Evers College (MEC) have developed proficiency standards measuring college readiness in reading, writing and mathematics that must be met by all students. Students must enroll in Developmental Skills courses in those areas in which they have not met the standards.

Developmental Skills Exemption Requirements for First-time Freshmen & Transfer Students:
Skills Proficiency requirements can be met based on SAT, ACT or NY State Regents test scores:

READING AND WRITING
• SAT Critical Reading score of 480 or higher
• ACT English score of 20 or higher
• N.Y. State English Regents score of 75 or higher

MATHEMATICS:
• SAT Math score differs from college to college MEDGAR EVERS COLLEGE = 500
• ACT Math score of 21 or higher
• N.Y. State Regents score of 75 or higher in one of the following: Math A or Math B
  Sequential II or Sequential III

Students are otherwise required to take the appropriate CUNY Assessment Tests.

NOTE:

Number 1. New Math Regents Proficiency Criteria effective for fall 2011 and spring 2012 only: Applicants for freshmen admission for fall 2011 and spring 2012 only may demonstrate proficiency in mathematics for all CUNY colleges by scoring a 75 or higher on the New York State Regents examinations in Integrated Algebra, or Geometry, or Algebra 2 & Trigonometry, and successfully completing each course in the three-course Regents sequence: Integrated Algebra; Geometry; and Algebra 2 & Trigonometry.

Number 2. New Math Regents Proficiency criteria effective for fall 2012 and thereafter: Applicants for freshmen and transfer admission for fall 2012 and thereafter may demonstrate proficiency in mathematics for all CUNY colleges by passing at least two of the three New York State Regents examinations in mathematics (Integrated Algebra; Geometry; Algebra 2 & Trigonometry) with a scaled score of 65 or higher and scoring at least a 75 on one of these tests.

Mathematics Developmental Skills
All entering students must take the CUNY/ACT Mathematics Assessment Test (COMPASS). Students must achieve an appropriate score on COMPASS to be exempted from Mathematics Developmental Skills. Students who do not receive a passing score on COMPASS are required to take one (1) or two (2) non-credit Mathematics developmental courses, depending on their level of proficiency. Placement into the appropriate Mathematics Developmental Skills or College-level courses is done by the Testing Center, and is based on the proficiency criteria set by the Mathematics Department. The Mathematics Developmental Skills courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 009</td>
<td>Post Secondary Math I</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>MTH 010</td>
<td>Post Secondary Math II</td>
<td>4.0</td>
<td>0</td>
</tr>
</tbody>
</table>

College-level mathematics courses into which students are placed include MTH 120, MTH 136, or MTH 138 (see Course Descriptions).

Reading and Writing Developmental Skills
Students must achieve an appropriate score on the CUNY/ACT Test in Reading and Writing to be exempted from Developmental Skills Reading and Writing courses. There are two levels of skills classes in both Reading and Writing, and one combination course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 005</td>
<td>Critical Literacy I</td>
<td>4.5</td>
<td>0</td>
</tr>
<tr>
<td>ENGR 006</td>
<td>Critical Literacy II</td>
<td>4.5</td>
<td>0</td>
</tr>
<tr>
<td>ENGW 005</td>
<td>Composition I</td>
<td>4.5</td>
<td>0</td>
</tr>
<tr>
<td>ENGW 006</td>
<td>Composition II</td>
<td>4.5</td>
<td>0</td>
</tr>
<tr>
<td>ENRW 005</td>
<td>English Reading &amp; Writing</td>
<td>7.5</td>
<td>0</td>
</tr>
</tbody>
</table>

Exit from Developmental Skills
Exit from any level of the developmental skills Reading, Writing and Mathematics course sequences is accomplished by a combination of factors:
1. Student performance on Academic Foundations Division departmental exams;
2. Class work and teacher evaluation; and
3. To exit the upper-level courses, students also must re-take and pass the respective CUNY Assessment Skills Tests (CUNY/ACT Reading, Writing and Math) demonstrating readiness for college-level work.
The Testing Center
All CUNY/ACT Reading, Writing Assessment and Math Placement test and Exit Tests will be administered by the Testing Center. Additional information on testing policies and test scores may be obtained at the Medgar Evers College Testing Center, located at 1650 Bedford Avenue, Room B2037, or by telephone at (718) 270-4835 or by emailing asktesting@mec.cuny.edu.

Developmental Skills Requirements for Entrance to Bachelor's Degree Programs
Students must demonstrate that they are proficient in reading, writing and math prior to enrolling in a baccalaureate degree program.

Developmental Skills Requirements and Matriculation Policy for Non-Degree Students
Non-degree students who have not met pre- and co-requisites may take courses with the approval of the Department. The number of credits that a non-degree student may take is limited to fifteen (15) credits before applying for matriculation to the College through the Admissions Office. Non-degree students who wish to register for courses that require skills proficiency are subject to the same pre-requisites as degree students. The College may waive this requirement for visiting non-degree students who are matriculated at a college outside the CUNY system. All non-degree students who wish to apply for admission to a degree program at the College are subject to the same skills requirements as transfer students. Non-degree students must take the CUNY Skills Assessment Tests upon matriculation at the College.
Academic Programs

Provost: Howard C. Johnson
718 270 5010 office
718 270 5177 fax
hcjohnson@mec.cuny.edu
Office: B-3010A

Executive Assistant: Cari Jackson-Robinson
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718 270 5177 fax
cjackson@mec.cuny.edu
B-3010J

Associate Provost: T.B.D.
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718 270 5177 fax
B-3010

Assistant Provost: Claudia Schrader
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Dean of Academic Affairs: T.B.D.
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simone@mec.cuny.edu
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COLLEGE-WIDE CORE CURRICULUM
The goals and objectives of the Core Curriculum are rooted in the Mission of the College; to develop and maintain high quality professional, career-oriented undergraduate degree programs in the context of a liberal arts education. Specifically, the objectives of the Core Curriculum are that a graduate of Medgar Evers College should:

1. Have knowledge of self and of his or her cultural heritage, especially if African American.
2. Have a focused understanding of current and historical issues in Black Studies (American, Caribbean, and African).
3. Have an understanding of the Foundations of Western Culture.
4. Have the knowledge necessary for living and working in a multi-ethnic, multicultural, late 21st Century Western Society.
5. Have specific knowledge in the areas of history, science, humanities, etc, as identified by the appropriate college departments, e.g., knowledge of specific literary, artistic, philosophical, and scientific works.
6. Have a fundamental understanding of the processes of scientific inquiry and appreciation of both the power of these processes and their limitations.
7. Have a sense of values, ethics, and morals as a way of viewing the world and of guiding and directing one’s life.
8. Have an understanding of the complexity of moral questions and political issues.
9. Have a non-sexist, non-racist perspective on world issues.
10. Have the literary thinking skills and knowledge fundamental for life-long learning.
11. Have good research and writing skills.

The Core Curriculum is divided into seven areas. Each course in the Core Curriculum addresses one of these areas:

1. Historical Studies
2. The Natural World
3. Arts and Language
4. The Nature of Mathematics and its Application
5. Philosophy
6. Individual, Groups and Institutions
7. Vocation and Avocation

Medgar Evers College students are required to be computer literate. Students may pass a challenge examination or take one of the following computer courses depending on the student’s major program of study:

2. Accounting, Business and Computer Information Systems: CIS 211, Introduction to Computers and Information Systems

Students may be advised, depending on their major, to select a specific course within the Core areas that have options. Students should consult their academic advisors and their advisement worksheets for specific recommended courses in their majors.

Since 1999, each academic department has had the option of selecting one (1) three (3) credit course within the Core to waive for their students. Excluded are all of the College-wide requirements, except PHIL 101, Introduction to Logic and three (3) concentrations:

1. Historical Studies
2. The Natural World
3. Mathematics and Its Applications

Students should consult with their academic advisors to determine the alternatives available to them.
# COLLEGE-WIDE REQUIREMENTS FOR ALL DEGREES

20 CREDITS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 112</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 150</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 211</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>PHIL 101</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>HIST 102</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 102</td>
<td>3</td>
</tr>
</tbody>
</table>

**EITHER**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 115</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>MTH 136</td>
<td>3</td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>MTH 138</td>
<td>3</td>
</tr>
</tbody>
</table>

**EITHER BOTH**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 101</td>
<td>1</td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>FS 102</td>
<td>1</td>
</tr>
<tr>
<td>OR BOTH</td>
<td></td>
</tr>
<tr>
<td>*SP/C 003</td>
<td>.5</td>
</tr>
</tbody>
</table>

**AND**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*SP/C 004</td>
<td>.5</td>
</tr>
</tbody>
</table>

* For SEEK students

## ADDITIONAL CORE REQUIREMENTS FOR ASSOCIATE DEGREES

11 credits

Choose one of the following “Individuals, Groups, and Institutions” courses: 3 Credits

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC 101</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following “Arts and Language” courses: 2 Credits

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>2</td>
</tr>
<tr>
<td>MUS 100</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose one of the following “Historical Studies” courses: 3 Credits

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 200</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201</td>
<td>3</td>
</tr>
<tr>
<td>HIST 230</td>
<td>3</td>
</tr>
<tr>
<td>HIST 231</td>
<td>3</td>
</tr>
<tr>
<td>HIST 242</td>
<td>3</td>
</tr>
</tbody>
</table>

## Choose one of the following “The Natural World” courses: 3 Credits

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111</td>
<td>3</td>
</tr>
<tr>
<td>PHS 101</td>
<td>3</td>
</tr>
<tr>
<td>CHM 112</td>
<td>3</td>
</tr>
<tr>
<td>PHY 103</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core Credits: 11 Credits (Associate degrees)+ 19* - 20 credits (College-wide requirements) = 30-31

*SEEK Students

## ADDITIONAL CORE REQUIREMENTS FOR BACCALAUREATE DEGREE

29 CREDITS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 212</td>
<td>3</td>
</tr>
<tr>
<td>ART 100</td>
<td>2</td>
</tr>
<tr>
<td>MUS 100</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose one of following “Historical Studies” courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 200</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201</td>
<td>3</td>
</tr>
<tr>
<td>HIST 230</td>
<td>3</td>
</tr>
<tr>
<td>HIST 231</td>
<td>3</td>
</tr>
<tr>
<td>HIST 242</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose 6 credits from the “International Studies” Option:

EITHER 3 credits from a-b-c + 3 credits from d-e-f = 6 credits;

OR 3 credits from d + 3 credits from e-f = 6 credits;

OR 6 credits from d = 6 credits;

OR 3 credits from e + 3 credits from f = 6 credits.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. POL 210</td>
<td>3</td>
</tr>
<tr>
<td>b. ECON 333</td>
<td>3</td>
</tr>
<tr>
<td>c. SSC 307</td>
<td>3</td>
</tr>
<tr>
<td>d. FL I or II</td>
<td>6</td>
</tr>
<tr>
<td>e. SPCH 121</td>
<td>3</td>
</tr>
<tr>
<td>f. SPCH 122</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following “Mathematics and Its Applications” courses: 4 Credits

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 141</td>
<td>4</td>
</tr>
<tr>
<td>MTH 151</td>
<td>4</td>
</tr>
<tr>
<td>MTH 201</td>
<td>4</td>
</tr>
<tr>
<td>MTH 202</td>
<td>4</td>
</tr>
<tr>
<td>MTH 209</td>
<td>4</td>
</tr>
<tr>
<td>MTH 220</td>
<td>4</td>
</tr>
<tr>
<td>MTH 222</td>
<td>4</td>
</tr>
<tr>
<td>MTH 231</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose one of the following “International Studies” Option:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. POL 210</td>
<td>3</td>
</tr>
<tr>
<td>b. ECON 333</td>
<td>3</td>
</tr>
<tr>
<td>c. SSC 307</td>
<td>3</td>
</tr>
<tr>
<td>d. FL I or II</td>
<td>6</td>
</tr>
<tr>
<td>e. SPCH 121</td>
<td>3</td>
</tr>
<tr>
<td>f. SPCH 122</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following “Mathematics and Its Applications” courses: 4 Credits

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 141</td>
<td>4</td>
</tr>
<tr>
<td>MTH 151</td>
<td>4</td>
</tr>
<tr>
<td>MTH 201</td>
<td>4</td>
</tr>
<tr>
<td>MTH 202</td>
<td>4</td>
</tr>
<tr>
<td>MTH 209</td>
<td>4</td>
</tr>
<tr>
<td>MTH 220</td>
<td>4</td>
</tr>
<tr>
<td>MTH 222</td>
<td>4</td>
</tr>
<tr>
<td>MTH 231</td>
<td>4</td>
</tr>
</tbody>
</table>
Choose one of the following "The Natural World" courses: 3 Credits**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101 Intro to the Science of Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111 Intro to Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 201 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 202 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 251 Anatomy and Physiology I *</td>
<td>4</td>
</tr>
<tr>
<td>BIO 252 Anatomy and Physiology II *</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose one of the following "The Natural World" courses: 3 Credits**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 112 Basic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 201 General Chemistry I *</td>
<td>4</td>
</tr>
<tr>
<td>CHM 202 General Chemistry II *</td>
<td>4</td>
</tr>
<tr>
<td>AST 101 Intro to Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>PHY 103 Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>PHY 144 Basic Physics *</td>
<td>3</td>
</tr>
<tr>
<td>PHY 205 Introduction to Physics I *</td>
<td>4</td>
</tr>
<tr>
<td>PHY 211 University Physics I *</td>
<td>4</td>
</tr>
</tbody>
</table>

* Course includes a laboratory
** Only six credits of science is required in the College-wide core for baccalaureate degrees

Choose one of the following "Individuals, Groups and Institutions" courses: 3 Credits

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC 101 Culture, Society and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>SSC 305 Critical Issues In Society</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101 Intro to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 201 The Nature of Culture</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101 Culture, Society, and Social Change</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core Credits: baccalaureate degrees 29 Credits + College-wide Requirements 19*- 20 Credits = 48*- 49

*SEEK Students

CREDIT FOR PRIOR LEARNING BY PORTFOLIO
As adults in the world of work, the experiences you have gained are invaluable and can be evaluated for college credits. The Credit for Prior Learning via Life/Work Experience offers the mature individual with considerable life and work experiences, an opportunity to transform those experiences into college credits and to apply them towards a degree at Medgar Evers College of The City University of New York. It is important to understand that credit is given for the learning that comes from the experience, not for the experience alone, so you have to demonstrate that learning did occur. Testing Center at 718-270-4835 or asktesting@mec.cuny.edu.

ELIGIBILITY REQUIREMENTS

- Applicants must be enrolled full-time or part-time at Medgar Evers College to initiate the process.
- A student must have completed 24 college credits, these credits must include English 112 and English 150. If enrolled in English 150, a student may request permission to apply at that time.
- A student may wish to consult first with the Campus Coordinator or the Chairperson of the Department of his or her declared course of study.

- If the student has completed the college requirements in his/her major, the amount of credits requested and approved must be less than that which is needed for graduation.

APPLICATION PROCESS

- Applications can be obtained in the Office of Academic Affairs, Room B-3010.
- Before submission of the application, a student must have paid a non-refundable fee of $75.00 to the Bursar's Office.
- Take the completed application and a copy of the Bursar's receipt to the Coordinator of the Credit for Life Experience Program.
- After the student meets with the Coordinator for application review interview, the student will be informed of a date for attending a portfolio seminar conducted by the Office of Academic Affairs.
- A student can earn a maximum of (15) credits as Credit for Life Experience (CLEP).

RESOURCES AVAILABLE FOR ASSISTANCE WITH PORTFOLIO PREPARATION

A one (1) hour group seminar will be held each semester to provide guidance and assistance with portfolio preparation and to respond to questions and concerns about the assessment process. Students whose applications have been accepted are required to attend the portfolio preparation seminar. For the Fall semester, the seminar will be held during the third week of August, For the Spring Semester, the seminar will be the third week of January, and for the Summer semester the seminar will be during the second week of June.

Students who miss the group seminar can call the Office of Academic Affairs for appointments with the coordinator of CLEP. After the seminar, the student is encouraged to contact their faculty advisor/mentor, his/her counselor or other college resources for additional guidance and support to accomplish the portfolio preparation. This "extra" help however should not take the place of the one hour structured information seminar on portfolio preparation.

ASSEMBLING THE PORTFOLIO

- Your portfolio must contain the following essential components:
- An introduction which must clearly state the total number of credits requested and the distribution desired (e.g. "I am requesting a total of 12 credits to be distributed as follows: 3 credits in World History to satisfy the requirements of History 101") etc.
- A well written essay in which the student is expected to associate job functions and educational experiences with the specific subject matter of the course for which the student is requesting credits. The portfolio will be the only contact that the assessors will have with you, so your essay should be presented in a typed, well organized format and comprehensive. Appropriate use of grammar, punctuation, vocabulary, accurate spelling as well as appropriate footnotes where applicable will be evaluated.
DOCUMENTATION

- Support your accomplishments and/or experiences with appropriate documentation. Some samples of documentation are listed below:
  - Letters from previous and/or current employer.
  - Transcripts, certificates or letters from non-accredited schools and/or teachers.
  - Copies of art work, design, interior decorations, etc.
  - Samples of materials developed such as manuals, pamphlets, and course offerings.

SUBMISSION OF THE PORTFOLIO
Submit two copies of the portfolio to the coordinator of Credit for Life Experience Program. The Coordinator will initial and date the bursar’s receipts and advise you of the approximate length of time it takes for a portfolio review. Each portfolio will be reviewed independently, by two assessors as determined by the department of the student’s major course of study. One copy of the portfolio remains in the files in the Coordinator’s office.

Upon receipt of departmental approvals the coordinator of CLEP will inform the student of the outcome and communicate the said approvals to the Office of the Registrar and a copy to the Admissions Office for their records and appropriate actions.

College Now

College Now is a program geared toward New York City public high school students that is funded by The City University of New York (CUNY) and the Department of Education.

The program is designed to help high school students with their transition to college by exposing them to college level work and college life. High school students are given the opportunity to accrue college credits through an array of course offerings and are provided with classes designed to improve their reading, writing, and math skills. Eligible high school students are enrolled in courses, which are in session Monday through Friday from 4:00 p.m. to 6:40 p.m. Additionally, students are afforded the chance to attend college events where they can meet and interact with college students and professors.

Interim Director: Nakia Gray, 718 270-6176 office
718 270-6435 fax
ngray@mec.cuny.edu
C-302

Office of Evening and Weekend Programs

The Evening and Weekend Program office delivers extended services in the evening and on weekends to our students and faculty. The Office serves as liaison to the many offices at MEC. The office is charged with increasing evening and weekend course offerings, accelerated courses and weekend degrees.

We acknowledge that students attending classes in the evening and on the weekend have limited time to address administrative issues. Therefore, the Evening and Weekend Program Office is a bridge for evening and weekend constituents: connecting them to the appropriate academic department, administrative office, or service area. In many instances, we are the third party, advocating on behalf of evening and weekend students.

Because the college experience should enrich the lives of students, it is our goal to build upon the existing community at Medgar Evers College and extend to the evening students and faculty services that will enhance their educational and professional goals.

WEEKEND PROGRAMS & FAST TRACK

Medgar Evers College (MEC) Weekend courses are offered on Fridays, Saturdays, Sundays and online. Students have a large selection of weekend courses to choose from that will apply toward their associate and/or baccalaureate degrees. We have implemented the Fast Track Weekend Associate Degree Programs in:

• Business Administration
• Liberal Arts (Social Sciences Concentration)
• Science (Biology Concentration)

College ready students who are enrolled full time and are willing to take online classes can complete a Fast Track Weekend degree program in 4-semesters.

Additional Options to Fast Track Your Weekend Degree:

• Accelerated Courses (credit courses completed within 7 weeks)
• College Level Examination Program (CLEP) through the College Board
• Department Challenge Exams
• Summer and Winter Sessions
• Credit for Prior Learning through Portfolio Development

Office Hours*

Tuesday-Thursday  12:00 p.m.-8:00 p.m.
Friday          11:00 a.m.-7:00 p.m.
Saturday        9:00 a.m.-4:00 p.m.

Director: Yvette Wall
718 270-4894 office
718 270-5179 fax
ywaller@mecc.uny.edu
eweekend@mec.cuny.edu

Office: B-2038-1
Academic Schools and Departments
School of Business
MISSION
The mission of the School of Business is to emphasize excellence in undergraduate business education, in the context of the liberal arts, and to prepare students: for administrative and managerial careers in both the private and public sectors; as well as preparation for graduate and/or professional studies; entrepreneurship; and leadership roles in their careers and communities.

VISION
With Brooklyn as our living laboratory, the faculty of the School of Business is able to bridge the chasm between theory and practice in real-time. Our vision for the School of Business is to be an institution in which our students are endowed with the education, skills, and resources that are necessary to provide leadership in both the public and private sectors, as well as at the community grass-roots level. The faculty of the School of Business has cultivated a collective philosophical framework, which provides that the foundation of a quality business education must be:

1) Transformative, transforming students into professionals;
2) Relevant, meeting the needs of the public and private sectors, as well as the community in the 21st Century;
3) Empowering, providing students with the abilities, skills and knowledge to be leaders in their chosen careers and community; and,
4) Enlightening, providing students with the insight to uplift themselves and their community.

We believe that this philosophical framework (TREE) is the foundation from which all academic, co-curricular, and extra-curricular programs and activities are to be developed.

ACCREDITATION STATEMENT
The Medgar Evers College School of Business is nationally accredited by the Accreditation Council for Business Schools and Programs (www.acbsp.org)to offer the following business degrees:

- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Bachelor of Professional Studies in Applied Management
- Bachelor of Science in Computer Information Systems
- Associate of Science in Business
- Associate of Applied Science in Computer Applications

OVERVIEW
Admission to the School’s degree programs provides an opportunity to study with accomplished scholars as well as experienced practitioners. The programs are designed to give students a broad business background as well as specialized skills, as evidenced by the College-wide required courses and the common professional component for the B.S. in Accounting, B.S. in Business, B.S. in Computer Information Systems, as well as the B.S. in Public Administration core courses.
The faculty teaches a cutting edge curriculum that has a strong business and management foundation that reflects current trends in the marketplace. The faculty mentors 1,600 students, giving them individual attention in small class settings, with a wide array of day, evening and weekend courses. Students are imbued with knowledge, analytical and decision making abilities, leadership skills, and ethical practice.

The School of Business develops students’ entrepreneurial skills by providing service learning, internships, and technical assistance to small businesses. The senior year experience helps students to integrate knowledge, to achieve or advance their professional careers in the private and public sectors, and to pursue graduate and professional studies.

The School has seven (7) outstanding student clubs that win national awards, participate in national and regional conferences, promote personal and career development, and provide community service.

1. American Marketing Association (AMA)
2. Association of Computer Information Systems Technology (ACIST)
3. Minority Investment Association (MIA)
4. National Association of Black Accountants (NABA)
5. Medgar Evers College Pre-Law Society (MECPLS)
6. Students in Free Enterprise (SIFE)
7. Society for Public Administration (MECSPA)

The School of Business has produced thousands of graduates from its programs, including attorneys, CPA’s, businesspersons, managers, and entrepreneurs. They are leaders, problem solvers, team builders and innovators in their fields, and major supporters of the Business School and the College. The School of Business has also developed relationships of several multinational corporations, government agencies and nonprofits to support the activities of the business school as well as provide internships and other experiential learning activities.

Degree Programs

Academic Standards

A. Students Seeking Bachelors Degrees in:
   1. B.S. in Accounting
   2. B.S. in Business
   3. B.S. in Computer Information Systems
   4. B.S. in Public Administration from the School of Business must complete the following courses with a minimum “C” grade:

   Two courses or at least six (6) credit hours in Mathematics from the College-wide Core Curriculum; these courses must be approved by the faculty of the School.

   For students seeking the B.S. in Business or the B.S. in Accounting:
   1. All courses in the Business Core Curriculum must be completed with a minimum “C” grade.
   2. At least eighteen (18) credit hours of Upper Level, 300 and 400 Level Course requirements must be completed with a grade “C” or better.

3. Accounting majors must pass all Upper Level, 300 and 400 Level Course requirements with a grade of “C” or better.

B. Students Seeking Associate Degrees:
   1. A.S. in Business
   2. A.S. in Public Administration
   3. A.A.S. in Computer Applications from the School of Business must complete the following courses with a minimum “C” grade:

   All Core courses from the Business Core Curriculum require a minimum “C” grade. One course of at least three (3) credit hours in Mathematics from the College-wide Core Curriculum must be completed. This course must be approved by the faculty of the School.

CENTERS OF THE SCHOOL OF BUSINESS

Currently, the School of Business has two (2) centers: The Dubois Bunche Center for Policy; and the Center for Entrepreneurship and Economic Development (CEED).
2. The DuBois Bunche Center for Policy

In the spirit of the scholarship and activism that were promoted by W.E.B. DuBois and Ralph John Bunche, The DuBois Bunche Center for Public Policy was founded to empower and cultivate the work of a new generation of scholar activists and advocates dedicated to identifying progressive solutions to the challenges confronting Urban Communities throughout the African Diaspora.

The DuBois Bunche Center (DBC) is headed by Roger Green, a faculty member in the Department of Public Administration and former New York Assemblyman. The DBC has moved leaps and bounds this year and has catapulted the School of Business into the spotlight.

The DBC also secured an ISSN for a journal that will focus on the best practices in law, policy, urban affair in U.S. and the Developing World, and it already has an internal and external review board.

3. The Center for Entrepreneurship and Economic Development (CEED)

In 1986, the College created the Small Business Center (SBC) to conduct seminars, workshops, and training programs targeted towards the Central Brooklyn small business community. Recently, the College revised the mission and scope of SBC; integrated SBC more closely with the academic programs in the School of Business; and has changed its name to the Center for Entrepreneurship and Economic Development (CEED) to reflect its new mission and purpose, which is to enhance the growth of entrepreneurship locally (within the Central Brooklyn community); regionally (within the City and State of New York); and internationally (within the Caribbean basin and African Continent); through the creation and development of academic programs and services, research, and community outreach initiatives, that encourage and support entrepreneurship and the spirit of entrepreneurship.
Department of Accounting

Chairperson: Rosemary Williams
718 270-5104 office
718 270-5181 fax
rwilliams@mec.cuny.edu

Office: S-219-27

Secretary: Dorothy Rhames
718 270-5195
drhames@mec.cuny.edu
S-123-7

Faculty:
Granville Ainsworth
Paul Cox
Avril K. George
Isaac Spira
Michael Tucker
Rosemary Williams

Requirements for Majors
B.S. Degree in Accounting
The 120 credits of the program are distributed as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-wide Core</td>
<td>49</td>
</tr>
<tr>
<td>School</td>
<td>9</td>
</tr>
<tr>
<td>Business Core</td>
<td>33</td>
</tr>
<tr>
<td>Accounting</td>
<td>29</td>
</tr>
<tr>
<td>Total:</td>
<td>120</td>
</tr>
</tbody>
</table>

Major Requirements Details for B.S. in Accounting
See Chair or Academic Advisor

COURSE DESCRIPTIONS

ACCOUNTING

ACCT 217 Principles of Accounting I
3 credits; 4 class hours
This course is a study of the basic principles of accounting, including the accounting cycle, journalizing, posting, preparation of a trial balance, worksheet, adjusting entries and closing entries. Special journals and subsidiary ledgers are discussed. Emphasis is given to cash accounts, accounts and notes receivable, inventories, plants and assets and payroll. Pre-requisite: MTH 136 or MTH 138

ACCT 227 Principles of Accounting II
3 credits; 4 class hours
This course is an extension of the basic principles of Accounting I, including partnerships, corporation, financial statement and analysis, and the fundamentals of managerial accounting. Topics covered in managerial accounting include elements of cost analysis, job and process costing, and elements of C-V-P analysis. Pre-requisite: ACCT 217

ACCT 311 Intermediate Accounting I
3 credits; 3 class hours
Topics of interest include equity measurement, the determination of long term liabilities, earnings per share, leases, pensions, statement of cash flows, and software applications. Pre-requisite: ACCT 227

ACCT 312 Intermediate Accounting II
3 credits; 3 class hours
The mission of the Department of Accounting is to emphasize excellence in accounting education, based on a strong foundation in the liberal arts, and to prepare students for careers in accounting; for graduate and professional studies; for leadership roles in their careers and communities; and for entrepreneurship.

The Department of Accounting prepares students for careers in Accounting with a strong emphasis in the liberal arts and general education. Upon the completion of the program students are able to find employment in public accounting, private, and government sectors, and non-profit organization and entrepreneurship. The programs of the Department are also designed to enable students to develop the skills and competencies that prepare them for graduate and professional school.

B.S. Degree in Accounting
The degree program in Accounting is based on a strong foundation in the General Business Core Curriculum, which provides our graduates with a strong business managerial foundation. After completing the Business Core Curriculum, students may select upper level courses in Accounting and obtain a B.S. degree in Accounting. In this degree program, students may select courses that prepare them to take the C.P.A. Examination. Also, students may choose to follow the managerial accounting track. --- This should remain if the Managerial Accounting emphasis approved.

Academic Standards
Students in the Department are expected to pass the required Accounting Core courses with a grade of "C" or better. For graduation, a student must have a GPA of 2.0.
ACCT 367 Cost Accounting I
3 credits; 3 class hours
A detailed study of the techniques of cost accounting and analysis of accounting for managerial planning, cost control and decision making. Areas of concentration include: Cost concepts and analysis of costs, material control, accounting for labor, nature and application of manufacturing overhead (including factory overhead and variance analysis), job cost order systems, process cost systems, direct costing, CVP, and break even analysis. Pre-requisite: ACCT 312

ACCT 401 Field Experience/Internship
3 credits; 3 class hours
Students in their last semester at Medgar Evers College will be placed in work areas of their respective major to gain job experience. Students will be required to submit weekly reports concerning the nature of the work they’re doing and also to report the different techniques and approaches that arise in their major area. Pre-requisite: ACCT 312

ACCT 407 Federal Taxation I
3 credits; 3 class hours
Federal Taxation I is a study of the Internal Revenue Codes and application of regulations as they pertain to individuals. Topics covered in this course include the nature of taxable and non-taxable income, allowable and non-allowable business and personal deductions, and capital gains losses. Pre-requisite: ACCT 312

ACCT 408 Federal Taxation II
2 credits; 2 class hours
This course will emphasize an in-depth study of the Internal Revenue Codes and application of regulations as they pertain to the taxation of partnerships, corporations, estates and trusts. Pre-requisite: ACCT 312

ACCT 467 Cost Accounting II
3 credits; 3 class hours
Emphasis will be on advanced topics in cost accounting including: Responsibility accounting, cost behavior, variable costing, advanced topics in cost allocation, capital budgeting, inventory management, and applications of statistics and quantitative decision techniques in cost accounting. Pre-requisite: ACCT 367

ACCT 473 Auditing
3 credits; 3 class hours
Students are taught the principles and practices of verification of financial statements and control. Topics of interest include professional conduct, liabilities of auditors, internal control, statistical sampling, the auditor’s report, and computer systems applications. Pre-requisite: ACCT 312

ACCT 477 Advanced Accounting I
3 credits; 3 class hours
This course covers advanced topics in the theory and practice of accounting, addressing such topics as interest including partnerships, branch accounting, and consolidations. Ethical issues and professional responsibilities are also addressed. Software applications are discussed. Students will also become acquainted with current accounting issues and problems and with the latest research efforts in the field. Selected readings in recent publications, current rulings of the Securities and Exchange Commission (SEC), and questions and problems from CPA examinations are reviewed. Pre-requisite: ACCT 312

ACCT 478 Municipal Accounting
3 credits; 3 class hours
This course deals with various aspects of accounting for non-profit organizations, with emphasis of governmental agencies. Topics of interest include fund accounting, reporting and measurement processes, for income and statements of financial position. Other types of non-profit organizations including hospitals, charitable organizations, and institutional entities are studied. Pre-requisite: ACCT 312

ACCT 479 Advanced Accounting II
3 credits; 3 class hours
This course will cover additional topics in the theory of accounting. Other topics include liquidations, fiduciaries, Department of Accounting estates, and trusts, accounting for non-profit organizations, with emphasis of governmental agencies. Topics of interest include fund accounting, reporting and measurement processes for income and statements of financial position. Types of non-profit organizations including hospitals, charitable organizations, and institutional entities, current accounting issues and problems are studied. Selected readings from recent publications and recent pronouncements of the FASB, and the GASB will be reviewed. Pre-requisites: ACCT 312 and ACCT 477

ACCT 480 Contemporary Accounting
3 credits; 3 class hours
This course has two objectives:
1. To acquaint the student with current accounting issues and problems using the latest field research,
2. To bring together concept and methodologies covered in previous courses, in accounting and other disciplines, so that the student may view accounting as a whole and in perspective. Selected readings from recent publications, questions and problems from the CPA examination, and other materials will be assigned. Pre-requisite: ACCT 479

ACCT 500 Independent Study
3 credits; 3 class hours
This course provides exceptional students with an opportunity to conduct research in a specific area of accounting. Pre-requisite: Department permission required, usually only senior level students are admitted to the course.
GENERAL INFORMATION
The mission of the Department of Business Administration is to prepare students for professional careers as entrepreneurs, managers and marketing professionals. The department offers a Bachelor of Science degree in Business, a Bachelor of Professional Studies in Applied Management (B.P.S. - A.M.) and an Associate of Science degree in Business Administration. The goals of the degree programs are to provide essential knowledge and skills, and develop competencies that graduates need to enter business careers, to enter graduate and professional schools of their choice, to become lifelong learners, to become professionals in business organizations and contributors to the communities in which they reside.

The business courses, programs and degrees provide for advancement in careers. Moreover, they afford an opportunity for research internship, and professional enhancement. The department, along with the School of Business, has established liaisons with corporate, government and community organizations to help students to achieve their professional goals.

By appropriate course selection and in consultation with an academic advisor, students pursuing the Bachelor of Science in Business may select courses to emphasize a specific career interest in the areas of Management, Entrepreneurship, Marketing, Economics, Finance and CIS.

Students who do not wish to choose an emphasis may select a combination of courses in consultation with faculty from among the courses offered in the School of Business.

ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION
The A.S. degree in Business Administration introduces students to fundamental concepts and philosophies in business and liberal arts and prepares students for pre-managerial entry level positions as well as continuing studies for the B.S. degree in Business or the Bachelor of Professional Studies in Applied Management.

Bachelor of Professional Studies
The Bachelor of Professional Studies degree is designed for working adult A.A.S. or A.S. degree holders who are graduates of two-year colleges, transfer students, and Medgar Evers College A.A.S. or A.S. degree graduates. The B.P.S. in Applied Management degree allows students to build upon previous course work at the Associate degree level. Typically, these students will have studied career or job-related subjects in non-management areas such as allied health fields, human services, or other vocational or technical programs yet lack an educational background in management.

ACADEMIC STANDARDS
Students in the department are expected to pass all Business Administration required courses with a grade of “C” or better.

REQUIREMENTS FOR MAJORS
ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION
The A.S. in Business Administration requires completion of 60 credits. The 60 credits of the program are distributed as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College wide core</td>
<td>34</td>
</tr>
<tr>
<td>Business requirements</td>
<td>18</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

**Major Requirements Details for A.S. in Business Administration**
See Chair or Academic Advisor

BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION
The B.S. in Business Administration requires completion of 120 credits. The 120 credits of the program are distributed as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College wide and other core</td>
<td>60</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>36</td>
</tr>
<tr>
<td>Emphasis Area Courses</td>
<td>15-24</td>
</tr>
<tr>
<td>Other Electives</td>
<td>remaining</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

**Major Requirements Details for B.S. in Business Administration**
See Chair or Academic Advisor
COURSE DESCRIPTIONS

BUSINESS

BUS 301 International Business
3 credits; 3 class hours
This course examines business practices as they relate to economic, legal, political, cultural, technical and environmental factors in developed and developing countries. Emphasis is placed on the global perspective, specifically in relation to: International Management, International Marketing, International Finance, International Economics and International Accounting. Pre-requisite: MAN 200 or MAN 211

BUS 311 Small Business Management
3 credits; 3 class hours
This course is designed to provide assistance in starting and operating a small business for small business owners. A critical analysis is made of capital accumulation, government aids and regulation, adapting technologies to specialized needs, feasibility studies, market strategies and franchise operation. Small Business Administration Investment Corporation requirements, growth and competition will be explored. Pre-requisite: MAN 200 or MAN 211

BUS 402 Business Ethics
3 credits; 3 class hours
This course examines the ethical aspects of conducting business considering the internal as well as external interactions of organizational environments. Topics covered include: ethical issues in business, social responsibility, organizational culture and ethical decision making, business ethics in global economy and business ethics and organizational performance. Pre-requisite: MAN 314

BUS 451 Business Policy and Strategy
3 credits; 3 class hours
This capstone course is required of all senior students for the B.S. in Accounting and B. S. in Business. Students will have the opportunity to integrate knowledge from the Department of Business Administration functional areas in analyzing business problems and developing policy recommendations for executive action. Emphasis is placed on the seminar and case study approaches. Pre-requisites: MAN 314 and MAN 351

BUS 500 Independent Study
3 credits; 3 class hours
This course provides exceptional students with an opportunity to conduct research in an area of special interest. Usually, only senior level students are admitted to this course. Pre-requisite: Permission of chairperson

LAW 208 Legal Environment of Business
3 credits; 3 class hours
This course is an introduction to the legal and regulatory environment in which business transactions take place. The course is also extended to include business ethics and social responsibility. The topics covered will enable students to understand how the laws affect and constrain the decisions that business managers make. Topics covered will include law and ethics, the American legal system, private law, the regulatory environment, business organizations and financial markets, business and its employees, the market place, business and the global environment. Pre-requisites: ENGL 150 and MAN 200 or MAN 211

LAW 211 Business Law II
3 credits; 3 class hours
Following a review of the documents governing principle and agent, the course will examine the law covering partnerships and corporations in their formation, operation, internal relationships, and dissolution with reference to the law. Pre-requisite: LAW 208

LAW 500 Independent Study
3 credits; 3 class hours
This course provides exceptional students with an opportunity to conduct research in an area of special interest in the field of law. Usually, only senior level students are admitted to this course. Pre-requisite: Permission of chairperson

MAN 200 Principles of Management
3 credits; 3 class hours
A practical course designed to examine management process, concepts and principles, and to improve personal competency in problem solving, decision making and communication. The course deals with functional approach to management and covers the functions of planning, organizing directing and controlling. Emphasis is paid to leadership characteristics, motivation, communication and conflict management. Cases are discussed for practical application of management fundamentals. Pre-requisites: ENGL 112 and MTH 136 or MTH 138

MAN 311 Management Theory and Practice
3 credits; 3 class hours
This course examines the major forms of organization theory through an analysis of various schools, movements and philosophies. Application of qualitative and quantitative methods in the solution of management problems are explored along with management science models. Lectures are augmented by use of case material and role-playing. Pre-requisite: MAN 200 or MAN 211

MAN 314 Organizational Behavior
3 credits; 3 class hours
This course considers the behavioral aspects of management in terms of physical, economic and human variables. Principle theories of individual and group organizational behavior are examined to appraise the motivation, leadership and communication process. Pre-requisite: MAN 200 or MAN 211
MAN 316 Human Resource Management
3 credits; 3 class hours
A survey of the personnel functions in business organizations including the recruiting, selection, training and placement of personnel, the role of supervision, performance appraisal and wage and salary administration. Class discussion is based on case studies drawn from industry and role-playing situations which emphasize different interviewing, testing and motivational techniques.
Pre-requisite: MAN 314

MAN 317 Labor Relations Management
3 credits; 3 class hours
This course provides a background in labor management relations by examining the growth and development of unions, negotiation and collective bargaining procedures, and the techniques and operation of grievance machinery. The government’s role in union management affairs is explored in addition to employee motivation and morale.
Pre-requisites: MAN 314 and MAN 351

MAN 351 Operation Management
3 credits; 3 class hours
This course emphasizes a systems and analytical approach to the principles of operations in product and service industries, including applications of managerial skills to problems arising in planning and controlling operations. The topics covered include the economics of production, facilities planning, inventory control, capacity utilization, materials handling, quality control, project scheduling, project management, work measurement and appraisal. The relationships of these areas to expertise in managerial performance are emphasized.
Pre-requisite: ECON 316

MAN 371 International Management
3 credits; 3 class hours
This course focuses on the in-depth and critical study of international environment and effective management of multinational organizations. Topics to be dealt with include: survey of global environmental issues, global cultural environment and issues, communication across cultures, Leadership and motivation across cultures, international human resource management, international strategic management, international strategies for operations and control, managing international collaborative initiatives and ethical and social responsibilities of multinational companies.
Pre-requisite: BUS 301

MAN 400 Family Business Management
3 credits; 3 class hours
The course focuses on understanding family business systems theory, culture, and stages of evolution, individual development and career planning. The course also examines strengths and weaknesses of a family firm, the management of family structure, conflicts, relationship, organizational issues of estate planning, and planning for succession. Pre-requisites: MAN 200 or MAN 211 and MAR 231

MAN 401 Field Experience Internship
3 credits; 3 class hours
This is a course that provides the students with a practice setting where they can integrate prior learning with professional practice.
Pre-requisite: Permission of chairperson

MAN 403 Women in Business and Management
3 credits; 3 class hours
This course is designed to help women and men to become aware of the issues that exist when women seek to climb the career ladder in corporations or to open their own businesses. Students in this course will critically analyze gender issues in the workplace by examining the history, current status and future prospects of women and men in business organizations. We will also address what organizations are doing to respond to the changes in the workforce. In addition, this course will better prepare individuals to face the diverse challenges that these issues pose. An important dimension of this course is that women and men from corporate offices and businesses will be lecturers. Pre-requisite: MAN 314 or Permission of chairperson

MAN 414 Development of Management Thought
3 credits; 3 class hours
This is a course in the study of the works of pioneers in management and organizational theory in order to develop a historical perspective of management thought. Analysis of research in the field and its applicability to modern management practices will be covered.
Pre-requisite: MAN 314

MAN 416 Management Science
3 credits; 3 class hours
This is a course for aspiring business managers that focuses on quantitative approaches to decision making. The emphasis is on problem formation, model construction and an application of operations research techniques to business decisions. Deterministic as well as stochastic models are discussed. Intense coverage of payoff matrices, decision trees, decision making under risk, models of linear programming, inventory models, waiting lines and simulations will be studied. Pre-requisites: MAN 351 and ECON 316
MAN 421 Management Information Systems
3 credits; 3 class hours
This course provides a broad overview of the information systems management function. The emphasis is on information systems management, with particular attention to planning, organizing and controlling user services and managing the computer information systems development process. Attention is also focused on the relationship of the information systems planning process to the overall business goals, policies, plans, and management style and industry condition. Topics include the means of selecting systems projects; assessing the organization’s current information needs; determining processing, staffing, software, hardware and financing approaches. Pre-requisite: CIS 211 or MAN 351

MAR 231 Essentials of Marketing
3 credits; 3 class hours
This basic course focuses on the distribution of goods from the producer to the consumer. The current marketing system is described, analyzed and evaluated in terms of commodities, functions and institutions in order to improve efficiency and lower overall distribution costs. Pre-requisite: MAN 200 or MAN 211

MAR 232 Principles of Retailing
3 credits; 3 class hours
This intensive survey course acquaints students with the current operations of large and small retail establishments. Included are store layouts, organization, budgeting and controlling, personnel management, services, and the procurement and marketing of merchandise offerings. Pre-requisite: MAR 231

MAR 233 Principles of Advertising
3 credits; 3 class hours
This course presents a descriptive survey of advertising and its role in the marketing structure. Particular emphasis is placed on major media, production, copy and layout Department of Business Administration techniques along with product and brand identification. Advertising is viewed in terms of its promotional effectiveness for the firm and upon the consumer. Pre-requisite: MAR 231

MAR 234 Salesmanship
3 credits; 3 class hours
This topical survey of the principles of persuasive communication in the marketing process focuses on inter-personal relations of buyers and sellers. Creativity as a requisite for successful selling is stressed along with current practices utilized in both industrial and consumer goods’ markets. Pre-requisite: MAR 231

MAR 331 Marketing Management
3 credits; 3 class hours
This course offers an examination of the role of marketing management in the firm and in the economy. The managerial functions of marketing executives in consumer-oriented organizations including planning, organizing and controlling are investigated as they affect the marketing concept. Analysis of marketing programs involving product research, advertising, sales and physical distribution are considered along with behavior in the market place. Pre-requisite: MAR 231

MAR 332 Retail Management and Merchandising
3 credits; 3 class hours
This course is managerial in nature and provides insight into retail store administration and the basic functions of buying for resale as emphasis is placed on retail mathematics including quantitative and statistical methods applicable to inventory control and records analysis. Pre-requisites: MAR 231 and MAR 232

MAR 334 Sales Management
3 credits; 3 class hours
This course offers an administrative appraisal of the sales function against a background of modern social sciences and developments in research and computerized forecasting. The processes of planning, organizing, staffing, directing and controlling sales operations, including products and territorial selections, are realistically analyzed and evaluated. Pre-requisites: MAR 231 and MAR 234

MAR 335 Consumer Motivation and Behavior
3 credits; 3 class hours
This course studies an analysis of economic, psychological and cultural aspects of consumer behavior in the market place as related to decision and motivational problems of the firm. Emphasis is placed on basic concepts of psychology and sociology as they influence individual and group needs in marketing and the surrounding environments. Pre-requisite: MAR 231

MAR 336 Public Relations
3 credits; 3 class hours
This course presents a survey of the dynamics of publicity and public relations and the part each plays in influencing business and related environments. Specific publics are examined and current persuasive and promotional techniques reviewed, analyzed and evaluated for intended motivational impact. Pre-requisite: MAR 231

MAR 337 Marketing Research
3 credits; 3 class hours
This course covers the fundamentals of scientific investigation in solving marketing problems. Emphasis is placed on both quantitative and qualitative approaches as well as examining the importance of research in marketing. Pre-requisites: MAR 231 and ECON 316

MAR 338 International Marketing
3 credits; 3 class hours
This course offers an analytical survey of the policies, practices, and function, distribution, and the role of government in world markets. Detailed emphasis centers on the technical, legal, and financial features of international marketing. Pre-requisites: MAR 231 and ECON 316
MAR 339 Marketing for Entrepreneurs
3 credits; 3 class hours
The course focuses on the marketing strategies that include how to develop and implement marketing plans that have the support of the local community and how to target the community resources. The course also examines the various models of marketing, assessing the strengths and weaknesses of the marketing approaches such as advertising, direct mail, and personal setting in the local community. Pre-requisite: MAR 231

MAR 401 Field Experience/Internship
3 credits; 3 class hours
This is a course that provides the students with a practice setting where they can integrate prior learning with professional practice. Pre-requisite: Permission of chairperson

MAR 405 Pricing Policies and Strategies
3 credits; 3 class hours
This course is a study of the processes and strategies by which marketing managers in commercial enterprises determine the prices of their goods in order to achieve the ultimate objective of the business-to make a profit. The course will address such topics as the elements of effective pricing, the effects of costs and competition on price determination, product life cycle, segmentation, and marketing mix effects. Other considerations will include consumer behavior, uncertainty of the economy, and the law. Pre-requisites: MAR 231 and MAR 335

MAR 432 Physical Distribution and Logistics
3 credits; 3 class hours
This course provides an examination of physical supply and distribution logistics within the marketing system. Emphasis is placed on location theory, inventory analysis and control, channel selection and traffic management and system optimization. The relationships between costs and profitability are reviewed through case studies and simulation models and quantitative methods. Pre-requisites: MAR 231 and ECON 316

MAR 434 Product Management
3 credits; 3 class hours
This course covers a significant analysis of product development and management emphasizing new product planning and organization from ideation through commercialization. Consideration is given to demand, costs, product technology, quality control, packaging and branding as they relate to design and marketing of old and new product offerings. Pre-requisites: MAR 231 and MAR 335
The mission of the Department of Computer Information Systems (CIS) is to prepare students to design, build, and implement software solutions that are the driving force in every business, not-for-profit, and government agency. Specifically, students acquire the skills to develop market, deliver and manage integrated software solutions using emerging technologies that can be applied in nearly every industry.

CIS offers the following programs:
1. Bachelor of Science degree in Computer Information Systems
   a. Systems Analysis and Design; or
   b. Network Systems Management
2. Bachelor of Science degree in Business with CIS electives
3. Associate in Applied Science degree in Computer Applications
4. Minor in Multimedia & Web Technologies

Each degree program includes courses in programming, system analysis, system design, and database management systems, networks, data communications, graphics, multimedia and the World Wide Web. Students also develop professional experience through internships and service learning in major corporations and small businesses. The supervised work experience provides students with hands-on experience in information systems and emerging technologies.

A.A.S. Degree in Computer Applications
The A.A.S. degree in Computer Applications prepares students to be effective computer users who understand and combine computers with the analytical sciences and business skills to meet the needs of a job, and to be effective members of an organizational staff. The program also gives students sufficient basic education to continue their studies toward a Bachelor’s degree in Computer Information Systems or other related degrees.

**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Liberal Arts Requirements*</td>
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<tr>
<td>Business Core Requirements</td>
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<td>Major Requirements</td>
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<tr>
<td>Computer Information System Concentration</td>
<td>15</td>
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<td>Total:</td>
<td>120</td>
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**Minor Requirements Details for Multimedia and Web Technologies Minor**
See Chair or Academic Advisor
COURSE DESCRIPTIONS

COMPUTER INFORMATION SYSTEMS

CIS 101 Computer Fundamentals (formerly CL 101)
3 credits; 3 class hours
This course provides students with the basic knowledge of computing and information systems. It offers students a step-by-step, hands-on introduction to the uses of computers in society. Topics include hardware and software concepts, elements of telecommunications, networks, and the Internet. The discussion of ethics, privacy, and security will familiarize students with the prominent information issues. Pre-requisite: None

CIS 201 Operating Systems (formerly CIS 301)
3 credits; 3 class hours
This course will focus on the analytical overview of the various types of operating systems: Disk Operating Systems (DOS) and Memory Operating Systems (MOS). Topics covered will include the roles of operating systems in resource management, multi programming, job scheduling, I/O interrupts, virtual memory concepts, data base management concepts, systems utility programs, Job Control Language (JCL), and windows interface. Several laboratory projects will be assigned. Pre-requisite: CIS 101 or CIS 211

CIS 211 Internet and Emerging Technologies
3 credits; 4 class hours
This course introduces the student to the use of computers and other information systems technologies in business. Topics include organization of information, basic systems concepts, and contemporary applications of computers in business environments. Students will explore the ethical and globalization issues that have developed with the use of information systems and will cultivate an awareness of changes in the field. Students will apply their knowledge through written analysis of case studies, conducting information and organizational analyses and develop applications using Internet languages. Students will use HTML to create a basic web page. Pre-requisite: MTH 136 or MTH 138

CIS 225 Foundations of Computer Information Systems Using C++ (formerly CIS 223)
4 credits; 4 class hours
This course consists of two modules. The first module examines programming languages in abstract terms. Emphasis will be on language design, translation, encapsulation, sequence control, subprogram control, inheritance and further advances in language design. In addition, language paradigms will be examined including simple procedural language, block-structured procedural language, object-based languages, functional languages and logical programming languages. The second module provides students with the hands-on practice using the C++ language to apply procedural, functional and logical programming design. The course includes several laboratory assignments. Pre-requisite: MTH 141

CIS 232 Introduction to Programming
3 credits; 3 class hours
This course will focus on the Java programming language from a theoretical and practical application approach. The course also teaches students how to use the JAVA language's object oriented technologies to solve business problems. Topics also include the language fundamentals, the Java language API (application programming interface). Students will learn how to create classes, objects and applications using the language. The course includes several laboratory assignments. Pre-requisite: CIS 223

CIS 252 Machine Organization and Assembler Languages
3 credits; 3 class hours
This course is an introduction to IBM PC assembler programming language. It includes the basics concepts and structure of the language, including macros and subroutines. Both binary and decimal arithmetic instructions will be discussed. The course includes several laboratory assignments. Pre-requisite: CIS 223

CIS 255 Survey of Computer Programming Languages
3 credits; 3 class hours
This course will familiarize students with the varied computer programming languages and the techniques used in manipulating data and solving problems. It involves a survey of the salient characteristics of current programming languages and will include the learning of a specific language. The design will allow students to integrate theory with practice with primary emphasis on their relevance to data analysis. Students will write programs using a programming language that highlights and compares its major features with other languages. Topical coverage will include the basics of the language, problem-solving, and programming. There will be brief discussions of Artificial Intelligence (AI) and its programming languages. Several laboratory projects will be assigned. Pre-requisite: CL 101 or CIS 101 or CIS 211 or CIS 223

CIS 261 Microcomputer Applications and Software
3 credits; 3 class hours
This course provides a broad category of training approaches that involve the use of technology in the enhancement of job performance. It emphasizes, through applications, the knowledge essential to the practicing professional in today's technology-based job market. Application software including Spreadsheet Application, Database Application, Word Processing Application, and other integrated processing will be studied in-depth. Several laboratory projects will be assigned. Pre-requisite: CIS 211 or CIS 255

CIS 262 Business Data Networks & Telecommunications
3 credits; 3 class hours
The course provides an introduction to various fundamental topics in the networking field. Major functions of data link, transport and network layers are addressed in this component in addition to some basics about physical and application layers. This component also summarizes the different functions of the five layers of the network model to enable students understand the "big picture" associated with the 5-layer network model. Wherever appropriate historic and
CIS 300 Data Structures for Business Applications
3 credits; 3 class hours
This course will emphasize the study of the various types of file structures and access methods including sequential, indexed sequential, hashed, and inverted file structures. The use of structures such as lists, stacks, queues, graphs, and trees will also be described and analyzed, including their implications for data base management systems. The course will also survey the Oracle database management system. Pre-requisite: CIS 232 or CIS 252

CIS 310 Computer Graphics
3 credits; 4 class hours
This course presents principles of effective interactive design for multimedia publications. Several categories of multimedia products are analyzed to demonstrate factors that contribute to good design applications with particular emphasis on visual communication. Topics covered include screen layout, background, textures, typography, use of graphics, photos and imaginative use of clip art. The course includes several laboratory assignments using industry-standard graphics. Pre-requisites: CIS 301 and CIS 311

CIS 311 Systems Development and Implementation
3 credits; 3 class hours
This course is an overview of the systems development life cycle. The basic concepts of a systems approach to business information systems through the use of both traditional and structural tools and techniques will be presented. The emphasis will be on information gathering, documentation, and reporting activities and on the transition from analysis to design. Pre-requisites: CIS 211 and CIS 252

CIS 313 Digital Media
3 credits; 3 class hours
This course provides an introduction to the critical studies of digital media, with emphasis on the dynamics of mediating technologies and its supporting theories and concepts. By applying learned visual and aural design principles, students will explore the use of digital media and computer-based tools in the design and authoring of comprehensive digital content for portfolios, corporate marketing, advertising, presentations and business demonstrations. The development of a comprehensive, standards-based project involves research, story development, computer-assisted digital design, computer animation, digital audio, digital photography, and digital video production. Students will learn how to analyze and contextualize the technologies and techniques of digital media in light of emerging business strategies. Pre-requisites: CIS 211 and CIS 310

CIS 320 Fundamentals of Electronic Commerce
3 credits; 3 class hours
This course examines the impact of the emerging technologies on how we conduct business in an electronic world. Topics include requirements of commercial web sites from hardware and software to necessary operational processes; copyright, authentication, encryption, certification, and security; on-line payment methods (SET, e-Cash, check and charge); e-Commerce business models, including developmental costs, ongoing operations and marketing; impact of e-Commerce on the traditional marketplace; and potential future commerce scenarios. Pre-requisites: CIS 232 and CIS 252

CIS 323 Network Operating Systems
3 credits; 3 class hours
This course surveys Network Operating Systems focusing on industry-dominant systems. Based on current research, emphasis will be on Novell's Netware, Intranet ware, Microsoft's Windows NT, UNIX and Lotus Notes. For each operating system, discussion will focus on the creation of the particular network environment, its network, installation, configuration, network administration, and fault tolerance. TCP/IP, the Internet, and the administration of multiprotocol network will also be discussed. Pre-requisite: CIS 232

CIS 325 Visual C++
3 credits; 3 class hours
This course teaches the essentials of the visual environment and covers object-oriented programming at intermediate and advanced levels. Visual C++ is used as a productive C++ tool for the development of Windows and the Web. This language follows C++ design principle by providing the student with higher levels of programming extraction without sacrificing flexibility, performance, and control. In addition to features like Intelligence Technology, Edit and Continue which significantly speed development time, the student will be able to learn the greatly improved features for Web support and Enterprise development. The course includes several laboratory assignments. Pre-requisites: CIS 223 and CIS 232 and CIS 332 and CIS 252

CIS 331 Information Security
3 credits; 3 class hours
This course covers the security issues that result from automation. It addresses concerns regarding confidentiality, privacy, and volatility in the information society. Topics will include systems security and controls, encryption techniques, IP address authentication, choosing the right firewall, and using smart card for mutual authentication. Pre-requisites: CIS 301 and CIS 311
CIS 332 Advanced Programming
3 credits; 3 class hours
This course exposes the student to advanced Java features such as JavaBeans, Servlet Programming, the Java Database Connectivity, Remote Method Invocation, and Swing. Other major topics in this course include Network Programming Serialization, Properties, Security, the Collection Classes and architectures. The course includes several laboratory assignments. Pre-requisite: CIS 232

CIS 340 Visual Basic
3 credits; 3 class hours
This course introduces students to Visual Basic program development cycle: the visual programming steps and the code programming steps. Emphasis will be on: 1. properties, controls, objects, program building blocks, dialog boxes and graphic controls; 2. graphic methods, data formatting, and outputting; 3. file system controls, general file access and array structures; 4. Object Linking and Embedding (OLE) data control and Structured Query Language (SQL); 5. Multiple Document Interface (MDI), Active X and Windows Application Programming Interface (API) The course includes several laboratory assignments. Pre-requisites: CIS 223, CIS 232, CIS 252, and CIS 332

CIS 400 Database Management Systems
3 credits; 3 class hours
This course focuses on the investigation and application of database concepts including database administration, database technology and selection, and acquisition of database management systems using the Oracle DBMS. Queries, joins and transaction processing will be covered. Several laboratory projects will be assigned. Pre-requisite: CIS 300

CIS 401 CIS Internship
3 credits; 3 field work hours
This course provides the students with an opportunity to do a supervised, practical on the job training in the students’ field of interest: i.e., systems analysis and design or network systems management. The fieldwork will be undertaken in selected business concerns that use computer-based information systems. Pre-requisite: CIS 301 and CIS 311

CIS 403 Computer Networks
3 credits; 3 class hours
This course covers vital issues facing technical and business professionals in network services. Data communication networks will be discussed based on their geographical scope (LAN, MAN, WAN) and Internetworking requirements. Installation, configuration, system integration and management of networking technologies will be covered in-depth. Topics will include SONET and its use in data warehousing; ATM and the hope for unified voice-data video and virtual LANS; the Internet; Cable TV; on demand programs and home entertainment/information systems; bulletin boards; Customer Management Solutions; and low-cost ISDN WANs. The course includes several laboratory assignments. Pre-requisite: CIS 311

CIS 411 Advanced Systems Development and Implementation
3 credits; 3 class hours
This course covers the advanced study of the systems development life cycle using both the traditional and the structured analysis and design techniques. The emphasis is on strategies and techniques involved in the design, installation, and implementation of computer-based information systems. Students will be required to design computer-based information systems of moderate complexity. Several laboratory projects will be assigned. Pre-requisite: CIS 311

CIS 413 Advanced Internet and Emerging Technologies
3 credits; 3 class hours
This course examines the Internet and its many advanced research projects that are coming to fruition as well as the civilian adaptations of several military and classified technologies. Topics discussed will include the Internet: its origin and evolution, Internet research tools, domain naming systems, electronic mail, the World Wide Web, connecting to the Internet, TCP/IP layering, Intranets-common uses and firewalls, Internet architecture, security and future developments. In addition, students will learn the techniques for the design, layout and authoring of Web pages. The use of HTML coding will be emphasized. JavaScript and Java will also be used. Each student is required to produce a publishable Web page that would be loaded in the College’s server. The course includes several laboratory assignments. Pre-requisites: CIS 211 and CIS 313

CIS 420 Database Concepts
3 credits; 3 class hours
This course focuses on the investigation and application of database concepts including database administration, database technology and selection, and acquisition of database management systems. Various data models and physical aspects of databases on both mainframes and microcomputers will be covered. Several laboratory projects will be assigned. Pre-requisite: CIS 300

CIS 423 Distributed and Client/Server Computing
3 credits; 3 class hours
This course covers in broad terms distributed systems. Topics discussed include distributed operating systems, distributed databases, distributed data processing, landline distribution, wireless distribution, client/server distributed computing model, and peer-to-peer distributed computing model. Discussion on client/server computing would include topics such as Rapid Application Development (RAD) methodologies, transaction processing monitors, management of client/server environment, software installation and distribution, electronic mail architecture in CIS systems, vendor issues, large system migration issues, interoperability, scalability, network and security concerns. WWW as an extension of client/server environment will also be discussed. The course includes several laboratory assignments. Pre-requisite: CIS 301
CIS 425 Special Topics in Information Technology
3 credits; 3 class hours
This course will cover critical and emerging issues in information technology. The contents of the course will vary according to the interests of the students and faculty. If the focus of the course is on programming, the class hours would be increased to four.
Pre-requisites: CIS 300 and CIS 301 or Permission of chairperson

CIS 444 Applied Systems Development Project
3 credits; 3 class hours
This capstone course will enable the student to integrate the knowledge and abilities acquired from the other computer-related and non computer-related courses in order to analyze, design, program, test, implement, and complete a real life business and computer-based information system. A team approach will be used to develop the systems utilizing, among other tools, project management techniques. Students will be encouraged to develop systems that are of practical utility to the College in particular and to the community in general. The project could began information system development or an application software system development. This is a senior-year course. Pre-requisites: CIS 300 and CIS 311

CIS 500 Independent Study
3 credits; 3 class hours
This course provides exceptional students with an opportunity to do independent work in their major under the guidance of faculty. There are no regular class meetings. Only seniors are eligible to participate in the course, and permission of the departmental chairperson must be obtained. A course of study plan (contract) must be prepared jointly by the guiding faculty and the student. The plan must be signed by the student, faculty, and Chairperson and filed with the Registrar for the work to be accepted by the Department. The maximum number of independent credits (either BUS 500 or CIS 500, or any other available in the College) allowable for each student in the CIS program would be six (6). Pre-requisites: CIS 300 and CIS 301 and permission of chairperson
Department of Economics and Finance

Chairperson: Chinyere Emmanuel Egbe
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718 270 5181 fax
egbe@mec.cuny.edu
Office: S-120-24

Secretary: Dorothy Rhames
718 270 5012
S-120

Faculty: Emmanuel Egbe
C. N. Ezuma
Kim Kiho
Veronica Udeogalanya

GENERAL INFORMATION
The mission of the Department of Economics and Finance is to provide high-quality degree programs and service courses in economics and finance that focus on teaching students current theory and practice, to conduct relevant, original research that supports our teaching activities, and to serve our college and community. The Department participates in the B.S. Degree in Business and offers courses that enable students to specialize in Economics or Finance or a combination that leads to a strong preparation as a Financial Economist.

The Department of Economics and Finance offers students at Medgar Evers College a course of study that is well grounded in the body of economic and financial theories and practices that are employed by businesses and governments. The Department trains students for a profession in economics and finance at various business and public organizations that require the capability of various economic analyses; financial management; and for positions in the private sector or in government, for work and study leading to professional certification, and for graduate study. The capstone course and our specialized workshops prepare students for certificates, such as: Securities Licensing, Financial Analyst Certifications, and Banking.

The goals of the departmental curriculum are to:
1. Train students in functional areas of financial analysis and planning, investment analysis, and project evaluation.
2. Provide training and skills necessary for critical analysis and interpretation of economic and financial problems facing business entities.
3. Prepare students for advanced studies in economics and finance.

ACADEMIC STANDARDS
Students in the Department of Economics and Finance are expected to pass all economics and finance courses with a grade of “C” or better. For graduation, a student must have an index of 2.0 in the major.

ADVANCED STANDING
Students applying for advanced standing are required to meet the general advanced standing requirements of the College. Required and prerequisite courses taken elsewhere must be completed with a grade of “C” or better by transfer students and by Medgar Evers students who wish to receive credits toward their degree program.

COURSE DESCRIPTIONS

ECON 212 Introduction to Macroeconomics
3 credits; 3 class hours
Elementary macroeconomic analysis dealing with factors that determine the general level of prices, production, employment, income, and consumption in the economy as a whole, with special reference to the United States and other market economies. Such topics as inflation, recession, and public policies used to combat them are studied. Problems of unemployment and economic problems of the minority population will also be discussed.
Pre-requisites: MTH 136 or MTH 138 and ENGL 150

ECON 213 Introduction to Microeconomics
3 credits; 3 class hours
Elementary analysis of markets, market structures, consumer demand, and market price determination. Other topics include production and cost analysis, output and price determination by firms, market failures, the of government intervention and regulations and their impact on the functioning of markets. Applications to poverty, international trade, and income distribution will be covered.
Pre-requisites: ECON 212 and MTH 141

ECON 302 Urban Economics
3 credits; 3 class hours
This course will analyze the problems of the urban economy with emphasis on resource allocation, the delivery of services, and the impact of national and regional policies on housing, transportation, pollution, poverty, racism, and discrimination.
Pre-requisite: ECON 213

ECON 303 Theory of Economic Development
3 credits; 3 class hours
The theory of the economic development of national economics and economic regions, implications for community (non-economic) regional development, and characteristics of capitalist and socialist development are explored. Pre-requisite: ECON 213

ECON 305 Labor Economics
3 credits; 3 class hours
An economic analysis of labor markets in theory and practice with special emphasis on the manpower problems of minorities. Topics such as minimum wage legislation, unemployment, and labor unions will be covered. Pre-requisite: ECON 213
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
<th>Description</th>
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<tr>
<td>ECON 307</td>
<td>Intermediate Microeconomic Analysis</td>
<td>3</td>
<td>3</td>
<td>This course considers in depth the determination of prices of commodities, and factors of production. The course also discusses optimal resource allocation by firms, households, and other microeconomic entities. Such topics as utility and output maximization, cost minimization, market structures and government regulations and their impact on economic decision-making are studied. <strong>Pre-requisite: ECON 213</strong></td>
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<tr>
<td>ECON 309</td>
<td>Intermediate Macroeconomic Analysis</td>
<td>3</td>
<td>3</td>
<td>Discussions of the theories of aggregate income and employment. Emphasis is on the analysis of fiscal and monetary policies, and their implications for the rate of growth, output, employment, and the price level. <strong>Pre-requisite: ECON 213</strong></td>
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<tr>
<td>ECON 311</td>
<td>Mathematical Economics</td>
<td>3</td>
<td>3</td>
<td>Mathematical principles from calculus are used as the principal tool in the study of economic theory. Such topics as uni-variate and multivariate differentiation, constrained and unconstrained optimization, and integration, are applied to the study of consumer utility functions, expenditure, cost and profit functions, market supply and demand, market structures, macroeconomic equilibrium, aggregate supply and demand, monetary theory, and balance of payments. <strong>Pre-requisites: MTH 241 and ECON 213</strong></td>
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<tr>
<td>ECON 316</td>
<td>Business and Economics Statistics I</td>
<td>3</td>
<td>3</td>
<td>An introduction to applications of the methods of statistical inference and decision theory to the analysis of problems in economics, finance, accounting, marketing, and management. Methodological emphasis will be to show how the methods of summary descriptive measures, sampling procedures, hypothesis testing, the design of experiments, and elements of decision theory are applied to concepts from business management, economics, and general administration. <strong>Pre-requisites: ECON 213 and MTH 141</strong></td>
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<tr>
<td>ECON 333</td>
<td>International Economics</td>
<td>3</td>
<td>3</td>
<td>Introductory course in the analysis of international resource flows, including commodities and factors of production. The topics of interest include commercial policies, tariffs, transportation, balance of payments, microeconomic implications of balance of payments, exchange rates, multinational companies, and multilateral international institutions. <strong>Pre-requisite: ECON 213</strong></td>
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<tr>
<td>ECON 350</td>
<td>Money and Banking</td>
<td>3</td>
<td>3</td>
<td>This course covers the study of money, credit and banking in the US economy covering the impact of money on interest rates, asset prices, consumption, investment, and national income. Topics include federal instruments for controlling money and economic activity; the structure of the banking system; functions of money; the supply and demand for money; and monetary reserves. Keynesian and monetarist theories and policy recommendations are also studied. <strong>Pre-requisite: ECON 213</strong></td>
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<tr>
<td>ECON 356</td>
<td>Business and Economic Statistics II</td>
<td>3</td>
<td>3</td>
<td>It will cover additional topics on the applications of statistical techniques in the analysis of business, economic, and other administrative kinds of decision making. Topics of interest include analysis of variance, X2 tests, quality control, extensions of simple and multiple linear regression, and their applications to decision analysis. <strong>Pre-requisite: ECON 316</strong></td>
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<tr>
<td>ECON 370</td>
<td>Managerial Economics</td>
<td>3</td>
<td>3</td>
<td>This course will cover applications of the principles of microeconomics in managerial analysis and decision making. Topics covered include the economic foundations of the firm, determination of the value of the firm, analysis and estimation of demand, cost analysis and estimation. Other topics are production functions, pricing practices and output determination in different industrial structures, cost-profit-volume analysis, optimization models, industrial regulation, and capital budgeting. <strong>Pre-requisite: ECON 316</strong></td>
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<tr>
<td>ECON 451</td>
<td>Public Finance</td>
<td>3</td>
<td>3</td>
<td>This course will present an analysis of the theory and practice of public finance, including taxation, revenues, and expenditures, debt management and public policies. <strong>Pre-requisite: ECON 213</strong></td>
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<tr>
<td>ECON 455</td>
<td>International Finance</td>
<td>3</td>
<td>3</td>
<td>This course will present a study of the theories, mechanics, and institutions of international finance. The role of the International Monetary Fund, The World Bank, and The International Finance Corporation in stabilizing and financing world trade are reviewed. <strong>Pre-requisite: ECON 333 or BUS 301</strong></td>
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<tr>
<td>ECON 474</td>
<td>Econometrics and Forecasting</td>
<td>3</td>
<td>3</td>
<td>This course studies applications of the methods of regression analysis, and time series forecasting techniques in the estimation of economic and decision-making parameters, and economic forecasting. Emphasis will be on decision making applications such as, cost estimation and forecasting of demand and supply, production functions, and macroeconomic variables. <strong>Pre-requisite: ECON 316</strong></td>
</tr>
</tbody>
</table>
ECON 498 Economics Seminar
6 credits; 6 class hours
This course will cover selected topics in economic analysis. This course is designed to give students the opportunity to further explore topics or subject areas in economic analysis. Students are expected to complete applied problems, and complete simple research projects and discuss contemporary economic and business problems. Pre-requisite: ECON 316 or ECON 474

ECON 500 Independent Study
3 credits; 3 class hours
This course provides exceptional students with an opportunity to conduct research in an area of special interest. Usually, only senior level students are admitted to this course. Pre-requisite: Permission of chairperson

FIN 250 Introduction to Business Finance
3 credits; 3 class hours
An introduction to the principles and practices of financial analysis for the management of the modern business firm. Particular emphasis is placed on the conceptual foundations of financial decision making, time value of money, analysis of financial statements, analysis of the financial needs of the firm, acquisition and management of funds, especially short term funds, and the elements of long term capital management. Pre-requisites: ACCT 217 and ECON 212

FIN 325 Corporate Finance
3 credits; 3 class hours
An intermediate course in financial analysis for the management of corporations. Emphasis will be on obtaining and managing long term capital. Topics of interest include risk analysis, discounted cash flow for capital budgeting, capital structures, and security valuation. Computer based models for financial analysis will be introduced. Pre-requisites: FIN 250 and ECON 316

FIN 343 Money and Capital Markets
3 credits; 3 class hours
This course studies the functions of financial institutions and markets in the U.S. economy; the determination of interest rates, stock prices, bond prices; how money and capital markets facilitate the conduct of business in the free market economies. Topics include the role of depository and other financial institutions in allocating funds to households, business and government borrowers. Regulation and deregulation of financial markets, the bond markets, the stock market, commercial paper, and the role of investment bankers. Pre-requisite: FIN 325

FIN 352 Investment Analysis
3 credits; 3 class hours
A study of the investment process, including the investment markets, portfolio analysis and management, investment vehicles, and regulations. Topics of interest will include financial statement analysis, the economic environment, bond and stock valuation, mutual funds, convertibles, risk analysis, and commodity markets. Pre-requisite: FIN 325

FIN 456 Multinational Financial Management
3 credits; 3 class hours
A study of the process of corporate financial management in an international environment. All the basic elements of corporate finance are studied. The additional complexities arising from the international business and economic environment are introduced to show how they affect corporate financial decisions. Pre-requisites: FIN 325 and ECON 333 or BUS 301

FIN 457 Banking Practices
3 credits; 3 class hours
This course will cover the operation of banking institutions, particularly commercial bank practices, reserves, loan mechanics, and the consideration of the investment policy, in addition to liquidity, capital structure and stability. Pre-requisite: FIN 325

FIN 458 Financial Management
3 credits; 3 class hours
This is an integrative capstone course applying various tools of analysis from finance, management, statistics and economics in financial decision making and policy. Emphasis will be on integrating the concepts and techniques from earlier courses in finance. Case analysis will be the preponderant mode of instruction. However, contemporary theories of financial management will be studied concurrently. Pre-requisite: FIN 325

FIN 500 Independent Study
3 credits; 3 class hours
This course provides exceptional students with an opportunity to conduct research in a specific area of finance. Pre-requisite: Department permission required, usually only senior level students are admitted to the course.
Department of Public Administration

Interim Chairperson: John Flateau
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Secretary: Magdalin Coa-King
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Faculty: John Flateau
Joan Parrot-Fonseca
Roger Green
Major Owens
Mark Pollard

GENERAL INFORMATION
The mission of the Department of Public Administration is to prepare students to be highly trained and informed leaders and managers in a rapidly changing society. Students receive in-depth training in different areas of concentrations that allows them to be creative thinkers, actors, change-agents, and problem-solvers in order to serve the public more efficiently either in the government, non-profit, or corporate arenas. The Department is committed to taking on a current, relevant, and exciting course of study that trains students to:

1) Understand how public policy is developed and executed;
2) Develop structures that respond to managerial, political, legal, and ethical concerns;
3) Successfully fill high quality professional management careers in the public sector, nonprofit sectors, local and international arenas, and governmental/community affairs units in private organizations;
4) Prepare students for graduate and professional studies.

We are only 1 out of 75 academic programs in the country to offer an undergraduate degree in Public Administration. Our department offers a Bachelors of Science degree, an Associate of Science degree, and a minor. Our concentrations in the Bachelor of Science Program include:

1) Public Policy - Students in the Public Policy concentration are trained to analyze, develop, and implement public policies that address political, economic, and social needs.
2) Public Sector Management – This concentration prepares students for managerial and leadership roles in government agencies at each level of government.
3) Non-Profit Administration - This concentration prepares students for managerial and leadership roles in this ever-expanding sector.
4) Urban Administration - This concentration is essential to students considering careers in community development, local government, and urban planning.

5) International Administration - Designed for students seeking careers in foreign policy, the Foreign Service, international organizations, or multinational enterprises, this concentration is an ideal opportunity for individuals transitioning from domestic employment to international employment and vice-versa.
6) Criminal Justice - This concentration prepares students to reach beyond the current intellectual and cultural views of crime prevention, the criminal law, imprisonment, recidivism, and rehabilitation to deliver fresh ideas both in the US and abroad.
7) General - Students may complete courses in different areas of concentration to develop a “generalist” perspective in public administration.

Students take specified course work in the College Core, Department Core, and concentration. All students are required to complete an Internship, and a Capstone Seminar in their senior year. Students receive a great deal of peer/faculty support via our Public Administration student club MECSPA and our Pre-law Society Student Club for aspiring lawyers.

A.S. Degree in Public Administration
The A.S. degree in Public Administration introduces students to fundamental concepts and philosophies in public administration and liberal arts and prepares students for pre-managerial entry level positions as well as continuing studies for the B.S. degree in Public Administration.

B.S. Degree in Public Administration
The Bachelor of Science degree in Public Administration provides students with a strong combination of general knowledge and preparation for graduate studies, careers in public service, and positions in government, non-profit, community-based and international organizations.

Academic Standards
Students in the Department are expected to pass Public Administration required Core courses with a grade of “C” or better. For graduation, a student must have a minimum index of 2.0 in his/her major.

Requirements for Majors
A.S. Degree in Public Administration
The A.S. Degree in Public Administration requires completion of 60 credits.

B.S. Degree in Public Administration
The B.S. Degree in Public Administration requires completion of 120 credits. The 120 credits of the program are distributed as follows:

Requirements Credits
College Core 55
Public Administration Core 53
Concentration 12
Total: 120
Major Requirements Details for B.S. in Public Administration
See Chair or Academic Advisor
Public Administration majors are required to take Departmental specified courses within the College Core.

Requirements for Minor
Minor in Public Administration
Minor Requirements Details for the Minor in Public Administration
See Chair or Academic Advisor

COURSE DESCRIPTIONS

PUBLIC ADMINISTRATION

PA 103 Introduction to Public Administration
3 credits; 3 class hours
This course is an introduction to theories, concepts and approaches in Public Administration including basic ideas and techniques relevant to administrative processes in public decision-making, personnel systems, budget processes, and communication systems. Pre-requisite: ENGL 112

PA 150 Introduction to Criminal Law
3 credits; 3 class hours
This course is specifically designed to provide students with a basic understanding of criminal law and the criminal justice system. It will include the history, theory, and practice of substantive criminal law and the criminal justice system. It will include the legislative purpose and responsibilities, the major elements of statutory offenses and their application in the Criminal Justice Process.
Pre-requisite: PA 103 Co-requisite: ENGL 112

PA 200 Introduction to Non-Profit Administration
3 credits; 3 class hours
The purpose of this course is to provide students with an overview of the organizational, personnel, budgetary and other related concepts in the management of a non-profit entity. It will use a series of textbook reading materials, audio/visual media, and case studies to further enhance the students understanding and development into effective public/non-profit managers. Pre-requisite: PA 103 Co-requisite: ENGL 112

PA 202 Government and Business
3 credits; 3 class hours
Business and Government are two of the most powerful entities in society that share both a cooperative and competitive relationship. This course will analyze the relationship between these entities, as well as demonstrate how each is necessary for the advancement of human progress. Beginning with the US Constitution, this course will provide students with the foundation of democracy and capitalism. It will illustrate how the marketplace finances public efforts and how the government is used to protect and mobilize the interests of businesses/consumers via regulations, contracts and money in general. Finally, this course will illustrate how decision-making in each sector is impacted by each other’s continued presence. Prerequisite: PA 103 Pre/Co-requisites: ENGL 112

PA 205 Public Personnel Administration
3 credits; 3 class hours
This course will study nature and characteristics of government civil service. It will also explore a broader analysis of the civil service law and a clearer understanding of how human resource policies and procedures contribute to the attainment of governmental objectives. Accordingly, it will study routine practices of the civil service including human resource strategic planning, position management, staffing, performance evaluation management and maintenance of supportive workplace relations. Pre-requisite: PA 103 Pre/Co-requisite: ENGL 112

PA 211 New York State and Local Government
3 credits; 3 class hours
This course is an introduction to state and local government in New York. It will provide students with an understanding of the day-to-day issues of local and state governmental units, non-governmental organizations, and administrations in New York. Students will gain the knowledge background of the issues such as sanitation, public safety, transportation, housing, and other matters that govern the quality of life in New York State. They will be exposed to their policies, processes, and the frameworks that structure the decision making entities of this city and state. Pre-requisite: PA 103 Pre/Co-requisite: ENGL 112

PA 214 Organizational Theory in the Public Sector
3 credits; 3 class hours
This course is designed to provide students with the historical development of organizations and how they function on a daily basis. It will examine organizations in the public sector, non-profit, and private sectors, and make important distinctions between them. We will begin with the classical theories from Weber, Wilson, Gulick, Simon, and more, and move on to the daily complexities of organizational behavior. We will analyze what makes these organizations distinctive amongst each other, but more importantly, understand the different lenses and approaches that these institutions are analyzed and studied from and how they have evolved through different eras. We will cover important topics on decision-making, division of labor, bureaucracy, leadership and management, diversity, organizational learning and culture, and the relationships between organizations and our environment. On that note, we will be applying this course to the organizations that we work in and interact with daily. Pre-requisite: PA 103 Co-Requisite: ENGL 112

PA 215 Designing Local Programs and Proposal Writing
3 credits; 3 class hours
The purpose of this class is to provide students with an overview of the design of a local/urban social service program. It will identify community needs, stakeholders, advocates, pros and cons to the implementation of such programs. It will develop a workable grant proposal to obtain funding for the program. It will cover the basics of grant and proposal writing. Pre-requisite: PA 200 Co-requisite: ENGL 112
PA 225 Introduction to Public Policy
3 credits; 3 class hours
This course presents students with an overview of the policy-making process beginning with Problem Identification and agenda-setting and concluding with evaluation and revision or termination. The course will describe and analyze the political environment of policy-making in the United States. Emphasis will be placed on the executive and legislative branches of government. Students will be acquainted with the role of key agents of influence on official policy makers such as: interest groups, political parties, the media, and Think Tank Organizations. Topics will include welfare reforms, immigration, environmental and foreign policy to name a few. Cutting edge study approach will be used coupled with analysis of major debates in print and electronic media. Pre-requisite: PA 150

PA 235 Criminal Justice and Its Processes
3 credits; 3 class hours
This course examines the application of relevant U.S. and State Constitutional requirements and restrictions on the investigation and prosecution of criminal offenses. Students will also examine the Federal Rules of Procedure and New York Criminal Procedure Law in order to gain an understanding of the standard operating procedures of the criminal justice system. Particular focus will be on the exclusionary rule and other process remedies, the laws regarding arrest and speedy trial, general trial law and processes, sentencing and appeals. Pre-requisites: PA 103 and ENGL 112

PA 250 Community Supervision: Parole and Probation
3 credits; 3 class hours
This course provides students with an understanding of parole and probation as they relate to public safety with an emphasis on community supervision. It is designed to advance concepts of public and personal safety as they influence larger community interests. The course will assist students in comparing conventional practices, determining their effectiveness and reviewing their success at achieving measurable outcomes. Students will develop a working understanding of public safety through the examination of the legal authority, techniques and resources used by parole and probation to maintain social control. They will compare various models of parole, community supervision and probation in jurisdictions outside of New York State. Students will be further challenged to complete group projects that analyze and determine the best, most cost effective, least restrictive means of protecting the public through the use of community supervision. The course is designed to facilitate debate about the purpose and role of community supervision, techniques of accountability for monitoring goals and objectives and identification of factors that support or mitigate against their fulfillment. The goal of the course is to understand the factors that support effective community supervision policies and protect public safety. Pre-requisite: PA 235

PA 260 Constitutional Law and Civil Liberties
3 credits; 3 class hours
This course will examine constitutional law emphasizing civil rights and individual liberties, and also their relation to the criminal justice system. The method of teaching will include reading and discussing U.S. Supreme Court decisions.

Students will gain the ability to analyze and apply policies derived from critical-analytic reasoning over selected portions of the U.S. Constitution, the ability to recognize important and relevant considerations involved in real-life issues and situations dealing with civil liberties and civil rights, and a working familiarity with key terms, clauses, cases, and historical formations in Constitutional Law. Pre-requisite: PA 103, Pre/Co-requisite: ENGL 112

PA 275 Community Policing
3 credits; 3 class hours
This course introduces students to the philosophy of community policing with an emphasis on crime prevention techniques that “foster cooperation and mutual respect” between the community and police. It is designed to provide an understanding of the precursors of crime and how residents in partnership with local law enforcement and other stakeholders can work collaboratively to preserve public safety. Furthermore, it will offer opportunities for students to compare crime-fighting techniques in different cities and broaden their knowledge and understanding of the ingredients of successful community policing. Students will analyze problems that both citizens and law enforcement officers confront in urban communities and devise solutions based on the problem solving dimension of community policing. Instructors will introduce students to a technique known as “environmental criminology”, so that they will develop the kind of analytical skills that will allow them to assess, evaluate and interpret the conditions and circumstances under which crime occurs. In the process, students will understand the importance and need for a neighborhood-oriented approach that is culturally competent, ethnically sensitive and linguistically appropriate when policing in urban communities. Lastly, Students will learn that obtaining and preserving “public safety” is not merely the responsibility of law enforcement but, instead, is achieved more so by the active participation of community residents with shared values that reflect respect for self, property, the law and their community. Pre-requisite: PA 250

PA 285 International Administration
3 credits; 3 class hours
This course examines the historical, institutional and theoretical backgrounds of the contemporary United Nations and its related agencies. This course will focus on the participation of selected countries in the United Nations structure and operation with regard to current international problems and issues. Topics include the challenges faced by the United Nations and its related agencies such as the International Labor Organization (ILO), Food and Agriculture Organization (FAO), World Health Organization (WHO), and more. The course will explore these agencies’ bureaucratic structures, management styles and functions. Pre-requisite: PA 103 Pre/Co-requisite: ENGL 150

PA 295 Intergovernmental Relations
3 credits; 3 class hours
This course begins with a historical overview of federalism in the United States, as well as a thorough analysis of the Framers’ intent on the “balance of power” between state and federal government. It examines the complex and interdependent relationships amongst the various levels of government and also the relationships among different groups (public, private, and nonprofit).
It examines the different funding patterns that exist to develop and implement public programs as well as the service delivery of these programs. Pre-requisite: PA 103 Pre/Co-requisite: ENGL 150

PA 300 Public Bureaucracy
3 credits; 3 class hours
This course will study the organization and operation of public bureaucracies, with emphasis on the source of bureaucracy power, implementation of public policies, and approaches to controlling the bureaucracy. Examples of American bureaucratic structures and procedures will be analyzed. Pre-requisite: PA 225 Pre/Co-requisite: ENGL 150

PA 301 Education Policy
3 credits; 3 class hours
This course examines public policy decision-making in education at the local, state, and national levels and its impact on educational institutions, students, parents, and the community. It will analyze the past and current educational policies in the context of positive and negative effects of specific segments of the population, as well as future or alternative educational/institutional policies and practices that support the achievement of diverse students. Students will not only analyze intended consequences, but unintended consequences as well, in the hopes of providing effective feedback to policy makers and community representatives. This course will also analyze the spillover effects that educational policies have for urban communities. Pre-requisite: PA 103 Pre/Co-requisite: ENGL 112

PA 304 e-Government
3 credits; 3 class hours
Based on the concept of Total Quality Management, e-Government emphasizes the need to provide better quality services to its citizens, businesses, and other governmental agencies. In this age of globalization, it is important for individuals to have access to information and to be included in the democratic process. Citizens will be able to gain access to services that they would otherwise be "locked out of" due to the redundancy of agency requirements. This course seeks to provide students with the historical underpinnings of e-government. Students will have the opportunity to survey government programs, and agencies to see if the U.S. is increasing its visions of democracy at all levels of government. It seeks to introduce students to how technology and internet usage are used to expand the services of government. It introduces the administrative and policy issues related to managing information in public and non-profit agencies and institutions. Pre-requisite: PA 300 Co-requisite: ENGL 150

PA 315 Case Study in Public Policy Development
3 credits; 3 class hours
This course is an introductory to the case study approach. Complex policy issues will be identified discussed and analyzed with relation to the chief Executive Office and the Legislative Branch. Emphasis will be placed on how cutting edge issues are placed in agenda setting; and the political strategies used to maneuver in the bureaucratic systems. Topical issues such as welfare reform, national security, terrorism, foreign affairs, immigration, global warming, and transportation will be examined. Pre-requisite: PA 225

PA 320 Introduction to Discharge Planning
3 credits; 3 class hours
Public administrators in the field of criminal justice are consistently faced with the task of assisting formerly incarcerated individuals with reintegrating into society. Unfortunately, they consistently fall short of this task and the individual, who is looking forward to reentry, oftentimes fall behind. This course consists of a series of lectures, work group exercises and life-skill presentations designed to support the development of community reintegration plans for individuals leaving prison. It is designed to provide the public manager with necessary skills and elements needed to construct such a plan and explores both the theoretical and practical basis for it. It focuses on providing intensive skills building and training to help students to not only understand the parole discharge process, but to also understand the aspects that bureaucratic agencies must overcome to put these plans in motion. This course also helps to facilitate a greater appreciation of the role played by nonprofit organizations in local and urban neighborhoods, as part of the successful transition of large numbers of people exiting the prison system into urban communities. It advocates for greater inclusion of local communities in the community reintegration process since the return of these large numbers of people will directly impact their lives. Pre/Co-requisite: ENGL 150

PA 325 Fiscal Administration
3 credits; 3 class hours
This course analyzes procedures and methods past, present, and prospective - used in the resource allocation process of government. Topics covered includes: Budgeting Systems, The Budgeting Process, Budgeting Reform, Approaches to Budgeting, Budget Preparation, Budget Approval, Concepts Related to Fiscal Administration, Government and the Economy, and the Changing Functions of Budgeting. Pre-requisite: PA 300 Pre/Co-requisite: ENGL 150

PA 326 Ethics in Government
3 credits; 3 class hours
This course will inquire into the ethics and values embedded in public sector delivery. It will examine the historical traditions, ethical theories and universal principles and values such as respect for others, honesty, equality, fairness, laws and accountability upon which ethics in Government have been established. The course will also examine the ideals of ethics and values in its legal and social dimensions and from the standpoint of both theoretical and applied ethics. It will focus on developing and transmitting knowledge about ethical and value dimensions that characterize the services on all levels in public administration. It will consider ethical dilemmas in both the internal and external environment of public service operation. Pre-requisite: PA 300 Pre/Co-requisite: ENGL 150

PA 330 Public Policy, Advocacy, Systems Management, and Administration in Services for the Aged
3 credits; 3 class hours
This course involves a study of systems management and administrative theories as they relate to public and voluntary issues which have an impact on the elderly. Legal rights, Social Security Act, Medicare, will be explored to promote the development of
Department of Public Administration

gerontology advocacy skills. The six (6) hours per week field practicum with older persons will be provided a variety of community settings. **Pre-requisite: PA 225**

**PA 335 Principles of Philanthropy, Fundraising, and Development**  
3 credits; 3 class hours  
The purpose of this class is to provide students with the skills to make a non-profit organization financially viable. Fundraising is the most important component of any nonprofit organization and in order to be effective leaders, our students need to be exposed to what it takes to generate money for these organizations. We will take a detailed look at the essential non-profit areas of fundraising and philanthropy using YMCA and Big Brother/Big Sisters case study information as well as internet and audio/visual information. This course builds upon the concepts learned in PA 200 Introduction to Non-Profit Management. **Pre-requisites: PA 215 and PA 300**

**PA 340 Strategic Planning, Budgeting, and Project Management**  
3 credits; 3 class hours  
In this course, organizational problems of public agencies are scrutinized. The planning, budgeting, project developments and management practices are examined. Particular attention is given to problems and their solutions that originate within their systems. It provides systematic approach to government budget initiations, to project planning, implementation, control and close out. Various techniques and models for quantitative/qualitative risk assessment and risk management is surveyed. **Pre-requisite: PA 225**

**PA 350 Theories of Urban Administration**  
3 credits; 3 class hours  
This course is designed to examine the differing theories and practices as to how urban governance, administration, and politics operate. Students will study the critical issues concerning Urban America and the approaches that decision makers and leaders have taken. A great deal of attention will be given to urban social and economic problems such as urban sprawl, racism, poverty, crime, and national urban policy and the resources used in tackling these issues. We will examine decision making over different time periods, in its current state, and where it might go. We will also examine the current state of revitalization and the enhancement of urban living. **Pre-requisite: PA 300**

**PA 365 Crime and Punishment in Urban America**  
3 credits; 3 class hours  
This course provides students with an urban based concentration in the study of the causes and effects of the convergence of mass incarceration, mass unemployment and mass disenfranchisement in inner-city communities. Particular emphasis will be on the perspective of urban communities most impacted by these phenomena, with a focus on the structural impediments which challenge the notion of re-entry (redefined as nu-entry) for thousands of individuals each year. Central to the course will be the study and examination of urban social trends that relate to increases and decreases in crime during different periods. Further, the course explores the impact of these phenomena on the large numbers of men and women returning to urban neighborhoods from incarceration. The course will be dedicated to discussing community based problem solving approaches. The course adopts the position of viewing our local community, region, country and world as a laboratory for analyzing issues related to crime and punishment. It uses a non-traditional approach to provide opportunities to explore the myriad of problems inherent in the transfer of huge numbers of people from incarceration back into society. **Pre-requisite: PA 360**

**PA 390 Research Methodology for Public Administrators**  
3 credits; 3 class hours  
This course is designed to provide students with a basic understanding of research methodology and statistics. Students will learn how to design a research project based on the critical issues and problems within the field of Public Administration and beyond. This course provides students with the critical research skills needed to become effective public administrators. Students will also learn to use the Statistical Processing Software (SPSS) to analyze data in order to make managerial and policy decisions. This course will use the common ideologies and perceptions that we approach in our everyday lives. Hence, this course will teach students how to address problems that affect the world. **Pre-requisite: PA 214**  
**Co-requisite: ENGL 150 and LIB 100**

**PA 395 Public Administration and Disaster Management**  
3 credits; 3 class hours  
This Course aims at providing a broad understanding of the strategic role and functions of the public administrative system in the context of disasters. It will examine the bureaucratic arrangements of disaster-related agencies and institutions, such as the Federal Emergency Management Agency (FEMA) and the Caribbean Disaster Emergency Response Agency (CDERA), to understand their capacities to reasonably predict and aggressively respond to both natural and human-associated disasters. The Course will engage in a comparative study of the more well-known national disaster response agencies in the disaster-prone regions of the world, at the same time, will inquire into public administration best practices that have emerged. **Pre-requisite: PA 300**

**PA 405 Regional and Municipal Administration**  
3 credits; 3 class hours  
Critical issues in the delivery of local and municipal services such as police, fire, sanitation, health, hospital, and welfare are examined in relation to community needs and competition for limited resources. Traditional and alternative forms of local and metropolitan administrative structure, planning, and financing are reviewed. Regional administrator, authorities and other quasi-public models, as vehicle to meet urban and local needs and how to mobilize and conserve local municipal resources are studied resources. **Pre-requisite: PA 300**
PA 407 Comparative Public Administration
3 credits; 3 class hours
This course will study theories of comparative public administration, methodological problems and practical concerns in comparing different systems. Students can analyze major administrative structures and institutions including resource allocation and utilization, machinery of coordination, and other related topics. Pre-requisite: PA 300

PA 410 Administrative Rules and Regulations
3 credits; 3 class hours
This course analyzes the authority and power of administrative agencies’ adherence to law in the exercise of their administrative discretion formal relationship between the legislature, government executives and regulatory agencies. In addition, judicial review of administrative agencies will be studied. It will also examine how federal, state and municipal regulatory agencies issue rules and regulations and how these decisions impact on goals and objectives of administrative agencies and institutions. Pre-requisite: PA 360

PA 413 Public Program Evaluation
3 credits; 3 class hours
This is a capstone course which interprets program planning, implementation and evaluation as integral elements for decision making and program authorization. It will emphasize the nuts and bolts of how to create an evaluation design and how to collect and analyze information in a way that will result in low cost and successful evaluations. Students will develop practical program evaluation skills to be placed in handbook formats so that they can use this information in applied research for conducting public policy studies. Pre-requisite: PA 300

PA 415 Policy Making and the Public Interest
3 credits; 3 class hours
This course spans the related disciplines of the political and the social sciences in an attempt to analyze and synthesize the respective inputs of each in the public policy making process. Various topologies are followed to provide students with the orientation to both descriptive and prescriptive approaches to policy-making in the public interest. Pre-requisite: PA 225

PA 440 Judicial Process and Court Systems
3 credits; 3 class hours
This course provides an exploration of the federal courts, state judicial systems, the role of law and lawyers in society, the impact of court and judicial systems on public policy, the decision-making patterns of actors in judicial process, the politics and economics of judicial process, the ideological orientations of the judiciary, the procedures of pretrial, trial, hearings, and appeals. This course also offers a well-grounded understanding of formal court structures and practices. Students will learn how judicial decisions have a great impact on society, not just in criminal and constitutional matters, but in civil law and related areas of dispute resolution. The course is not limited to the study of criminal or constitutional law. Civil law is also studied because civil cases far outnumber criminal cases and the impact on judicial process. Also, emerging trends in alternative dispute resolution, mediation, arbitration, and neutral fact-finding are studied. Pre-requisite: PA 365

PA 450 Decision Making in Government Agencies
3 credits; 3 class hours
This course will analyze descriptive and normative approaches to decision-making processes resulting in modification of public agency structure, formation of goals and objectives, procedures, and devices for achieving same and for evaluating performance. Concepts of leadership are studied with attention to leadership patterns, their focus in the organization and the skills and abilities which they require. Pre-requisites: PA 300 and Permission of the chairperson

PA 480 Public Administration and Globalization
3 credits; 3 class hours
This course seeks to explain the genesis, nature and scope of globalization and its impact on public administration at the national and international levels. It will examine the various definitions, dimensions, and significance of the processes of globalization on national sovereignty, subsequently examine the responses of established bureaucracies to challenges brought about by globalization. It will query the re-design of state bureaucracies, their functions and styles in response to the fluidity of economic activities across traditional state borders. It will explore how information and technological innovations have deepened the globalization process and, simultaneously, articulate how the public administrative apparatus may be able to cope with the globalization phenomenon. Pre-requisite: PA 300 or Permission of the chairperson

PA 486 Global Public Policy
3 credits; 3 class hours
This course explores the efficacy of global public policy. It provides the students an opportunity to examine the emergence of a network of public, private, nongovernmental, national, regional, and international organizations that seek to provide an alternative framework for the behavior of states, businesses, nongovernmental and intergovernmental organizations throughout our world. The course will consider the origin and nature of current global transformation and its implication for public policy at the national level. The course will analyze economic globalization and examine the ramifications for national public policy as well as its impact on the future of sovereignty. Pre-requisite: PA 225

PA 490 Public Administration Internship (Capstone Course)
3-6 credits; 3-6 class hours
This course provides the future practitioner with an educational practice setting where he/she integrates all prior learning (knowledge, skills, attitudes and behavior) into a future style for professional practice. There is a seminar as well as field work component of the program. The scope and format of the field work component is semi-structured to provide sufficient flexibility in meeting the diverse educational needs and professional interests of each student. Students will have an opportunity to observe or participate in the practical aspects of administrative activities when they select one of several foci. Pre-requisite: Permission of the chairperson
School of
Liberal Arts
and Education
School of Liberal Arts and Education

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MISSION
The mission of the School of Liberal Arts and Education is to:
1. prepare students to achieve their academic and career goals;
2. immerse them within a learning community characterized by engagement with a rich and diverse liberal arts curriculum; and,
3. cultivate scholarly excellence, cultural awareness and social responsibility.

VISION
We envision a school that
1. is nationally recognized for excellence;
2. offers undergraduate and graduate degree programs that are responsive to local and global change;
3. produces graduates who are effective world citizens and agents for positive social change.

The mission of the School aligns with the College’s mission, and commitment to the belief that an inclusive Liberal Arts education is a necessary foundation for ongoing intellectual development, professional studies, and effective service to the community.

PROGRAMS OF STUDY
The School of Liberal Arts and Education awards two Associate of Arts degrees: one in Teacher Education and another in Liberal Studies that features a wide range of emphases. Baccalaureate degrees are offered in: Childhood Education, Childhood/Special Education, Early Childhood Education/Special Education, English, Psychology, Social Work, Religious Studies, and Liberal Studies.

The School of Liberal Arts and Education is unique in its ability to cultivate and preserve the rich traditions on which Medgar Evers College was founded. It brings diverse perspectives to the classroom and crosses borders to bring voices traditionally at the margins of scholarly discourse to the center. In addition, the School holds firm to its commitment to bring a broad range of community voices to the public domain. This approach to undergraduate preparation enhances the process of organizing brilliance and challenging students to become effective world citizens in a rapidly changing global economic and technological environment.

The faculty of the School emphasizes in an inter-disciplinary fashion, that equality and inclusiveness are pre-requisites to the achievement of excellence. They recognize the importance of the correlation between the liberal arts and education. Moreover, they effectively bridge their relationships with students through an active exchange and an ongoing process of curriculum development, assessment and evaluation for the continuous improvement of instruction.
Education Department

Chairperson: Nancy Lester
718 270 4917 office
718 270 4828 fax
B-1007

Secretary: Samantha Gregoire-James
718 270 4910
sgjames@mec.cuny.edu
B-1007

Faculty: Rosalina Diaz
Nancy Lester
James Johnson
Frances Lowden
Sheilah Paul
Rupam Suran
Donna Akilah M. Marie Wright

GENERAL INFORMATION
The Education Department prepares candidates for teaching in general or special education in diverse classrooms in urban settings:
The Department offers the following degrees:
1. Bachelor of Arts in Childhood Education (Grades 1 to 6)
2. Bachelor of Arts in Special Education: Early Childhood (Birth-Grade 2 General and Students with Developmental Disabilities from Birth to Grades 2)
3. Bachelor of Arts in Special Education: Childhood (Grades 1 to 6 General and Students with Disabilities in Grades 1 to 6)
The Department also offers an Associate of Arts (A.A.) in Teacher Education. This degree Program articulates into related Baccalaureate degree programs at Medgar Evers College and throughout The City University of New York.

NEW YORK STATE TEACHER CERTIFICATION EXAMINATION (NYSTCE) PERFORMANCE
Eighty-three percent of the last group of Medgar Evers College Teacher Education Program completers passed the NYSTCE Liberal Arts & Sciences Test (LAST), 83% passed the Assessment of Teaching Skills-Written (ATS-W), and 100% passed the Content Specialty Test Multi-Subject.

ACCREDITATION STATEMENT
The Department of Education at Medgar Evers College of The City University of New York is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs at Medgar Evers College. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The Department's motto is “Educate to Liberate” and the Unit's mission is to prepare students to be change agents for classrooms, schools and communities who “educate to liberate.”

MEC EDUCATION DEPARTMENT MISSION STATEMENT/PHILOSOPHY
The Department is guided by a six-point philosophy.
1. Education must bring people together from diverse cultures who are knowledgeable about their own cultural/historical experiences and the experiences of the many cultures that make up urban life. We wish to create shared experiences that unite members of these diverse communities while respecting the uniqueness of each individual's particular history and culture. We see the home, school and community, and the interactions among all of them, as the first settings where children share experiences and learn about diversity and democracy.
2. Teachers must become change agents, committed to transforming themselves, their schools and their communities. We further believe that critical awareness and critical pedagogy, as defined by Carter G. Woodson and Paulo Freire, are the cornerstones of this transformation.
3. Students must be “culturally literate.” We believe that culture is a complex set of relationships that express a people's ideas, beliefs and knowledge and that the representations of cultural ideology in art, music, literature and philosophy are fluid and ever changing as cultures interact with other cultures and with changing historical times.
4. Students must develop a deeper understanding of themselves in order to more fully interact with the array of nationalities and cultures that they will encounter daily in their classrooms. Through this knowledge, students will gain the pride in themselves and their heritage that will enable them to better understand and interact with others in a multicultural society.
5. Gaining knowledge is a complex and interactive process that includes students learning how to learn and how to create a learning environment.
6. Teachers must be scholars who not only effectively use curriculum guides and published and commercial materials, but who are also competent in researching new knowledge and translating this knowledge into new teaching materials, lesson and unit plans and projects appropriate for children.

Associate of Arts in Education
The A.A. Program includes MEC Core courses, Education courses and Liberal Arts electives. The curriculum requires 60 credits and articulates into related baccalaureate programs at Medgar Evers College, other CUNY senior colleges and/or the CUNY B.A./B.S. Programs. When possible, it is also recommended that courses be taken during intersession and/or summer sessions.

Students should see their A.A. Education Mentor early in their Program to determine their concentration in lieu of the eleven (11) credit Liberal Arts concentration on the A.A. in Teacher Education Program Plan.
Bachelor of Arts in Childhood Education
The B.A. Program in Childhood Education provides course offerings that emphasize the Liberal Arts, including a concentration in a specific Liberal Arts area. Concentration options include English, Mathematics, Science and Social Science. Candidates in this program may pursue professional courses, field experiences, and clinical practice placements to meet New York State academic requirements for initial certification to teach at the childhood level (Grades 1 to 6). The degree requires 120 credits.

Bachelor of Arts in Special Education
The B.A. Programs in Special Education are dual certification programs that meet the academic requirements for New York State initial certification. The two programs include: teaching students with special needs at the early childhood level (Birth to Grade 2) and teaching students with special needs at the childhood level (Grades 1 to 6). These programs provide course offerings that emphasize the liberal arts, including a concentration in English, Mathematics, Science or Social Studies. Candidates preparing for certification at the early childhood special education level have the option of completing a concentration in Psychology instead of one of the aforementioned concentrations. These degrees require 124 credits.

B.A. in Early Childhood Special Education
The B.A. in Early Childhood Special Education requires 124 Credits.

MEC Education Department Standards
The Department envisions successful educators who teach in diverse classrooms & schools in urban communities. Successful educators will meet standards set by the specialized professional associations, New York State Education Department, the National Council for the Accreditation of Teacher Education and the following eight (8) departmental standards:

1. Knowledge
2. Personal & Global Consciousness
3. Analytical Ability
4. Creativity
5. Professionalism
6. Collaboration
7. Effective Communication
8. Commitment & Care

ADMISSION TO PROGRAMS
Entrance to the Programs
In keeping with the Education Department’s conceptual framework, the Department has implemented policies that ensure that its candidates demonstrate the academic and professional skills and competencies addressed in the New York State Teacher Certification Exam (NYSTCE) as well as the intellectual acumen and academic skills and proficiencies needed to meet the Department standards successfully.

1. Minimum Grade Point Average 2.7
2. Candidates are required to take the Liberal Arts and Sciences Test (LAST) part of the NYSTCE. This exam is used diagnostically. Candidates who are unsuccessful may:
   a. develop their skills on a computer based skills development program, CertEd, created and disseminated by ETS.
   b. take additional courses in their areas of difficulty, and
   c. take workshops to develop test taking skills.
3. All candidates are required to have a videotaped entrance interview with faculty members of the Department. The purpose of the interview is to assess the candidates’ knowledge, skills and dispositions and to see if they can develop and progress within the milieu of the Department.
4. All candidates are required to have a 2.0 “C” or better in Core courses, a 3.0 “B” average in the English Core courses, a 2.7 “B-” average in Math Core courses, and a 2.7 “B-” in Science Core courses.

All applicants will receive written notification regarding their acceptance to the Education Department B.A. programs in a timely manner. Applicants not admitted will be notified of the reasons why they were denied admission.

CONCENTRATIONS
Candidates in Baccalaureate programs are required to complete a minimum of 27 credits in one of the following four concentration areas: English, Mathematics, Science or Social Science or a concentration in Psychology for candidates in the program leading to certification in early childhood/special education.

ACADEMIC STANDARDS
Candidates in the Education Department are expected to pass all courses in the College Core, in the selected concentration or dual major, and in the Education Department with grades of “C” or better and to maintain a cumulative Grade Point Average of 2.7 or better, as well as a 2.7 average in Education courses in order to receive a baccalaureate degree in Education.

Requirements for Majors
A.A. in Teacher Education
The A.A. Degree in Teacher Education requires completion of 60 credits. The 60 credits of the program are distributed as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-wide Core</td>
<td>39</td>
</tr>
<tr>
<td>Pre-Professional Sequence</td>
<td>10</td>
</tr>
<tr>
<td>Liberal Arts Concentration</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Major Requirement Details for A.A. Degree in Teacher Education
See Chair or Academic Advisor

B.A. in Childhood Education
The B.A. Degree in Childhood Education requires completion of 120 credits. The 120 credits of the program are distributed as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-wide Core</td>
<td>51</td>
</tr>
<tr>
<td>Pre-professional Sequence in Childhood Education</td>
<td>10</td>
</tr>
<tr>
<td>Liberal Arts Concentration</td>
<td>27</td>
</tr>
<tr>
<td>Professional Sequence in Childhood Education</td>
<td>24</td>
</tr>
<tr>
<td>Clinical Practice Sequence</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>
Major Requirement Details for B.A. Degree in Childhood Education
See Chair or Academic Advisor

B.A. in Childhood Special Education
The B.A. in Early Childhood Special Education requires completion of 124 credits. The 124 credits of the program are distributed as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-wide Core</td>
<td>51</td>
</tr>
<tr>
<td>Pre-professional Sequence in Education</td>
<td>10</td>
</tr>
<tr>
<td>Liberal Arts Concentration</td>
<td>27</td>
</tr>
<tr>
<td>Professional Sequence in Childhood</td>
<td>28</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
</tr>
<tr>
<td>Clinical Practice Sequence</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>124</strong></td>
</tr>
</tbody>
</table>

Major Requirement Details for B.A. Degree in Early Childhood Special Education
See Chair or Academic Advisor

B.A. in Early Childhood Special Education
The B.A. in Childhood Special Education requires completion of 124 credits. The 124 credits of the program are distributed as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
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<tbody>
<tr>
<td>College-wide Core</td>
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<td>8</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>124</strong></td>
</tr>
</tbody>
</table>

EDUCATION DEPARTMENT MINOR
The Education Department offers a Minor in Early Childhood Intervention, includes 12 credits of education courses at the 100, 200 and 300 level. Courses
EDUC 100: Parent Teacher Child Interaction
EDUC 152: Introduction to Special Education (Co-Requisite EDUC 502) or EDUC 203: Introduction to Developmental Disabilities (Field Exp. Required)
EDUC 231: Child Development (Co-Requisite EDUC 503)
EDUC 301: Principles of Early Childhood (Field Exp. Required)
EDUC 252: Early Intervention (Field Exp. Required)
EDUC 253: Assessment of Infants and Toddlers with Special Needs (Co-Requisite EDUC 509)

Candidates who complete Education Department baccalaureate degree programs will receive institutional endorsement to apply for New York State initial certification for teaching at the level of their preparation. All applicants for teacher certification must be recommended by a college or university with an approved program of teacher preparation. To obtain initial required sections of the New York State Teachers Certification Examination: Liberal Arts and Sciences Test (LAST), Assessment of Teaching Skills-Written (ATS-W) and Content Specialty Test (CST) Multi Subject. Candidates in the Early Childhood and Childhood Special Education Programs are required to take the Content Specialty Test (Students with Disabilities). In addition, candidates must also meet New York State mandated requirements for foreign language competency and for instruction on child abuse and violence prevention by completing state approved workshops.

APPROVAL FOR CLINICAL PRACTICE
Clinical Practice is the capstone experience of the teacher education programs. It is a two-semester internship that involves teaching assignments in State approved early childhood centers and/or elementary schools under the direct supervision of New York State certified teachers and Medgar Evers College Education Department faculty. Through these experiences, candidates will have opportunities to integrate previous learning and to develop additional knowledge, skills and dispositions necessary to become effective, standards-focused change agents who will inspire and challenge students to excel. All workshops and exams must be taken prior to graduation. Teacher certification and licensure are carried out by the New York State Education Department. The public schools of New York City have separate licensure procedures and requirements. At both the state and city levels, certification requirements are subject to change without notice. Thus, the information about certification contained in this bulletin is the most up-to-date at press time but may become obsolete after publication. It is the responsibility of the candidate or graduate to consult periodically with the Education Department mentors to keep informed about current certification requirements.

Entrance to Clinical Practice
Candidates are re-evaluated upon application for entrance to clinical practice to ensure that their GPA continues to meet the Department requirements and that their fieldwork and education course work continue to meet the Department’s standards. Application for Clinical Practice should occur when applicants have completed between 70 and 90 credits.

To be admitted to Clinical Practice, candidates must have:
1. Been admitted to an Education Department baccalaureate program by written application.
2. Completed at least ninety (90) credits and have taken the CST multi-subject Test/NYSTCE.
3. Attained a cumulative Grade Point Average of at least 2.7 with no grade less than “C” in MEC Core courses, Education courses and courses in the concentration/dual major or their equivalents.
4. Earned at least six (6) credits in Science Core courses or equivalents with an average of at least 2.7 and no grade below “C”.
5. Earned at least six (6) credits in Mathematics Core courses or equivalents with an average of at least 2.7 and no grade below “C”.

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EDUC 100 Parent/Teacher-Child Interaction
2 credits; 2 class hours
This course is designed to create an awareness of parental involvement in education informally and formally throughout the 19th and 20th century. Briefly, the course will cover the history of parental involvement in the United States and examine structured parent programs. The course will also explore effective techniques and approaches utilized by parents to support their children in school. The course is open to teachers and parents. Pre/Co-requisite: ENGL 112

EDUC 102 Introduction to the World of the Learner
2 credits; 3 class hours
This introductory course explores the many institutions that make an impact on the child’s total development. Prospective teachers will examine how social institutions such as the home, school, church, community, media, and technology affect the child’s learning. The concept of the self and other personality characteristics that affect the interaction between children and adults will be examined. These courses take an inclusive approach to educating students with special abilities. Diversity will be explored through pluralistic lenses affording students the opportunity to make cross-cultural connections. Technology will be examined as a tool to better inform students’ future teaching and learning in urban settings. Classroom management strategies will be explored. Supervised field experiences are a major component of this course. Pre-requisite: ENGL 112 Co-requisite: EDUC 501

EDUC 103 School Community Relations
2 credits; 2 class hours
This course is designed to help a prospective teacher develop awareness and understanding of the community in which he/she teaches. It focuses on the involvement of the community in the educational process. The areas of concentration are comprised of pupil-community involvement, parent-pupil relationships, and parent-teacher relationships offered periodically. Pre-requisite: None

EDUC 110 Health, Safety Fitness for Teachers
1 credit; 1.5 class hours
This course will provide prospective teachers with the necessary knowledge and skills to establish and maintain personal health and fitness, to create and maintain safe and healthy home and classroom environments, and use their knowledge of personal and community health issues to effectively manage their resources and to advocate for healthy children, families and communities. This course will consist of a series of seven two-hour workshops on the following issues of health and safety:
1. nutrition;
2. exercise and physical fitness;
3. sexuality, health and hygiene;
4. prevention and risk education strategies to promote safety at home and in the classroom, including prevention of child abduction;
5. identification and reporting of suspected child abuse and maltreatment;
6. fire and arson prevention, and
7. the impact of alcohol, and substance abuse on personal health and families. Pre-requisite: ENGL 112

EDUC 150 Technology for Today
3 credits; 3 class hours
This course is designed as an introduction to the use of computer applications for pre-service teachers. Students will acquire a working knowledge of basic computer systems and concepts. They will develop competence in the use of software applications and Internet. Using a thematic model, they will use presentation software to create projects for the classroom. Additionally, students will observe current technology use in local schools. Topics that affect the way we teach and learn will be addressed within the context of the impact of classroom interaction. Issues of gender, ethnicity, special needs and classroom management will be incorporated in an ongoing discussion of understanding the learner. New York State Curriculum Standards and New York City Performance Standards will provide the basis for curriculum, lesson planning and assessment. Students will observe technology classes in local elementary schools to provide a forum for examining theory and practice. Pre-requisite: None

EDUC 152 Introduction to Special Education
2 credits; 3 class hours
The purpose of this course is to introduce the student to the field of special education and the needs of exceptional children and youth who are gifted or have impairments that affect intellectual, physical, emotional or sensory abilities. The student will develop an understanding of the developmental and learning characteristics of exceptional children and youth and learn about various educational services that have been found to be effective in enabling exceptional children and youth to meet their potential. Pre-requisite: ENGL 112 Co-requisite: EDUC 502
EDUC 200 History and Foundations of Bilingual General and Bilingual Special Education  
2 credits; 2 class hours  
This introductory course provides an historical overview of major areas integral to bilingual general education and bilingual special education students and programs. Review of the history and major development of the program in the United States will be presented. Legal, cultural, linguistic, programmatic, advocacy and assessment issues will be reviewed. Theoretical readings will be matched with practical, field-based classroom visits and interviews with teachers and parents. Pre-requisite: ENGL 150  

EDUC 203 Introduction to Developmental Disabilities (formerly EDUC 153)  
2 credits; 3 class hours  
This course is designed to provide students with a survey of the various developmental disabilities. The behavioral characteristics; educational and vocational needs; and adaptive skills of persons diagnosed as developmentally disabled will be emphasized. The course will address the medical, developmental, psychosocial issues affecting individuals with developmental disabilities. Diagnostic and assessment methods will be discussed. The course will address the application of instructional technologies in the education and treatment of persons with developmental disabilities and methods for including them in all facets of the community. This course includes a supervised field placement. Pre-requisite: EDUC 203 and ENGL 150 and Admission to BA Program at the Professional level or permission of the chairperson.  

EDUC 231 Child Development  
3 credits; 3 class hours  
This course examines the physical, social, intellectual and emotional aspects of child development, the interrelationships among them, and their influence on the child’s learning experiences from birth to adolescence. The prospective teacher will develop awareness of developmental norms, individual differences and an understanding of approaches to working with all children in order to enhance their school success. Pre-requisites: ENGL 112 and PSYC 101  
Co-requisite: EDUC 503  

EDUC 232 Child Development: Childhood to Adolescence  
3 credits; 3 hours  
This course examines the physical, social, intellectual, and emotional aspects of child development, the interrelationships among them and their influence on the child’s learning experiences from birth to adolescence, emphasizing the period from ages 10 to 15. The prospective teacher will examine theories of development, developmental norms, and individual differences, and understand the impact of culture, socioeconomic level, health and safety, nutrition and other factors in the home, school and community, including abusive or dangerous environment on a child’s readiness to learn. The course will also examine ways of applying knowledge and understanding of child development to create a safe and nurturing classroom environment that fosters the health and learning of all children and the development of a sense of community and mutual respect. Pre-requisite: PSYC 101  

EDUC 252 Principles of Early Intervention: Needs of Infants, Toddlers and Children with Developmental Disabilities  
2 credits; 3 class hours  
This course is designed to facilitate students’ acquisition and demonstration of knowledge and skills about special needs of toddlers, infants and children birth to seven years of age with special needs. The course will explore cognitive, language and neuro-motor development; and related medical and psychosocial issues. Students will learn various strategies for including infants and toddlers with special needs in regular settings and the uses of instructional technologies and devices. Students will practice developing IFSPs/IEPs and related instructional goals and activities. Family-centered intervention and collaboration and the roles and responsibilities of professionals will be examined. This course includes a supervised field placement. Pre-requisite: EDUC 152 Pre/Co-requisite: ENGL 112  

EDUC 253 Assessment, Treatment and Services for Infants, Toddlers and Children with Developmental Disabilities  
3 credits; 3 class hours  
This course is designed to help students critically examine the purposes, practices, policies, problems, and trends in assessing children birth to seven years of age who are suspected of having a developmental delay or are at risk for delay. Students will examine and familiarize themselves with a variety of assessment instruments and techniques. Strategies for conducting family-centered and trans-disciplinary assessments in natural environments will be explored. Students will analyze the relationship of assessment to the: cultural and familial context of the child; theories of teaching and learning; and instructional planning. Students will practice developing IFSPs/IEPs and instructional goals and activities. The course emphasizes the importance of and strategies for including children with special needs in regular education settings and the uses of instructional technologies in teaching. The roles and responsibilities of assessment and service professionals will be emphasized. The course includes a supervised field experience. Pre-requisite: EDUC 252 Pre/Co-requisite: EDUC 509  

EDUC 301 Principles of Early Childhood Education  
2 credits; 3 class hours  
The course content gives a comprehensive view of the total field of early childhood education. Theories of child development are reviewed as a basis for examining early childhood principles, practices and programs. This course emphasizes the child’s development of concepts, relationships, and positive attitudes toward self and achievement. This course covers the sociological, philosophical, and historical roles of education in the lives of young children from ages 0-8 in classrooms. Ways of fostering effective relationships and interactions to support growth and learning among varying communities will be examined. The parent as first teacher and the home-school continuum will be explored. An inclusion approach to educating students with special needs in diverse, pluralistic learning communities will be explored. Technology will be used as a tool to design strategies to engage students in self reflection and learning. Supervised field experiences are a required component of this course. Pre-requisite: ENGL 150
**EDUC 302 Curriculum and Instruction in Early Childhood Education**
2 credits; 2 class hours
This methods course explores curriculum theory, resources and recent innovations in early childhood education in urban settings. Strategies to motivate and resolve conflicts will be examined. Inclusive approaches for children with special abilities, diverse populations and technological advances will be explored providing the best practice in the field. Students will develop, design and implement age appropriate curriculum. Supervised field experiences are a major component of this course. **Pre-requisite: Admission to the BA Program**

**EDUC 307 Foundations of Educational Psychology**
3 credits; 3 class hours
This course presents the essentials of educational psychology applicable to teaching and learning situations. Topics for practical application in the classroom are background, development, learning, motivation, evaluation, and individual differences and adjustments. **Pre-requisites: Admission to BA Program, ENGL 150 and PSYC 101 and EDUC 231**

**EDUC 308 Foundations of Educational Psychology: Middle Childhood**
3 credits; 3 class hours
This course examines theories of learning processes, motivation, communication and classroom management, and the application of those theories and understandings in middle childhood classrooms to stimulate and sustain diverse students’ interest, cooperation and achievement to each student’s highest level of learning in preparation for productive work, continuing growth and citizenship in a democracy. **Pre-requisite: None**

**EDUC 310 Students with Behavior Disorders**
2 credits; 3 class hours
This course is designed for prospective teachers of children and youth with behavior disorders and for teachers who encounter children with these disabilities. The course will critically examine the premises and issues regarding the education of emotionally troubled children. It will present and explore teaching techniques that respond to the needs of children and youth with behavior disorders. This course takes an inclusive approach in responding to the needs of students with exceptional behavior. Attention will be given to strategies and techniques that provide successful experiences for these students in inclusive classroom settings. All students will be required to demonstrate computer/technology skills in completing assignments. This course includes a supervised field experience. **Pre-requisites: Admission into the BA Program, EDUC 152 and EDUC 307**

**EDUC 311 Teaching Elementary Reading I**
3 credits; 3 class hours
EDUC 311 is designed to introduce students to reading theories as they apply to elementary classrooms from pre-K to grades 4-6. Students will study and critique various approaches to the teaching of reading, from direct phonics instruction to whole language, in order to develop their own balanced approaches to the teaching and learning of reading. Methods and materials for teaching and learning reading, current issues and recent developments in the field will be stressed. Demonstrations and applications of strategies, such as Interactive Reading and Teaching Phonics in Context, will provide practical experiences for students in the course. Students will be required to conduct three classroom observations where they will reflect critically on the connections between the observed phenomena and what they are learning in the course. Students will develop and draft a Statement of Philosophy for the Teaching and Learning of Reading. **Pre-requisite: Admission into the BA Program**

**EDUC 312 Teaching Elementary Reading II**
3 credits; 3 class hours
This course builds on the knowledge acquired in EDUC 311 and is designed to develop the student's mastery of variety of approaches to the teaching of reading. Language arts and literature are integrated throughout the program. Field based experiences emphasize assessment of children’s reading skills by Education 312 students and the use of instructional methods and materials designed to meet the needs of children. Supervised field experiences and 3 formal classroom field observations are a required component of this course. **Co-requisite: EDUC 505**

**EDUC 314 Teaching Elementary Social Studies**
2 credits; 3 class hours
Students will examine national and state standards, curriculum development, instructional planning, assessment and multiple research-validated instructional strategies for teaching social studies to elementary school pupils within the full range of abilities. Students will demonstrate skills in accommodating various learning styles, perspectives and individual differences to enhance the learning of all pupils. The urban community, including its residents and cultural institutions, will be examined as an educational resource for teaching history, geography, economics, government, citizenship, culture and social interaction in a diverse society. The relationships between effective instructional planning, pupil engagement in learning and classroom management will be examined. Use of technology for instruction and administrative purposes will be addressed. Students will use and review software and online educational resources and use electronic mail to communicate with the instructor and for submitting some assignments. This course requires a supervised field placement. **Pre-requisite: Admission into the BA Program**

**EDUC 315 Teaching Elementary Mathematics**
3 credits; 3 class hours
This course is designed to explore topics in mathematics for children from birth through sixth grade. Prospective teachers will study and experience a constructivist approach to teaching mathematics. Methods for establishing mathematical concepts and guiding students into mastering the Associated skills algorithms and applications through problem solving and reasoning will be established. The course will focus on developing an active student-centered approach to teaching and learning mathematics. Methods of assessing individual teaching practices and student learning for use in curriculum development and instructional planning will be
emphasized. This course includes a required field experience component in an early childhood or elementary classroom. Topics that affect the way we teach and learn will be addressed within the context of the impact of classroom interaction. Issues of gender, ethnicity, special needs and classroom management will be incorporated in an on-going discussion of understanding the learner. New York State Curriculum Standards and New York City Performance Standards will provide the basis for curriculum, lesson planning, and assessment. This course requires a supervised field placement. Students will observe mathematics classes in local elementary schools and will participate in tutoring activities to create a forum for examining theory. Pre-requisite: Admission into the BA Program Co-requisite: EDUC 311 Pre/Co-requisite: EDUC 505

EDUC 317 Teaching Elementary Science
2 credits; 3 class hours
This course is designed to explore topics in science for children from birth through sixth grade. Prospective teachers will study and experience various approaches to teaching science. Methods for establishing science concepts and guiding students in methods of scientific inquiry through experimentation and problem solving will be established. The course will focus on developing an active student-centered approach to teaching and learning science. Methods of assessing individual teaching practices and student learning for use in curriculum development and instructional planning will be emphasized. This course includes a required field experience component in an early childhood or elementary classroom. Topics that affect the way we teach and learn will be addressed within the context of the impact of classroom interaction. Issues of gender, ethnicity, special needs and classroom management will be incorporated in an on-going discussion of understanding the learner. New York State Curriculum Standards and New York City Performance Standards will provide the basis for curriculum, lesson planning and assessment. This course requires a supervised field placement. Students will observe science classes in local elementary schools and will participate in tutoring activities to create a forum for examining theory and practice. Co-requisites: EDUC 312 and 381 and 506 Pre/Co-requisite: EDUC 311

EDUC 340 Assessment in Education
3 credits; 3 class hours
This course is designed to help students critically examine the purposes, practices, policies, and problems of assessment in education. Assessment will be examined as an inclusive process, which includes, but is not limited to, observation, anecdotal notes, testing, pupil portfolios, authentic problem solving, and conferring with other stakeholders in pupils’ development. Students will analyze the relationship of assessment to theories of teaching and learning, curriculum development and performance standards, accountability and policies, instructional planning and delivery, action research, and reflective practice. Students will also examine modes of assessment, including the use of technology in developing, administering and scoring assessment instruments and reporting results of assessment. Students will analyze the effects of assessment practices and policies on pupils, respecting the universal and individual characteristics of development, including issues related to culture, language, race, gender, class, and disabilities. Students will also demonstrate knowledge and skills in the following areas: history of educational testing and measurements, item analysis and interpretations of test scores (including but not limited to statistical analyses), purposes and limits of testing in assessment, and developing and using formal and informal assessment practices for educational decision-making and self-assessment. Pre-requisites: EDUC 231 and PSYC 101 Co-requisite: EDUC 508

EDUC 350 Computers in Education
2 credits, 3 hours
This course is designed to prepare pre-service teachers to integrate computer technology into classroom curriculum. Students will design computer-mediated lessons and projects that will reflect the knowledge, skills and attitudes necessary to effectively use computers in teaching. They will learn to access electronic resources and effectively incorporate them into the academic curriculum. Methods of evaluating instructional hardware, software, and interactive technology will be examined. Current technology use will be observed in local schools to provide a forum for examining theory and practice. Topics that affect the way we teach and learn will be addressed within the context of child and adolescent development and classroom interaction. Issues of gender, ethnicity, special needs and classroom management will be incorporated in an on-going discussion of understanding the learner. New York State Curriculum Standards and New York City Performance Standards will provide the basis for curriculum, lesson planning and assessment. Pre-requisites: CL101 or CIS 101 or CIS 211 or EDUC 150, and minimum of six credits in Education courses demonstrated Computer Literacy Co-requisite: EDUC 504

EDUC 353 Structuring the Multi-Cultural Classroom for Academic Success
3 credits, 3 hours
This introductory course utilizes various multi-cultural educational settings to expose the teacher-in-training to children and youth from other cultures. For example, students will visit neighborhoods in Chinatown, Brighton Beach, Spanish Harlem, Central Brooklyn, Flatbush and Bay Ridge, and they will observe the dress, stores, foods, etc., of the people that make up the community. They will then move into the schools and observe classroom interactions and the curricula. The purpose is to discover how cultural diversity is reflected and addressed in the school environment. Pre-requisites: PSYC 101 Pre/Co-requisite: ENGL 112

EDUC 355 Critical Issues in the History of Education
3 credits; 3 class hours
This course examines the centrality of race, class, ethnicity and gender in defining the American educational experience. The class will examine four historical periods: Colonial America, the 1840’s and the Common School Movement, Reconstruction and the Progressive Era. Current issues like community control, tracking, religion and education, racial and sexual harassment, integration and equitable funding of schools will be examined in terms of their roots in these historical periods and in terms of their relationship to issues of race, ethnicity, gender and class. Students will become familiar with
EDUC 357 Interdisciplinary Seminar
2 credits; 2 class hours
This is the first of two 2-credit seminars examining the construction, classification and acquisition of knowledge from an interdisciplinary perspective. In this course, students will describe three major disciplines of knowledge (social science, humanities, and natural science/mathematics), identifying their subjects and methods of inquiry and research. In addition, students will research a societal issue using the methodology of one of the disciplines. Students will also develop interdisciplinary study plans that could be used in elementary school classrooms. **Pre-requisite: EDUC 311**
**Pre/Co-requisite: ENGL 150**

EDUC 381 Methods and Materials for Teaching Children with Reading Disabilities
3 credits; 3 class hours
This course will study a variety of disorders in which there is reading retardation or deficiency. It will include organization of activities and materials, selection of equipment, use of medical and guidance services, counseling of parents and case conferences, field observations, and demonstrations of selected methods, practices in planning remedial instructional programs for classes, hospitals, day care centers, institutions, community agencies and home bound instructional settings. **Pre-requisites: Admission into BA Program and EDUC 311 Co-requisite: EDUC 312 and EDUC 506**

EDUC 383 Reading Methods for Exceptional Learner: Middle Childhood
3 credits; 3 class hours
In this course, prospective teachers will explore a variety of exceptionalities among reading and language learners in middle childhood (Grades 5 - 9). The course will examine (1) formal and informal techniques used to diagnose delays and difficulties in developing literacy (reading, writing, speaking and listening) skills; (2) multiple research-validated methods and materials, including technology, used to plan and implement individual and small group remedial instruction, and (3) strategies for collaboration with support staff and parents for the benefit of students. As this course will address the needs of learners with the full range of exceptional characteristics (including learning, behavior, communication, sensory and physical disorders and gifts and talents), particular attention will be paid to strategies for planning and implementing enrichment activities and programs to meet their needs. The course establishes a theoretical framework for teaching reading in inclusive middle childhood classrooms. Students will participate in supervised field placement experiences at the middle childhood level. The case study method and record-keeping procedures will be discussed. **Pre-requisites: EDUC 152 and 311**

EDUC 403 The Gifted Child
3 credits; 3 class hours
This course will deal with techniques for identifying and working in the regular classroom and in special programs with the child who is gifted intellectually, artistically, creatively, and socially. Particular emphasis is placed on identifying the Black and Hispanic gifted child. **Pre/Co-requisite: ENGL 150 and PSYC 101**

EDUC 457 Research Seminar
2 credits; 2 class hours
This course will focus on analyzing curriculum and conceptualizing and designing curriculum for children in grades 1 through 6. Candidates will use classroom observation techniques to analyze curriculum content, structures, and schedules in classrooms. Candidates will align New York City, New York State, and content professional organization standards for learning with curriculum design goals. The observations coupled with a working knowledge of curriculum/content standards will serve as the basis for understanding new approaches to curriculum design, content and structures, particularly the integration of curriculum content through themes, issues, and/or disciplines. Candidates will conceptualize, design, and develop thematic units that reflect content learning standards, supported by a theoretical rationale serving as a framework for creating lesson plans and student plan for one-week integrated curriculum unit. **Pre-requisite: Entrance to the BA Program professional level. Co-requisite(s): EDUC 481, EDUC 491, EDUC 507**

EDUC 481 Student Teaching Seminar I
1 credit; 2 class hours
This seminar provides the setting for the analytical exploration of experiences acquired in the EDUC 491 senior level student teaching. In the seminar, students will discuss their classroom experiences, their teaching roles and responsibilities, problems of teaching methodology and planning, classroom management problems, challenge of implementing inclusion and integrating technology etc. **Co-requisites: EDUC 491 and EDUC 507 or (EDUC 302 or EDUC 457)**

EDUC 482 Student Teaching Seminar II
1 credit; 2 class hours
The second seminar provides the setting for the analytical exploration of experiences acquired in the EDUC 491 senior level student teaching. In the seminar, students will discuss their classroom experiences, their teaching roles and responsibilities, problems of teaching methodology and planning, classroom management problems, challenges of implementing inclusion and integrating technology, etc. **Pre-requisites: EDUC 457 and EDUC 481 and EDUC 491 and EDUC 507 (with a grade of C or higher) Pre/Co-requisite: EDUC 494**

EDUC 491 Student Teaching I
4 credits; 3 class hours
This is the first course in a two-semester sequence that involves an intensive field-based teaching assignment for senior level students. Based upon the certification area participants will be involved in an internship for two semesters in an appropriate cooperating school setting. An additional internship setting will be required for students seeking certification in more than one area.
1. Early Childhood - 3 Areas:
Pre-kindergarten, Kindergarten, and Grades 1 to 2

2. Childhood - 2 Areas:
Grades 1 to 3 and Grades 4 to 6
Special education majors will intern in a regular elementary classroom for one semester; the other term, they will intern in a special education classroom. Interns will be involved in a variety of experiences to enhance computer and technology literacy, an understanding of students with multicultural backgrounds, and the development of skills to address diverse student needs, including the exceptional learner and those with developmental disabilities. The internship will consist of on-site supervision for 3 full days each semester. Pre-requisite: Permission of Chairperson Co-requisites: EDUC 507 and EDUC 481 and (EDUC 302 or EDUC 457)

EDUC 492 Student Teaching II
4 credits; 3 class hours
This is the second course in a two-semester sequence that involves an intensive field-based teaching assignment for senior level students. Based upon the certification area participants will be involved in an internship for two - three semesters in an appropriate cooperating school setting. An additional internship setting will be required for students seeking certification in more than one area.

1. Early Childhood - 3 Areas:
Pre-kindergarten, Kindergarten, and Grades 1 to 2

2. Childhood - 2 Areas:
Grades 1 to 3, and Grades 4 to 6

3. Middle Childhood - 2 Areas:
Grades 5 to 6, and Grades 7 to 9
Special education majors will intern in a regular elementary classroom for one semester, the other term, they will intern in a special education classroom. Interns will be involved in a variety of experiences to enhance computer and technology literacy, to promote an understanding of students with multicultural backgrounds, and development of skills to address diverse student needs, including the exceptional learner and those with developmental disabilities. The internship will consist of on-site supervision for 3 full days each semester. Pre-requisite: EDUC 482 Pre/Co-requisites: EDUC 457 and EDUC 491

EDUC 494 Content Specialty Test Seminar
0 credit; 2 class hours
This seminar prepares candidates for the NYSTCE-CST Exam. Candidates complete a diagnostic exam (multiple choice items and an essay question), and several practice tests. Diagnostic information is reviewed and lessons prepared as indicated by disabilities and assessment diagnostic exam results. Pre-requisite: Permission of chairperson

EDUC 495 Content Specialty Test Students with Disabilities
0 credit; 2 class hours
This seminar prepares the Department's special education program candidates for the NYSTCE_CST Students w/ Disabilities Exam. Candidates complete a diagnostic exam (multiple choice items and an essay question) and several practice tests. Diagnostic information is reviewed and lessons prepared as indicated by disabilities and assessment diagnostic exam results. Pre-requisite: Permission of chairperson

EDUC 496 Critical Reading and Writing Seminar
0 credit, 2 class hours
This seminar is designed to prepare students to succeed in reading and writing in the discipline of education, particularly to be able to respond accurately to essay questions contained in the New York State Teacher Examinations. Understanding the language of the discipline is critical to being able to interpret the curriculum and teach it to students. We will explore the written assignments found on the LAST exam administered by the State of New York. Pre-requisite: Passing Score on the CUNY Writing and CUNY Reading Exam

EDUC 498 LAST Seminar
0 credit, 2 class hours
This seminar is designed to prepare students to succeed in taking the LAST portion of the State Certification exam for teaching. Since the exam questions are geared toward critical thinking and problem solving, there will be a concentration on analyzing questions. Students will learn some test taking strategies as well as strategies for interpreting the language of the questions that address the criteria for evaluation. Pre-requisite: Passing Score on the CUNY Writing and CUNY Reading Exam

EDUC 499 NYSTCE ATSW Professional Development Seminar
0 credit; 2 class hours
This seminar assists candidates in preparing for the New York State Teacher Certification Examination by reviewing general topics covering the knowledge, skills and dispositions needed for candidates about the learner, instructional planning and assessment, and the professional environment. They will engage in test taking with mock exams, essay writing and oral presentation on theory and practice. Pre-requisites: EDUC 481 and EDUC 491 Pre/Co-requisites: EDUC 311 and EDUC 315

EDUC 500 Independent Study for Education Majors
3 credits; 3 class hours
Independent study is designed to provide an organized course of study for students who are unable to attend regularly scheduled classes “for cause”, and to provide opportunities for guided study and in-depth research in subject areas not covered by traditional courses.
Department of Education

Eligibility Criteria:
To qualify for enrollment in an Independent Study Course, undergraduate students should meet the following criteria:
1. A cumulative Grade Point Average of 3.0 or better.
2. Completion of ENGL 150.
3. Meet the departmental criteria for bona fide exemption from the required course plan of study.
4. Written contractual agreement between student and faculty.

EDUC 501 Field Experience Practicum: Shadowing Professionals
0 credit; 0 class hours
The seminar provides candidates with an understanding of the role and responsibilities of teachers. Candidates critically observe teachers as they plan and deliver instruction, interact with students and engage in the school community. Co-requisite: EDUC 102

EDUC 502 Field Experience Practicum: Classroom Observations
0 credits; 0 class hours
This course provides candidates with the opportunity to critically observe students in diverse and inclusive P-6 settings. The field experience provides candidates with an opportunity to contextualize understanding of child development and the nature and learning needs of children with exceptionalities. Co-requisite: EDUC 152

EDUC 503 Field Experience Practicum: Parents/Community as School Partners
0 credit; 0 class hours
This early field placement seminar provides candidates with an opportunity to understand the roles that parents/families play in their children’s school life. Candidates will interact with Parent Coordinators, parents, administrators and school based community liaisons to develop an understanding of the differing perspectives and expectations of each these constituencies. Co-requisite: EDUC 231

EDUC 504 Field Experience Practicum: Technology in the Classroom
0 credit; 0 class hours
This is an early field experience in the use of educational technology. It is designed to prepare pre-service teachers to integrate computer technology into the classroom curriculum. As part of EDUC 350 Computers in Education, students will design computer-mediated lessons and projects that will reflect the knowledge, skills, and attitudes necessary to effectively use computers in teaching. They will learn to access and incorporate electronic resources and effectively incorporate them into the academic curriculum. Methods of evaluating instructional hardware, software, and interactive technology will be examined. In this field experience, pre-service teachers will work in local schools to implement their own lessons and observe and support the current use of technology in the school. Co-requisite: EDUC 350

EDUC 505 Field Experience Practicum: Working with Individual Learners
0 credit; 0 class hours
This seminar is designed to provide 20 hours of Early Field Placement for Education candidates enrolled in methods courses (EDUC 311 AND EDUC 315). The seminar will meet various times over the course of the semester and candidates will be placed in classroom settings where they will observe and work with individual learners. Candidates will be required to connect the theories of Reading Teaching and Learning, Math Teaching and Learning and Social Studies Teaching and Learning to practices that engage student learners in public school classrooms. Candidates will share their observations and work with students during the seminar in order to develop themselves as critical reflective practitioners. Co-requisite: EDUC 311

EDUC 506 Field Experience Practicum: Working with Small Groups of Learners
0 credit; 20 class hours
The seminar is designed to provide 20 hours of Early Field Placement for Education candidates enrolled in methods courses (EDUC 312, EDUC 314/317, and EDUC 381). The seminar will meet various times over the course of the semester 2007 and candidates will be placed in classroom settings where they will observe and work with small groups of learners. Candidates will be required to connect the theories of Reading Teaching and Learning, Social Studies Teaching and Learning, and Teaching Reading to Children with Special Needs, to practices that engage student learners in public school classrooms. Candidates will share their observations and work they do with students during the seminar in order to develop themselves as critical reflective practitioners. Co-requisite: EDUC 314 or EDUC 317

EDUC 507 Field Experience Practicum: Curriculum Research and Design
0 credit; 0 class hours
This early field placement seminar provides candidates with an opportunity to research curriculum in the school site at which they are conducting their clinical practice. In addition, this researching of the curriculum will be coupled with the conceptualization, design, and writing of a week-long interdisciplinary curriculum which is undertaken by the BA candidates in the co-requisite course, EDUC 457. Co-requisite: EDUC 457

EDUC 508 Field Experience Practicum: Assessment in Education
0 credit; 0 class hours
This seminar provides candidates with an understanding of assessment practices in educational settings and opportunities to develop assessment-related skills through planning an action research project related to assessment related practices in general and/or special education environments. Co-requisite: EDUC 340

EDUC 509 Field Experience Practicum: Assessment in Education II
0 credit; 0 class hours
This seminar provides candidates with an understanding of assessment practices in inclusive settings and opportunities to develop assessment-related skills with students with special needs. Co-requisite: EDUC 253
Our faculty have published several books and numerous scholarly articles, and they frequently present papers and give readings of their creative work at conferences around the country and the world. All faculty in the English Department share a strong commitment to ensuring the success of all our students.

Minors in English
There are two English minors – English Writing Minor and English Literature minor. A minor in English consists of 12 credits chosen from the relevant Writing or Literature courses.

English Concentration for BA students in the Education Department
BA students in the Education Department who wish to take a concentration in English are required to take the following courses: ENGL 210, ENGL 208, ENGL 315 OR ENGL 316, ENGL 319 OR ENGL 320, ENGL 322 OR ENGL 323, ENGL 325 OR ENGL 327, ENGL 365. Additionally, these students are required to take 6 credits of elective English courses.

English Courses in the Core Curriculum
The English Program offers composition and literature courses that are part of the Core Curriculum of the College. These courses are: ENGL 112, ENGL 150, ENGL 211, and ENGL 212.

The three primary objectives of the English sequence of Core courses are:
1. To develop students’ proficiency in essay writing;
2. To strengthen students’ research skills;
3. To introduce students to world literatures.

Humanities
The Department offers Humanities courses that constitute the core of courses needed to satisfy the Humanities requirements for the AA in Liberal Arts and electives in the Humanities.

Literary Magazine
The literary magazine of the English Department is designed, edited, and published by students. The faculty advisor is a professor in the English Department. The magazine provides a forum for the College’s many creative writers and is a celebration of the diversity and talent of the student body.

English Club
Students who major in English are encouraged to participate in the English Club or to write for the college newspaper, Adafi, or the English Department literary magazine.
Travel Abroad Programs
Based on student interest, as well as faculty specialty and interest, the English Department sponsors Study Abroad Programs. Recent Study Abroad Programs have included a summer program in France on African American artists who lived, or are living, in France, and a course on Applied Linguistics given in the People’s Republic of China. Students interested in Study Abroad Programs should contact the chairperson of the English Department or the Office of the Provost.

Creative Writing Programs
In addition to creative writing courses in poetry, fiction, non-fiction, and drama, the Department provides workshops, readings, and programs led by nationally recognized writers. Writers who have participated in these programs include John Oliver Killens, Maya Angelou, Derek Walcott, Gwendolyn Brooks, Amiri Baraka, David Bradley, Paule Marshall, Stanley Crouch, Addison Gayle, Jr., Paula Giddings, Marita Golden, Ishmael Reed, Charles Johnson, Henry Louis Gates, Jr., Arnold Rampersad, John Edgar Wideman, Toni Cade Bambara, Ntozake Shange, Terry McMillian, Doris Jean Austen, Elizabeth Nunez, Arthur Flowers, and Bebe Moore Campbell. Writers who currently teach creative writing courses in the Department are Linda Susan Jackson, and Tonya Hegamin.

ACADEMIC STANDARDS
Students in the Department are expected to pass required English Core courses with a grade of “C” or better. For graduation, students must have an index of 2.0 in their major. Students will be required to repeat a course in their major for which they received a grade of “D” or below.

Students may receive the grade of “NC” (No Credit) only once in ENGL 112 and only once in ENGL 150. The “NC” grade is not allowed in any other courses in the Department. Faculty may chose to assign an “NC” only to students who have attended the course regularly and completed the majority of assignments, but who have not attained a “C” or better.

Requirements for Majors

B.A. Degree in English
The B.A. Degree in English with concentrations in Cross Cultural Literature, Creative Writing or Professional Writing requires completion of 120 credits. The 120 credits of the program are distributed as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>A. College-wide Core Curriculum</td>
<td>52</td>
</tr>
<tr>
<td>B. Requirements for all English Majors</td>
<td>30</td>
</tr>
<tr>
<td>C. Concentration Requirements</td>
<td>12</td>
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<tr>
<td>D. Internship/Senior Thesis</td>
<td>5</td>
</tr>
<tr>
<td>E. English Electives</td>
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<tr>
<td>F. General Electives</td>
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<td>Total:</td>
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Major Requirement Details for B.A. Degree in English
See Chair or Academic Advisor

A.A. in English
The A.A. Degree in Liberal Arts requires completion of 60 credits. The 60 credits of the program are distributed as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>A. College-wide Core Curriculum Requirements</td>
<td>40</td>
</tr>
<tr>
<td>B. AA Liberal Arts Courses (English/Humanities)</td>
<td>12</td>
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<tr>
<td>C. Electives</td>
<td>8</td>
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Major Requirement Details for A.A. Degree in Liberal Arts
See Chair or Academic Advisor

ACADEMIC STANDARDS
Students in the Department are expected to pass required English Core courses with a grade of “C” or better. For graduation, students must have an index of 2.0 in their major. Students will be required to repeat a course in their major for which they received a grade of “D” or below.

Students may receive the grade of “NC” (No Credit) only once in ENGL 112 and only once in ENGL 150. The “NC” grade is not allowed in any other courses in the Department. Faculty may chose to assign an “NC” only to students who have attended the course regularly and completed the majority of assignments, but who have not attained a “C” or better.

Requirements for Minors

See Chair or Academic Advisor

ADDITIONAL REQUIREMENTS FOR MINORS

See Chair or Academic Advisor

COURSE DESCRIPTIONS

ENGLISH

ENGL 112 College Composition I
3 credits; 3 class hours
This composition course emphasizes the various types of critical and expository writing students will need in the content area courses they will take throughout the college curriculum. Students will improve their writing skills through the writing and revision of weekly essays and through an in-depth focus on the conventions of language.
Pre-requisites: Passing Score on the CUNY Writing and the CUNY Reading Exam

ENGL 150 College Composition II
3 credits; 3 class hours
This composition course continues the emphasis on the various types of critical and expository writing students will need in the content area courses they will take throughout the college curriculum. Students will improve their writing skills through the writing and revision of weekly essays and through the completion of two research papers that use MLA and APA research styles.
Pre-requisite: Successful completion of ENGL 112 with a grade of “C” or better

ENGL 208 Applied Linguistics
3 credits; 3 class hours
ENGL 208 is an introductory course to linguistics. Its primary focus is the application of linguistic theories illustrated by the broad use and application of linguistic knowledge in a variety of fields: education, politics and diplomacy, law, business, gender issues, and culture.

The course focuses primarily on readings in the following linguistic categories: the relationship between language and thought, culture and gender, oral history and literacy, form and meaning, discourse analysis, and the nature of the various linguistic semiotic systems.
Students are introduced to technical vocabulary and linguistic inquiry methodology. Pre-requisite: ENGL 150
ENGL 209 Children’s Literature  
3 credits; 3 class hours  
This course will introduce students to various genres of children’s literature, including folklore, myths, picture books, poetry, and novels. Students will read, discuss, analyze, and critically respond to children’s literature. Emphasis will be placed on reading literature representing diverse voices and on considering ways to integrate those voices into the traditional children’s literary canon.  
Pre-requisite: ENGL 150

ENGL 210 Intermediate Composition  
3 credits; 3 class hours  
This is a writing course emphasizing selected essays by writers across cultures and times. Focus is on every aspect of the essay, including style, diction, theme, organization, and analysis of the role and function of the essay in different time periods and cultures. Students use these essays as models to construct their own essays and to improve their own skills as writers of essays, and consequently as writers in general. Pre-requisite: ENGL 211

ENGL 211 Introduction to Literature  
3 credits; 3 class hours  
This course is an introduction to poetry, drama, and fiction from various cultures and nationalities. Students will gain knowledge of literary terms, participate in class discussion about selected works, and write original compositions about literary topics. The course enables students to interpret literature, to find in it resources for personal enrichment, and to develop skills in writing about abstract themes and ideas. Pre-requisite: ENGL 150

ENGL 212 World Literature: The Evolving Canon  
3 credits; 3 class hours  
This course is a survey of the evolving canon of world literature and will include selections of literature from around the world and from diverse time periods, ancient to contemporary. Students will locate these texts in a historical and cultural context and gain a sense of the development of, and connection between, literary texts across time and across cultures. Genres studied may include the epic, drama, poetry, fiction, non-fiction, and folktales. Pre-requisite: ENGL 150

ENGL 260 Professional Writing Workshop  
3 credits; 3 class hours  
Through a dual focus on their own and published writing, students are introduced to the skills needed in professional writing and publishing: writing, revision, editing, layout, and production. At the end of the semester, each student will submit one extensively revised piece for publication. Pre-requisite: ENGL 112

ENGL 301 Fiction Writing I  
3 credits; 3 class hours  
This course is the first part of the Fiction Writing sequence. Students will learn the craft of writing fiction with specific emphasis on character description and development, perspective, distance and point of view, dialogue, plot, and setting. Students will analyze these elements of fiction in the work of published authors. They will write exercises that emphasize these elements, culminating in a short story or excerpt of a novel that will effectively give expression to their values and visions. They will revise their work based on peer critique and the editorial guidance of the instructor. Pre-requisite: ENGL 150

ENGL 302 Fiction Writing II  
3 credits; 3 class hours  
This course is the second part of the Fiction Writing sequence. It is designed to help students develop and strengthen their sense of literary aesthetics. Students will continue to learn the craft of writing fiction by examining the work of published authors and by revising their work with the guidance of peer critique and the editorial advice of the instructor. Students will be expected to discuss each assigned reading, including readings of work written by their peers, paying particular attention to the elements of fiction and style, the writer’s use of language, and the vision and values evident in a work. Pre-requisites: ENGL 150 and ENGL 301

ENGL 303 Poetry Writing I  
3 credits; 3 class hours  
This is the first course in the Poetry Writing sequence. It will introduce students to major historical currents in poetry in English and in translation and the basic elements of poetry writing and critique. Readings for this course will expose students to a broad range of poetic styles: fixed structures (including sonnet, villanelle, sestina, and haiku), dramatic, narrative, and lyric verse. Students will gain an understanding of the aesthetic intentions grounding these traditions while developing a vocabulary for critical reading. Group discussion, peer critique, and student presentations are required. Pre-requisite: ENGL 150

ENGL 304 Creative Writing/Drama  
3 credits; 3 class hours  
This writing workshop is designed for students to study the techniques of twentieth-century playwrights and to develop guided practice in writing for the stage. Students will also be required to evaluate their own work and the work of others in the workshop and to read and discuss five plays. Lectures and discussion on craft issues will include voice, structure, format, submission techniques, and the play development process. Pre-requisite: ENGL 150
ENGL 305 Fiction Writing Workshop
3 credits; 3 class hours
This course is the third and final part of the Fiction Writing sequence. It is a writing workshop course that will be almost entirely directed by students. Students will be responsible for selecting works of fiction to be discussed by the class and will lead the discussions, analyzing character description and development, dialogue, point of view, plot, setting, language and style, theme and premise. Students will also be responsible for analyzing each other’s work according to guidelines set by instructor. They will revise their work based on peer and instructor guidance. Pre-requisites: ENGL 150 and ENGL 301 or ENGL 302

ENGL 306 Poetry Writing II
3 credits; 3 class hours
This is the second course in the Poetry Writing sequence. It will familiarize students with critical thought and aesthetic discourse in contemporary poetry. Students will explore their own writing processes through the exchange of creative work and guided research. Assigned readings will prepare students to analyze a variety of writing styles with the object of refining their own creative impulses. Students will assemble a portfolio of rigorously revised, representative poems and a brief critical essay. Group discussion, peer critique, and student presentations are required. Pre-requisites: ENGL 150 and ENGL 303

ENGL 307 Poetry Writing Workshop
3 credits; 3 class hours
This is the third and final course in the Poetry Writing sequence. It will expand upon the skills learned earlier in the sequence by engaging students in the practice of writing to publish. Students will also be required to produce an academic prose critique of their own work, citing their influences and intentions and demonstrating fluency with critical vocabulary. Workshop students will contribute as both editors and poets to a class anthology and share collective responsibility for the quality of work collected and published. Accordingly, students will be required to communicate, defend, and challenge aesthetic values as necessary to work effectively in a group setting. Pre-requisites: ENGL 150 and ENGL 303 or ENGL 306

ENGL 310 Journalism: News and Feature Writing
3 credits; 3 class hours
This course will focus on the changing nature of journalism. It provides students with an understanding of the principles, techniques, and strategies involved in journalism. In depth analysis and instruction will be given to details of the creation of the strong lead, a compelling story, structure, accuracy, attribution, and fact gathering. Along with the mechanics of writing and editing, students will explore how to get their stories published, meeting and working with editors, and creating unique story ideas. Particular emphasis will be placed on developing strong interviewing and research skills. Pre-requisite: ENGL 150

ENGL 311 Technical Writing
3 credits; 3 class hours
This course focuses on teaching students the skills needed to write scientific and technical documents, such as reports, proposals, essays, and instruction manuals. Emphasis is on writing technical and scientific documents that are clear and free of jargon. Students will study scientific and technical rhetorical styles, the conventions of scientific and technical writing, and the languages and processes of scientific research. Students must write a major paper on a topic in science or technology. Pre-requisite: ENGL 150

ENGL 312 Magazine Article Writing
3 credits; 3 class hours
The course is designed as a practical approach to planning, creating, and placing magazine articles. Students will strengthen their writing skills and gain experience writing articles, essays, interviews, and reviews for publication in both print magazines and online publications. Students will read and study different types of magazine writing, such as feature writing, reviewing, personal essays, and editorials with the aim of producing such works themselves. Pre-requisite: ENGL 150

ENGL 313 Writing for Science and Technology
3 credits; 3 class hours
This course focuses on teaching students the skills needed to write scientific and technical documents, such as reports, proposals, essays, and instruction manuals. Emphasis is on writing technical and scientific documents that are clear and free of jargon. Students will study scientific and technical rhetorical styles, the conventions of scientific and technical writing, and the languages and processes of scientific research. Students must write a major paper on a topic in science or technology. Pre-requisite: ENGL 150

ENGL 314 Linguistics: A Cross-cultural Perspective
3-6 credits; 3-6 class hours
This study abroad/ applied linguistics course is designed to help students gain a linguistic perspective on written and oral communication, and, at the same time, apply that methodology to daily communication with people of varied ethnic backgrounds. The course focuses primarily on readings in the following linguistic categories: the relationship between language and thought, culture and gender, oral history and literacy, form and meaning, discourse analysis, and the nature of the Chinese and American linguistic semiotic systems. Students are introduced to technical vocabulary and linguistic inquiry methodology. Course requirements include a research project and papers related to readings and fieldwork experiences in China. Pre-requisite: ENGL 150

ENGL 315 British Literature I: 8th - 18th Centuries
3 credits; 3 class hours
This course consists of selected readings from major British writers and literary movements from the earliest forms through the 18th century. Pre-requisite: ENGL 211

ENGL 316 British Literature II: 19th - 21st Centuries
3 credits; 3 class hours
This course consists of selected readings from major British writers and literary movements from the 19th century to the present. Pre-requisite: ENGL 211
ENGL 319 African American Literature I: 1619 - 1932
3 credits; 3 class hours
This course presents selected readings from African American literature, oral and written, from the 17th century through the Negro Renaissance of the 1920s to 1932. Pre-requisite: ENGL 211

ENGL 320 African American Literature II: 1932 - Present
3 credits; 3 class hours
This course presents selected readings from Black American literature, oral and written, from the Harlem Renaissance through the present. Pre-requisite: ENGL 211

ENGL 322 American Literature I: Beginnings to the Emancipation Proclamation
3 credits; 3 class hours
Beginning with Native American oral forms and continuing through the Civil War, this course explores principal authors, folklore, and literary movements as they reflect the heritage, legacy, and diversity of American culture. Pre-requisite: ENGL 211

ENGL 323 American Literature II: Reconstruction to the Present
3 credits; 3 class hours
This course explores the development of American Literature from the Post Civil War period to the present. Principal authors, folklore, and literary movements as they reflect the heritage, legacy, and diversity of American culture are studied. Pre-requisite: ENGL 211

ENGL 325 Caribbean Literature I: Beginnings to 1970
3 credits; 3 class hours
This course consists of selected readings in travel narratives, fiction, poetry, autobiography, and drama from major authors and texts beginning with European representations of the colonial encounter in the Early Modern period and concluding with the literature and literary movements of the independence era. Pre-requisite: ENGL 211

ENGL 326 African Literature
3 credits; 3 class hours
This course provides students with selected readings from the vast diversity of African voices from its early orator to its major modern figures. Students will examine some of the historical, political, social, and ideological forces that have helped shape African literature. Pre-requisite: ENGL 211

ENGL 327 Caribbean Literature II: 1970 to the Present
3 credits; 3 class hours
This course consists of selected readings by major Caribbean authors in fiction, poetry, and drama from 1970 through the present. Emphasis is on the stylistic and thematic concerns of the literature as well as its relation to the physical, social, political, and intellectual landscape. Pre-requisite: ENGL 211

ENGL 328 Latin American Literature
3 credits; 3 class hours
This course examines 19th- and 20th-century Latin American literature, focusing on major works that represent important literary trends in Latin American literature and locating those texts within their historical, social, and cultural contexts. Pre-requisite: ENGL 211

ENGL 330 Postcolonial Literature
3 credits; 3 class hours
This course investigates some of the overarching themes that connect the literature produced in the postcolonial era in Africa, Asia, the Caribbean, and the Americas. Questions of economic dependency and marginalization, linguistic autonomy, and cultural hybridity are among the issues that will be explored through a study of literature and critical theory. Pre-requisite: ENGL 211

ENGL 331 Asian American Literature
3 credits; 3 class hours
This course will introduce students to the critical questions that shape and challenge what we know as Asian American literature, a largely emerging, contested field of study. Students will examine the political, theoretical implications of the now familiar conjunction of “Asian” and “American.” Further, they will trace the ways in which Asian American writers themselves try to negotiate the complexity of being Asian and American. Through close readings of the representative literature and criticism, students will locate the sites of Asian America in the US political and historical imaginary. Special attention will be given to autobiographical narratives that directly or indirectly question the status of Asian America as a viable racial, cultural, political identity. Pre-requisite: ENGL 211

ENGL 332 Modernist Literature
3 credits; 3 class hours
This course will examine the literature of the modernist movement in English and in translation. It will cover the period between 1890 and 1940 on both sides of the Atlantic. Students will be given a broad overview of the major tenets of this movement as well as an in-depth study of some of its major works on the margins. Some focus will be given to works of the Harlem Renaissance. Pre-requisite: ENGL 212

ENGL 334 Popular Fiction
3 credits; 3 class hours
The course explores, in depth, a specific genre of contemporary popular fiction and its relation to the canon. These genres may include but are not limited to, horror, detective, science fiction, romance and the graphic novel. From the genre’s roots to today’s novels, we examine their history, classic titles and authors. We also locate these works in the academic and publishing fields, and explore the gap between them and literary fiction. Through close reading we explore what tropes and themes shape these often controversial literary genres. Pre-requisite: ENGL 211
ENGL 360 Black Women Writers
3 credits; 3 class hours
This course examines the literature of Black American women from 1746 through the Black Arts Movement of 1955-1970 and shows how these writings address some of the central issues that have faced Western society. Some of the writers include: Phillis Wheatly, Francis Ellen Watkins Harper, Harriet E. Wilson, Linda Brent Jacobs, Ida B. Wells, Nella Larsen, Zora Neale Hurston, Gwendolyn Brooks, Ann Petry, Margaret Walker, Lorraine Hansberry, Paule Marshall, Nikki Giovanni, Sonia Sanchez, Audre Lorde, Jayne Cortez, Alice Walker, Toni Morrison, and Maya Angelou. Pre-requisite: ENGL 211

ENGL 361 Shakespeare
3 credits; 3 class hours
This course examines selected Shakespearean plays within the social, cultural, and political context of the Renaissance. A brief history of the development of the drama and a study of Shakespeare’s sources are included in the course. Pre-requisite: ENGL 211

ENGL 362 Advanced Professional Writing Workshop
3 credits; 3 class hours
Using the skills learned in ENGL 260 or in previous publication experiences, students will work intensively on a group publication project to be published and distributed by the end of the semester. This practicum will include writing, production, layout, publicity, and distribution and requires the ability to work cooperatively and independently. Pre-requisite: ENGL 260

ENGL 363 Literature of the Global City I
3 credits; 3 class hours
This course will examine the thematic and stylistic characteristics of the literary representations of a particular global city. While the course will consider the context of 20th century literary production centering on the modern metropolis, the primary focus will be on the literature of the 21st century global city. Drawing on a range of theoretical perspectives, the course will concentrate its analysis on the diverse literary responses to the new configurations and contested spaces of the contemporary city. Pre-requisite: ENGL 211

ENGL 364 Literature of the Global City II
3 credits; 3 class hours
This course will examine the thematic and stylistic characteristics of the literary representations of a particular global city. While the course will consider the context of 20th century literary production centering on the modern metropolis, the primary focus will be on the literature of the 21st century global city. Drawing on a range of theoretical perspectives, the course will concentrate its analysis on the diverse literary responses to the new configurations and contested spaces of the contemporary city. Pre-requisite: ENGL 211

ENGL 365 Applied Literary Theory
3 credits; 3 class hours
This course provides students with an understanding of the great traditions of literary criticism. Students will explore their own literary interests and apply both historical and current methods of criticism to literary texts. Pre-requisite: ENGL 212

ENGL 366 African Women's Literature
3 credits; 3 class hours
This course focuses on the contemporary literature of African women, examining their works themes and styles. Through the study of this literature and related scholarship, students are also introduced to important debates that affect or define African women’s writings, including the politics of the literary canon and language, pre- and post-colonial discourses and African feminism or a newly-envisioned womanhood, as well as the urgent issues of ageism, racism and sexism. Authors to be examined include Chimamanda Ngozi Adichie, Ayaan Hirsi Ali, Janice Boddy/Aman, Fadumo Korn, Sindiwe Magona, Winnie Mandela, Flora Nwapa, among others. Pre-requisite: ENGL 211

ENGL 367 Special Topics in Literature I
3 credits; 3 class hours
Through selected readings, students will explore special topics in literature through the perspective of a unifying theoretical or thematic concept. Pre-requisite: ENGL 211

ENGL 368 Special Topics in Literature II
3 credits; 3 class hours
Through selected readings, students will explore special topics in literature through the perspective of a unifying theoretical or thematic concept. Pre-requisite: ENGL 211

ENGL 369 Special Topics in Literature III
3 credits; 3 class hours
Through selected readings, students will explore special topics in literature through the perspective of a unifying theoretical or thematic concept. Pre-requisite: ENGL 211

ENGL 410 Honors Seminar for English Majors
3 credits; 3 class hours
This course will allow students in the English BA degree program to undertake an in-depth study of a particular author or period, including close readings of major works, bibliographical and cultural information on the author or period. Pre-requisite: Permission of Chairperson

ENGL 420 English Internship I
3 credits; 3 class hours
This first semester internship course provides an opportunity for upper-level students to apply their skills and knowledge in the workplace or in an organization related to their English concentration. Students are supported by weekly meetings with the coordinator and supervised by an internship site coordinator. Pre-requisite: Permission of Chairperson
ENGL 422 English Internship II/Senior Thesis
2 credits; 3 class hours
English 422: Senior Thesis is the English BA capstone course. Students write a senior thesis in their area of concentration under the guidance of a faculty mentor. To support that writing process, students also participate in three double-period seminars (9 hours) on research techniques and writing styles. These seminars are conducted by the coordinator for this course. Faculty mentors, however, have the primary responsibility of guiding students through the process of developing their senior theses and for approving their final drafts. Students must register the title of the senior thesis and the name of the faculty mentor with the English Concentration coordinator by the following dates: January graduation: Wednesday before Thanksgiving, June graduation: February 1, August graduation: April 1. Pre-requisite: ENGL 420

ENGL 500 Independent Study
3-6 credits; 3-6 class hours
This course of study centers on a project in the major area. With the prior approval of a faculty supervisor, the student will undertake a project, which will constitute the semester’s work. One weekly conference is required. Pre-requisite: Permission of Chairperson

HUM 102 The Spoken Word in African American Written Texts
3 credits; 3 class hours
This seminar and workshop begins with a foundation of the history and origins of the spoken word in African American literature. Beginning with the study of the griot and continuing through hip hop, students analyze the elements of power and style in African American oral dialects, poetry, and spoken word performances. Upon completion of this course, students will be able to apply their knowledge of spoken word literary techniques to their composing and writing of lyrics and other elements of the literary poetic tradition. Students will also participate in spoken word performances. Co-requisite: ENGW006 or completion of developmental skill courses

HUM 300 Contemporary Topics in the Humanities
3 credits; 3 class hours
The critical examination of a current topic relative to values, mores, cultures, ideas, arts, etc. Topics will be announced in advance. Pre-requisite: Permission of Chairperson

HUM 400 Independent Studies in Humanities
3-6 credits; 3-6 class hours
This course of study centers on a project in the major concentration area, which incorporates content and depth not covered in regular course offerings. With the prior approval of a faculty supervisor, the student will undertake a project, which will constitute the semester’s work. One weekly conference is required. (Option in art, English, foreign languages, media, music, philosophy, speech.) Pre-requisites: Completion of 6 credits, or the equivalent, in the major area of study with a grade of B or better and acceptance by a faculty supervisor. Permission of Chairperson required
Department of Foreign Languages

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GENERAL INFORMATION
The mission of the Department of Foreign Languages is to offer instruction in a variety of foreign languages to ensure that students are linguistically and culturally proficient in at least one foreign language in order to better define their own values as members of a global society, and to offer degree programs that enable students to achieve their academic and professional goals.

The Department of Foreign Languages offers a range of courses in Romance Languages and Literatures that aim to give students a solid preparation in both the targeted languages and the corresponding cultures of which they are essential vehicles.

Core Curriculum
The Department offers four sequences of courses that satisfy the Core Curriculum requirement in Foreign Languages:
1. Elementary Spanish I and II (Spanish 101 and 102)
2. Elementary French I and II (French 101 and 102)
3. Intermediate Spanish for Spanish Speakers (Spanish 203 and 204)
4. Intermediate French for Francophone Speakers (French 201 and 202)

The main objective of the courses is to develop listening, oral, reading, and writing skills that will lead to a corresponding level of linguistic proficiency. However, an important effort is made to emphasize the function of languages as essential vehicles to understand foreign cultures and to study, as a way to achieve the main objective, the main linguistic structures that make the language a system.

ACADEMIC STANDARDS
Students in the Department must pass Foreign Languages required Core courses with a grade of “C” or better.

COURSE DESCRIPTIONS

ARAB/ARAL 101 Arabic I: An Introduction to the Arabic Language
3 credits; 3 class hours; 1 lab hour
This course will provide students with an introduction to the Arabic language. Students will learn to read and write in the Arabic script and study basic grammar of the modern standard Arabic language. They will also acquire knowledge of Arab culture through the study of the language and basic colloquial conversation skills.
Pre-requisite: None

PORT/PORL 101 Portuguese I: An Introduction to the Portuguese Language
3 credits; 3 class hours; 1 lab hour
This course offers an introduction to the Portuguese language. It will focus on the development of the basic modalities of speaking, listening, reading and writing. It is also an introduction to the Lusophone world and to the Portuguese spoken in Brazil. This course will be in Portuguese and requires the student use of the language. Communication skills such as grammar, composition, and oral comprehension of simple language structures will be developed supplemented by exposure to other material in basic Portuguese.
Pre-requisite: None

FREN/ FREL 101 Beginning French I (closed to francophone speakers)
3 credits; 3 class hours; 1 lab hour
An introduction to the French language as a medium of communication, it will focus on the oral use of the language with work also in written drills, grammar and composition. One hour weekly attendance in the Language Laboratory is required. Not open to native speakers of French or students with francophone proficiency.
Pre-requisite: None Co-requisite: FREL 101

FREN/FREL 102 Beginning French II (closed to francophone speakers)
3 credits; 3 class hours; 1 lab hour
A continuation of the materials covered in FREN 101. One hour weekly attendance in the Language Laboratory is required. Not open to native speakers of French or students with francophone proficiency. Pre-requisite: FREN 101 or Permission of Chairperson Co-requisite: FREL 102

FREN 201 Intermediate French I
3 credits; 3 class hours; 1 lab hour
This course is aimed at native francophone speakers who need formal language instruction and non-native students who demonstrate a satisfactory degree of proficiency. The study of a graded series of texts will constitute the basis of both textual analysis and the students’ practice of communication skills. A comprehensive review of grammar will stress the morphology and use of the verb
paradigm. Class and language-lab exercises will emphasize audio oral interaction and writing. Students will be expected to have the capacity to speak, read and write in standard French with originality about the topics studied in class. Pre-requisite: FREN 102 and FREL 102. Open to native speakers of French; Passing grade on placement test; recommendation of faculty after successful completion of FREN 102.

**FREN 202 Intermediate French II**
3 credits; 3 class hours; 1 lab hour
This course will teach students to perceive the language as a vehicle for culture. A broad range of texts in French will be read and discussed and will serve as linguistic models and as a basis for thematic discussion and composition. The study on texts of culture will be intensified. Literary texts, as well as films and texts dealing with current cultural and social activity in the francophone countries in the Americas, will be studied. Pre-requisite: FREN 201 or Permission of Chairperson.

**FREN 216 Reading and Writing Literary Texts**
3 credits; 3 class hours
This new course, entirely taught in French, is aimed at students who already completed the intermediate level and who wish to reinforce and develop their aural comprehension, oral proficiency and writing skills. The course has cultural and literary content that covers not only productions from France but also from French speaking countries, especially from Africa and the Caribbean. Students will be exposed to short videos, films, short stories and text-readings selected from the course textbooks and from the international press written in French. They will discuss material in class and then write short analytical essays on a particular topic. Written works will be drafted, discussed and reviewed in class until a satisfying version is obtained. The discussion and edition process will also apply to oral presentations made individually or in pairs on selected topics. Although a review of certain key topics in grammar (particularly the verb paradigm, including aspect and mode) will be done systematically, most of the theoretical work on language will focus on students writing competency. Pre-requisite: French 202. Four semesters of college French, four years of high school French (with a B average or better), or Permission of Chairperson.

**FREN 250 French and Francophone Culture in Paris**
3 credits; 3 class hours
French and Francophone culture in Paris is the cultural part of our study abroad program in Paris. It is a customized course that has been created in the context of the study abroad to emphasize culture by the means of having students actively involved in a research project that will be undertaken before during and after their stay in Paris. Students enrolled in this course will have the possibility to choose a topic in one of the following French areas: Anthropology, History, Literature, Performing arts, Visual arts and any other discipline considered under a cultural angle. Pre-requisite: French 101 & 102 or Permission of Chairperson.

**SPAN/SPAL 101 Beginning Spanish (closed to Spanish speakers)**
3 credits; 3 class hours; 1 lab hour
This course is an introduction to the Spanish language as a medium of communication, it will focus on the oral use of the language with work also in written drills, grammar and composition. One hour weekly attendance in the Language Laboratory is required. Closed to native speakers of Spanish. Pre-requisite: None
Co-requisite: SPAL 101

**SPAN 151 Spanish for Bilingual, General and Special Education Students I**
3 credits; 3 class hours
This is an introductory course on theory and practice of the language designed to prepare students in the Bilingual Education Programs to perform their future professional duties effectively in Spanish. The content and materials of the course will cover a variety of academic subjects as well as the language itself. Students will read, comment and write on a broad range of texts that will include major themes of the literature, music, arts, humanities and history of Latin America and Latino culture. Critical analysis of both discourse and content of class materials will prepare students to write well reasoned responses. The mechanics of reading and writing as well as the organization of student compositions will receive special attention. An effort will be made to study grammar using the students’ own compositions to insure that the basics of orthography, morphology and syntax are learned. Pre-requisite: The course will be open to students who pass the placement test provided by the foreign language faculty.

**SPAN 201 Intermediate Spanish I**
3 credits; 3 class hours; 1 lab hour
This course is a continuation and completion of the study of materials covered in SPAN 101 and 102. Selected reading of modern texts. One hour weekly attendance in the Learning Laboratory is required. Pre-requisite: SPAN 102 or Challenge Examination

**SPAN 202 Intermediate Spanish II**
3 credits; 3 class hours; 1 lab hour
This course is a continuation of SPAN 201. Emphasis will be on the organization of student compositions to insure that the basics of orthography, morphology and syntax are learned. Pre-requisite: SPAN 201 or Challenge Examination

**SPAN 203 Spanish for Native Speakers I**
3 credits; 3 class hours
This course is a review of pronunciation, spelling, and selected aspects of the grammar that present special difficulties to the native speaker. This course is designed for students who have a good command of the spoken language but have had little or no formal instruction. Pre-requisite: Permission of Chairperson
SPAN 204 Spanish for Native Speakers II
3 credits; 3 class hours
SPAN 203 and 204 are a sequence. In SPAN 204, the student continues the study of the materials introduced in SPAN 203. Upon completion of both courses, the student will have acquired the basic skills needed to use his/her native language effectively and to proceed to major-level course work. Pre-requisite: SPAN 203 or by Permission of chairperson

SPAN 206 Introduction to Hispanic Literature
3 credits; 3 class hours
This course will explore the origins of Hispanic literature. Literary forms and movements, collective attitudes and creative approaches will be discussed in order to arrive at the basis for Spanish and Spanish-American literature and culture. Representative works will be read, analyzed, and discussed. The course will be conducted entirely in Spanish. Required for more advanced literature courses. Pre-requisite: SPAN 202 or by Permission of chairperson

SPAN 213 Conversation and Writing
3 credits; 3 class hours
This is a course designed to develop aural comprehension, oral proficiency and writing skills of students with intermediate knowledge of Spanish. Students will prepare and make oral presentations on a variety of current topics on the basis of short videos, films, and text-readings selected from the course textbook and/or from the New York press written in Spanish. The process of class consideration and discussion of each topic will help students write drafts and compositions which, in turn, will be material of discussion and editing in class. Although a review of certain key grammar topics (particularly the verb paradigm, including aspect and mode) will be done systematically, most of the theoretical work on the language will be made on the basis of the difficulties shown by students’ writing. The course will be conducted entirely in Spanish. Pre-requisites: SPAN 202, SPAN 204, four semesters of college Spanish, four years of high school Spanish (with a B average or better), or Permission of chairperson.

SPAN 251 Spanish for Bilingual, General and Special Education Students II
3 credits; 3 class hours
This is a continuation of SPAN 151. The general goals of SPAN 151 apply to this course. At the end of the course, students are expected to speak, read, write, meeting the language expectations of a standard speaker who is able to understand and use a variety of language forms and styles pertinent to bilingual instruction across a wide range of subjects and levels. Essays on art, music, culture and the social sciences will be studied in class in order to use them for class reading and writing purposes. An effort will be made to include current materials relevant to the Hispanic population of the United States. The study of Latin American literary texts, in particular, will be stressed. Students will use expository prose to write well organized essays that are pedagogically persuasive and free of major grammatical errors. Pre-requisite: SPAN 216 or Permission of chairperson

SPAN 315 Spanish Civilization
3 credits; 3 class hours
This course aims to give students a comprehensive overview of Spanish civilization, including pre-Roman cultures and to consider carefully selected works of art and architecture, music, and literature that have informed the cultural consciousness of generations of Spanish speaking readers. The notions that the multiple identities emerging in modern Spain, with their own languages and cultures, should be carefully considered. All regions essential common historical, social, economic and cultural elements, and that the history and culture of Spain will be studied in the context of the cultural regions that have informed its identity, and constitute the guiding purpose of the course. Pre-requisite: SPAN 216 or Permission of chairperson

SPAN 316 Hispanic-American Civilization
3 credits; 3 class hours
This course aims to give students a comprehensive overview of Latin American civilization, including pre-Columbian cultures and to consider carefully selected works of art and architecture, music, and literature that have informed the cultural consciousness of generations of Latin Americans. The notions that the multiple identities emerging in modern Latin America have essential common historical, social, economic and cultural elements and that they are all multicultural in fundamental ways will guide the study of all topics in this course. Pre-requisite: SPAN 216 or Permission of chairperson

SPAN 320 Spanish-American Short fiction
3 credits; 3 class hours
Since the publication of Azul by Rubén Darío, Latin American fiction has taken a leading place in Hispanic and world literature. The decades of the twentieth century that follow Darío, and the rest of the Latin American modernists writers, witnessed and array of extraordinary fiction writers who incorporated European vanguardism into works of fiction that were genuinely Latin American. In this course, some of the most significant short fiction produced between the publication of Darío’s masterpiece and the end of the XX century will be studied. Works by Quiroga, Borges, Rulfo, Cortázar, García Márquez and other seminal authors will be considered in the context of the aesthetic, social and cultural movements in which they originated. It is an aim of the course to consider particular texts in relation to the most important theoretical tenets of the genre. Although attention will be paid to scholarly work that will contextualize the study of the selected works in all pertinent respects, the principal goal of the course is to guide students to learn how to perform textual analysis on the basis of careful consideration of selected texts. Pre-requisite: SPAN 216 or Permission of chairperson

SPAN 350 Spanish-American Modernism
3 credits; 3 class hours
Special Topics in Spanish Peninsular Literature is an upper level course designed to meet the special needs of upper-level students in the F.L. programs. Its main goal is to offer an in-depth view of an important literary trend, author, genre, or literary generation, in Peninsular Literature. The members of the department have considered the following possibilities as concrete course offerings: Special topics in Poetry of the Middle Ages, Epic Poetry of the Middle Ages, Prose of the Middle Ages, Special topics in Poetry of the

SPAN 351 Spanish Poetry of the Golden Age
3 credits; 3 class hours
This course will analyze and help students to develop a comprehensive understanding of the “Modernista” movement, whose aesthetic and philosophical principles were dominant throughout the literature of the Hispanic world at the end of the nineteenth century and the beginning of the twentieth. “Modernismo” was primarily concerned with reforming poetic language and experimenting with rhythm, meter, and imagery. Its principles, however, also influenced narrative fiction, fictional prose and the theatre. We will study the most important manifestations of this renovation through the close reading and analysis of Spanish American writers, with special emphasis on José Martí, the precursor of the movement and Rubén Darío, its guiding force. Pre-requisite: SPAN 216 or Permission of chairperson
The mission of the Department of Mass Communications, Creative & Performing Arts & Speech (MCCPAS) is to provide high-quality instruction in the visual arts, dance, media, music, speech, and theater to enable students to experience personal growth, broaden their cultural perspectives, and develop the talents that create opportunities for both graduate study and employment.

MCCPAS is an academic department in the School of Liberal Arts and Education. It provides a wide range of interdisciplinary courses in visual, sound, and performance media (art, dance, music, speech, radio, video, TV, film, acting, journalism and theatre arts. Innovative approaches and pedagogies, including emerging technologies, are used integrally to prepare the learner for quality futuristic experiences that include the study of new technologies. The curriculum is structured to allow students to select or follow a course of study in a particular subject area or to diversify.

In addition to the course offerings, the Department has planned enrichment activities for learners in laboratories, internships, gallery visits, exhibitions, workshops, seminars, and performances. Information regarding these activities is available in the MCCPAS offices.

In addition to producing its own collaborative performances, the Department provides a forum for national and international visits, exchanges, and presentations, encouraging education in, and sensitivity to, the cultures of a variety of peoples. Other opportunities for learner development are provided through networking, membership in professional associations, groups and societies, as well as with community based organizations.

The Department offers an Associate of Arts (AA) in Liberal Arts degree. The A.A. Degree in Liberal Arts requires completion of 60 credits. The 60 credits of the program are distributed as follows:

**A.A. in Liberal Arts in Mass Communication, Creative & Performing Arts & Speech**

**Requirements**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>College-wide and Departmental Core</td>
<td>48</td>
</tr>
<tr>
<td>Departmental requirements</td>
<td>12</td>
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<td>Media Emphasis</td>
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<td>Speech Emphasis</td>
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<td>Dance Emphasis</td>
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<td>Speech Theater Emphasis</td>
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</table>

**Total:** 60

**Major Requirement Details for the A.A. Degree in Liberal Arts**

See Chair or Academic Advisor

After successfully completing the course of study leading to this degree, students usually:

1. pursue a BA degree in a Department at Medgar Evers College that gives a degree in a related area, i.e. Business, Public Administration, Education, Psychology; or
2. enroll in the CUNY BA Program; or
3. Enter the workforce

The Department seeks to prepare our students for the new digital world that is being created by the converging of all the subjects that are taught in our department with technology. While it is important that traditional skills and disciplines not be overlooked, it is imperative that we prepare our students for the merging of these disciplines and technologies. We want our graduates to experience success; therefore, they must master and apply recent technological advances.

**ACADEMIC CRITERIA**

Students must meet all proficiencies required by The City University of New York. A minimum of sixty (60) credits is required for the AA in Liberal Arts. Of these, twelve (12) credits must be from the MCCPAS Departmental Courses and taken under advisement. A syllabus is provided for each course. The student is required to adhere to the flexible guidelines and requirements. The student must demonstrate computer proficiency before being awarded the AA in Liberal Arts degree. In this Department, a student is required to take at least one year of a spoken language, other than his or her native language. The majority of the faculty in our Department are teacher/practitioners. Research is required in all of our courses. Reading, writing, and speech are a vital part of our curriculum.

**ACADEMIC STANDARDS**

Students in the Department are expected to pass Mass Communications required Core courses with a grade of “C” or better. For graduation, a student must have an index of 2.0
COURSE DESCRIPTIONS

ART 100 Introduction to World Art
2 credits; 2 class hours
This course traces the artistic and philosophical aspects of World Art as they relate to selected cultural periods from Ancient African Art, the Italian Renaissance, French Impressionism, 20th Century Modernism, and African American Art. Visits to museums and exhibits are required. Pre-requisite: None

ART 109 Creative Expressions in the Visual and Performing Arts
3 credits; 3 class hours; 1 lab hour
This studio course combines three creative areas: the visual arts, the performing arts, and creative writing. Students may create works of art through the media of sculpture, painting, drawing and utilization of ancient designs or traditional principles. Presentations will be determined by the students' interest and performance talent (song, dance, music, acting, spoken word or traditional language). Pre-requisite: ART 100

ART 151 Basic Design
2 credits; 3 class hours
This is a fundamental design course with the primary emphasis on two-dimensional design as it relates to space, balance, line, composition, color contrasts, etc. The course offers an introduction to a variety of art techniques and media. Pre-requisite: ART 100

ART 160 Art Education for Teachers
3 credits; 3 class hours
Geared for prospective teachers in the elementary school; this is a combined lecture/studio course using the creative experience as a vehicle for growth and development. The student learns how to correlate the visual arts with interrelated subject matter, such as reading readiness skills and other content areas. Pre-requisite: ART 100

ART 200 Afro-American Art History
3 credits; 3 class hours
History and analysis of Afro-American Art from the Colonial Period in America through present-day Contemporary Art will be covered. Analysis will include the contributions of Black artists to the mainstream as well as the Black Aesthetic in American Art. Pre-requisite: ART 100

ART 201 African Art History
3 credits; 3 class hours
This course traces the development and philosophical aspects of African Art forms, the Nok Culture of 300 B.C. through the Classic Benin-life Periods to present Contemporary African Art forms of the Twentieth Century. Museum trips are an integral part of the course. Pre-requisite: ART 100

ART 203 Ceramics
3 credits; 4 class hours
This is a studio course in the study of clay and its nature and potentialities as related to ceramic arts. Various methods are covered for pottery making, coil and slab building, firing and glazing. Pre-requisite: ART 100 or permission of chairperson

ART 205 Sculpture
3 credits; 4 class hours
A studio course designed to introduce the student to basic sculpture. Emphasis is on assemblage, mold making, casting and woodcarving. Pre-requisite: ART 100 or permission of chairperson

ART 207 Drawing and Painting
3 credits; 4 class hours
This combined studio and art analysis course includes drawing, pen and ink, conte crayon, charcoal, water color, wash, and oils. Students must complete one oil painting during the semester. Lectures will cover Contemporary Art forms. Special projects and gallery trips are an integral part of the course. Pre-requisite: ART 200 or permission of chairperson

ART 208 Painting Techniques
3 credits; 4 class hours
This is an advanced exploratory studio and lecture course designed to intensify painting in oil, acrylics and water color. Lectures will cover contemporary art forms. Special projects and gallery trips are an integral part of the course. Pre-requisite: ART 207 or permission of chairperson

ART 210 Printmaking Etching
3 credits; 4 class hours
This is an introductory studio course in the techniques of intaglio printing on metal plate. It includes the techniques of engraving, dry point, aquatint and soft grounds. Also lithographic techniques in printmaking will be taught using the conventional medium of stone and plate as well as computer based application. Pre-requisite: ART 100

ART 282 Lettering and Design
3 credits; 4 class hours
This course acquaints the student with the basic execution of lettering and typography as well as the elements of basic layout for advertising. Pre-requisite: ART 100 or Permission of chairperson

ART 283 Advertising Design
3 credits; 4 class hours
The purpose of this course is to familiarize the student with the basic principles of design in relationship to commercial art. The student acquires the tools to execute projects relating to design and production. Pre-requisite: ART 282
**ART 299 Independent Study**  
3-6 credits; 3-6 class hours  
This independent study is designed to give students intensive work in a major area. Study, research and projects are developed individually between the student and the faculty member who will guide the study. Not open to first semester freshmen. *Pre-requisites: Completion of 6 Credits, or its Equivalent, in the Major Area and Permission of chairperson*

**ART 301 Computer Graphics**  
3 credits; 3 class hours  
This course addresses the major techniques of digital visual processing. It includes digitization of still and motion media, digital movie and sound editing, developing 3-D animated movie, transition effects, elements of 3-D modeling, vector based animation, Web interactive scripting, Web front ends design and Web broadcasting. *Pre-requisite: ART 100*

**ART 315 Ancient Egyptian Art and Culture**  
3 credits; 3 class hours  
This course focuses on the visual arts, architecture and culture of the ancient Nile Valley culture specifically Egypt, from "pre-dynastic" to dynastic period. ART 315 shall concentrate on architecture, freestanding sculpture, temple wall reliefs and tomb painting and reliefs. *Pre-requisite: ART 100*

**ART 403 Advanced Graphics**  
3 credits; 3 class hours  
This course addresses the techniques of digital visual processing, including digitization of still and motion media, digital movie and sound editing, developing 3-D animated movie, transition effects, elements of 3-D modeling, vector based animation and Web interactive scripting, WEB front ends design, WEB broadcasting. *Pre-requisite: ART 100*

**DNCE 100 Introduction to Modern Dance**  
2 credits; 3 class hours  
This theory and practice course which focuses on the basic elements of modern dance includes an understanding of movement techniques and improvisation. *Pre-requisite: None*

**DNCE 200 Movement Education Rhythmic Analysis Technology**  
3 credits; 3 class hours  
This course prepares elementary school teachers, and other interested individuals, in the approaches and techniques of applying rhythms to dance movement. Students will learn how musical counts are divided and how to design movement for classroom settings. *Pre-requisite: None*

**DNCE 202 Liturgical/Sacred Dance**  
3 credits; 3 class hours  
The course provides a historical overview of religious dance. It will introduce students to dance movement that is specific to sacred dance. The differences between sacred and secular dance will be explored. *Pre-requisite: None*

**DNCE 251 African Dance I**  
2 credits; 3 class hours  
This course provides a survey of the cultures, lifestyles and traditional dances of West Africa. It will focus on various movements, step patterns, rhythms, forms, styles, and accompaniments used in traditional West African Dance. *Pre-requisite: None*

**DNCE 262 African Dance II**  
2 credits; 3 class hours  
This course is a continuation of the basic course in African dance. Emphasis will be placed on selected choreographed routines of various traditional West African dances. *Pre-requisite: DNCE 251 or Permission of chairperson*

**DNCE 272 Theory and Philosophy of Creative Dance for the Classroom Teacher**  
3 credits; 3 class hours  
This course prepares elementary school teachers in the theory, philosophy, approaches, and techniques of teaching creative dance movement to children of all ages and levels. It will involve various elements of creative dance to guide children in creative movement experiences which will help them develop cognitive, emotional, and physical skills. This course is especially for teachers of subjects other than dance. *Pre-requisite: DNCE 251 or Permission of chairperson*

**MASS 273 Black Creative Arts**  
3 credits; 3 class hours  
This course will examine of the creative impulse as experienced and expressed by the African descendants in the New World with particular reference to the United States. Creative experiences in art, music, dance, theater, and literature are integral parts of the course. *Pre-requisites: ENGL 150, SPCH 102, MUS 100 or ART 100 or Permission of chairperson*

**MASS 400 Independent Studies in Mass Communications**  
3-6 credits; 3-6 class hours  
This course of study centering on a project in the major area, incorporates content and depth not possible in regular course offerings. With the prior approval of a faculty supervisor, the student will undertake a project, which will constitute the semester’s work. One weekly conference is required. Option in Art, Dance, Media, Music, Speech. *Pre-requisite: Permission of Chairperson*

**MED 150 Mass Communications: Contents, Structure, and Control**  
3 credits; 3 class hours  
This course covers the analysis of the nature and impact of mass communication in society; a study of its development, structure, function and control. *Pre/Co-requisite: ENGL 112*
MED 160 Introduction to Film
3 credits; 3 class hours
This basic course seeks to relate the history, theory and aesthetics of the film medium to the sociological, economic, political and psychological needs and consciousness of the community. A sensory approach to the cinema combined with an awareness of the potential for film productions and criticism will be utilized in the analysis of numerous short films and features. Where appropriate, guest lectures will be utilized. **Pre-requisite: ENGL 112**

MED 180 Introduction to Broadcasting
3 credits; 3 class hours
This is an introduction to the history and development systems of radio and television broadcasting and a study of the economic and social structure and functions of stations and networks, and the laws and codes regulating broadcasting. Organization of regulatory and qualifying agencies will be explored; pending legislation will be examined. Students will learn how to operate basic equipment, write scripts, and produce simple productions. **Pre-requisite: None**

MED 241 Radio Production
3 credits; 3 class hours
This is a lecture-demonstration-studio course in which the student will learn the use and function of equipment and microphone techniques, research techniques, script writing, talent selection, contracts, copyright procedure, sound effects, performing, station management, logging traffic, and program continuity. Participation at the College or local radio station will be required in addition to activities at the University’s studios. **Pre-requisites: MED 150 and MED 180 or Permission of chairperson**

MED 242 Advanced Radio Production
3 credits; 3 class hours
A continuation of Media 241. Students will learn to develop more complicated scripts (including drama) and production techniques. Each student is required to produce a quality show for consideration by a station. Participation at the College and/or local radio station will be required. **Pre-requisite: MED 241 or Permission of chairperson**

MED 292 Workshop in Media Writing I
3 credits; 3 class hours
Students will develop skills in gathering data and writing scripts for radio, television, and film. They will gain experience in scripting shows using the College facilities, and specimen scripts will be available for community programs. **Pre/Co-requisite: ENGL 150**

MED 297 TV Production
3 credits; 3 class hours
Students will be given lecture demonstrations and practical studio experiences in the various aspects of television production. They will develop and participate in projects that focus on producing, performing, script writing, studio operations, sets, lights, scenery, graphics, sound, special effects, etc. Experiences in production at community television and CATV stations as well as those of the City's University’s studios. **Pre-requisite: MED 297**

MED 298 Advanced TV Production
3 credits; 3 class hours
Continued experience in TV production using more advanced equipment, techniques, independent research, script writing and experimental productions. **Pre-requisite: MED 297**

MED 299 Independent Study
3-6 credits
Independent study is designed to give students intensive work in the Major area. Study, research, and projects are developed individually between the student and the faculty member who will guide the study. Not open to first semester freshmen. **Pre-requisite: Completion of 6 Credits, or its Equivalent, in the Major Area and Permission of chairperson**

MED 300 Internship
3 credits; 3 class hours
This is a course involving the practical aspects of radio and/or television and/or film in which projects concerning a particular medium become the work of the students in their specific area of interest. Students will be assigned to a radio, television, or film production studio for practical “on-the-job” work experience. An approved agreement between student and professor will be required. **Pre-requisites: MED 150 and MED 180 or Permission of chairperson**

MUS 100 Introduction to World Music
2 credits; 2 class hours
This course covers an overview of Western, African derived, and other selected non-Western music. Particular attention will be paid to the following: the elements of music, the role of music in society, aesthetics, and syncretism. Students will be required to attend musical performances. **Pre-requisite: None**

MUS 103 Rudiments of Music
3 credits; 3 class hours
This piano performance course utilizes the keyboard as a vehicle for studying the fundamentals of music, including notation, rhythm, scales, keys, interval formation and triads. **Pre-requisite: None**

MUS 104 Basic Musicianship
1 credit; 2 class hours
This course provides ear training in meter and rhythm, major and minor mode, intervals, chords and melody. **Pre-requisite: MUS 103**

MUS 105 Voice
1 credit; 2 class hours
Fundamentals of breath control, posture, tone production, and articulation will be covered. There will be group instruction for non-majors. **Pre-requisite: Permission of chairperson**
MUS 106 College Choir I
1 credit; 3 class hours
Exploration, study and performance of choral musical literature I.
Pre-requisite: None

MUS 107 College Choir II
1 credit; 3 class hours
Exploration, study and performance of choral musical literature II.
Pre-requisite: None

MUS 109 College Choir IV
1 credit; 3 class hours
Exploration, study and performance of choral musical literature IV.
Pre-requisite: None

MUS 110 Piano I
2 credits; 3 class hours
This course provides class instruction on the fundamentals of piano playing. Designed to enable the student to play easy piano selections, to sight read and to improvise at the keyboard with basic chords. Pre-requisite: Permission of the chairperson

MUS 111 Piano II
2 credits; 3 class hours
A continuation of MUS 110, this course concentrates on the performance of easy, well known selections, transportation, and elementary accompaniments. Pre-requisite: MUS 110 or Permission of chairperson

MUS 120 Cultural Diversity in Music I
3 credits; 3 class hours
This course offers an exploration of the musical cultures of specific peoples through lectures, discussions, observations of live performances, and other scheduled events. The cultural, sociological, and historical forces that shaped this music will be explored. The themes will be: African Tribal Music, Dance and Protest Music, including Calypso and Reggae. Pre-requisite: MUS 100

MUS 121 Introduction to Music Technology
3 credits; 3 class hours
This course is designed to allow all students pursuing an interest in the music industry, an understanding of the current operating systems, hardware, and software added to the comprehensive study of music technology from MIDI, sound generation, computer assisted instructions, digital recording, sampling, music scoring and composing. The course is a practical reference source for students using the computer to arrange or compose music to set up a music technology studio. Also, students will be exposed to elements of music theory, which includes circle of fifths, scales, key signatures, melody, harmony and chord progressions. Pre-requisite: MUS 100 or Permission of the chairperson

MUS 204 History and Literature of Jazz
3 credits; 3 class hours
This course offers a critical examination of the history and literature of jazz from its roots in the folk songs of Black Americans to the present time. Particular attention paid to sociological background of the music, and the experiences of musicians (their life styles and the ensuing effects on musical styles).

Pre-requisites: MUS 100 Pre/co-requisite: ENGL 112

MUS 215 Ensemble
2 credits; 3 class hours
This is a study of music for small, intermediate vocal and instrumental groups through rehearsal and performance of works in various styles. Pre-requisite: Permission of chairperson

MUS 217 Elementary Band Instruments
3 credits; 3 class hours
This is a performance course using music for homogeneous instruments. Materials used will be selected in accordance with the interests and ability of the students. Pre-requisite: Permission of chairperson

MUS 224 College Band I
1 credit; 3 class hours
The exploration, study and performance of musical literature written for band. Pre-requisite: Permission of chairperson

MUS 225/226/227 College Band II, III, IV
1 credit; 3 class hours
A continuation of the exploration, study and performance of musical literature written for band. Pre-requisite: None

MUS 234 Music Theater Workshop
3 credits; 6 class hours
Students will be introduced to all aspects of music theater production including staging, directing, acting, accompanying and visual arts, to culminate with a public performance. Pre-requisite: None

MUS 241 Music Materials I
3 credits; 3 class hours

MUS 242 Music Materials II
4 credits; 4 hours
Continuation of Music Materials I. Four part harmony and piano style writing secondary sevenths and inversions and figures bass. Analysis of folk, jazz and classical examples is an integral part of the course. Parallel ear training. Pre-requisite: MUS 241

MUS 250 Steel Pan/Band I: Beginners
2 credits; 3 class hours
This course will offer a brief study of the history and culture of the area in which the Steel Pan originated, an overview of the history of the Steel Pan, and its struggle for survival and the significant role it plays in the world today. The students are taught the basics of playing the Steel Pan and how to play the Pan by ear and notes. They participate in making/tuning a Steel Pan. Guest performers are invited. Field trips to concerts are required. Pre-requisite: MUS 100
MUS 251 Steel Pan/Band II: Intermediate
2 credits; 3 class hours
This is an intermediate course in playing the Steel Pan. More complicated tunes are taught. The course is open to students who have taken Steel Pan I or who can demonstrate that they have had former training and successful experiences in playing the Steel Pan. Music of diverse cultures is taught; showmanship training is included. The learners are required to go on field trips in order to be exposed to professional presentations. Pre-requisites: MUS 100 and MUS 250

MUS 270 African Caribbean Drumming I: Beginners
3 credits; 3 class hours
This is an introductory course to drumming with emphasis on African and African Caribbean drumming. The learners are introduced to the history of drumming and its cultural impact on Africa and the African Diaspora. They receive basic hands-on-training. They are taught the ethics involved in making and handling a drum. They are taught how to use the mind, body, and hands in playing many rhythms. Guest professional drummers add enrichment to the learners’ experiences. Pre-requisite: MUS 100

MUS 271 African Drumming II: Intermediate
3 credits; 3 class hours
This is an intermediate course in African drumming and African drumming in the Diaspora. Advanced exercises are given based on the learning experiences students had in Drumming I or from prior experiences. The drummers are taught how to accompany other instruments. The focus is on the conga drum. Other percussion instruments are introduced. The students are taught how to play in a drum ensemble. They are given playing experiences with professional drummers and bands. At least two field trips are required. Pre-requisite: MUS 270

MUS 299 Independent Study
3 credits; 3 class hours
This independent study is designed to give students intensive work in a major area. Study, research and projects are developed individually between the student and the faculty member who will guide the study. Not open to first semester freshmen. Pre-requisite: Completion of 6 Credits, or its Equivalent, in the Major Area and Permission of chairperson

MUS 318 Music Sequencing I
3 credits; 3 class hours
This course is designed to introduce students to the first level of the recording process. In this production or preproduction stage, the student will understand basic computer recording procedure. Also, they will understand the fundamentals and models of music software, such as Reason, Pro Tools and Sibelius. Students will learn M.I.D.I. and will be assigned projects that will entail composing and transcribing different musical styles using the various MIDI sequencing software and models. Lab hours will be required for this course. Pre-requisite: MUS 121 or Permission of chairperson

MUS 319 Music Sequencing II
3 credits; 3 class hours
This is an in-depth course on music sequencing covering software and software models, such as Logic, Pro Tools, Reason and Sibelius, building on the student's strong sense of musicianship. Logic, a strong midi and audio sequencing program, and Sibelius, a dedicated notation software, will be used to instruct students on composition and notation. As a result, students will learn to compose, transcribe and edit M.I.D.I. and audio files. Pre-requisite: MUS 318 or Permission of chairperson

MUS 407 Music Synthesis
3 credits; 3 class hours
This Sound Design will prepare students for the currently developing fields in music production, such as sound or music for video games, commercials, television and movies. Students will apply the principles of envelopes and filters to achieve an assigned sound or effect. These newly formed sounds will be applied in the use of video and audio and midi sequences, such as new sounds or effects created for a one minute commercial. This is a project based class with two exams, midterm and final. All students must produce nine sound design sequencing projects. Pre-requisite: MUS 319 or Permission of chairperson

MUS 409 Music Recording
3 credits; 3 class hours
This class is a thorough comprehensive lecture and lab on analog and digital recording and its procedures. This course enables students to understand and function in a recording studio. Subjects covered involve signal flow, analog processors, mixing boards, cable management, microphone design and placement and room acoustics. Pre-requisite: MUS 319 or Permission of chairperson

SPCH 102 Fundamental of Speech
3 credits; 3 class hours
This is a workshop and lecture course designed to develop communication skills, competencies and values. Research, speech outlining and development, voice and diction, listening skills, vocabulary development, and audience analysis are included. Speeches, group discussions, and other oral presentations such as reading aloud, prose, poetry, and choral speaking are presented. Pre-requisite: None

SPCH 121 American Sign Language I
3 credits; 3 class hours
This course is a continuous study in the fundamentals of American Sign Language (ASL) with particular attention to the grammar of the language and the culture of American Deaf Persons. This course will create a solid foundation of basic conversational skills and the essentials and grammatical principles of the language. Students will participate in exercises to develop skills which are significant to the visually-based language. Lab assignments and field trips are required. Pre-requisite: Pass CUNY ACT or Exit Developmental Skills Courses
SPCH 122 American Sign Language II
3 credits; 3 class hours
This course is continuous to the study of the fundamentals of American Sign Language (ASL) I with particular attention to the grammar of the language and the culture of American Deaf Persons. Pre-requisite: SPCH 121

SPCH 202 Voice and Diction
3 credits; 3 class hours
This course is a laboratory course designed to improve oral communication by improving the skills of the speaking voice. The following are provided: analysis of needs and abilities, a study of the speech mechanics with exercises for phonetics, vocal improvement, training in pronunciation, articulation, vocabulary development, and the development of basic skills in speech making and oral interpretation of literature. Pre-requisite: SPCH 102

SPCH 205 Introduction to Theater
3 credits; 3 class hours
This course is designed to familiarize students with the history and role of the theater in various societies at different periods, including the contemporary. Students will become acquainted with the elements of the theater and their related functions. Pre-requisite: None

SPCH 207 Acting I
3 credits; 3 class hours
This is an introductory course designed to acquaint the student with various experiences in basic acting techniques and to equip him/her with skills needed to function competently on stage. Pre-requisite: SPCH 102

SPCH 208 Acting II
3 credits; 3 class hours
This is a continuous course in acting with emphasis on character development through scene study. Students will locate the problem of the play and discuss how each character relates to it. Each student will consider how he can best identify with his character as presented by the author. Participation in scenes and plays of progressive complexity, and theater attendance are required. Pre-requisite: SPCH 207

SPCH 221 American Sign Language III
3 credits; 3 class hours
This is an intermediate course in American Sign Language designed to strengthen the foundation of basic conversational skills and increase the learners’ command of the language. Pre-requisite: SPCH 122

SPCH 222 American Sign Language IV
3 credits; 3 class hours
This is an advanced course in American Sign Language taught in an environment in which hearing-impaired individuals’ interpretation skills are introduced. Pre-requisite: SPCH 221

SPCH 297 Theater Workshop
3 credits; 6 class hours
This workshop provides practical experience in all aspects of theater production. Each student will be strengthened in the areas in which he exhibits talent and interest. Pre-requisite: SPCH 205 and 207 or Permission of chairperson

SPCH 299 Independent Studies
1-6 credits; 1-6 class hours
This is for students who wish to do independent projects under the supervision of a member of the faculty. By permission only, after the approval of a written proposal. Completed final project required. Pre-requisite: Permission of chairperson
Department of Philosophy and Religion

Chairperson: Darryl M. Trimiew
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Faculty: Michael Fitzgerald
Sheila Gilliams
Hakim J. Lucas
Vivaldi Jean Marie
Gary Seay
Darryl M. Trimiew

GENERAL INFORMATION
The mission of the Department of Philosophy and Religion is to educate students to be leaders and engaged citizens who are committed to creating positive change and who are able to successfully pursue a number of rewarding roles and careers.

B.A. in Religious Studies
The Department offers a B.A. degree in Religious Studies. The B.A. Degree in Religious Studies requires completion of 120 credits. The 120 credits of the program are distributed as follows:

<table>
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<th>Requirements</th>
<th>Credits</th>
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<tr>
<td>College-wide Core Curriculum</td>
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Major Requirement Details for B.A. Degree in Religious Studies
See Chair or Academic Advisor

Departmental Academic Criteria
Students must meet all requisite CUNY proficiencies. A minimum of sixty (60) credits is required for the A.A. in Liberal Arts. Students are required to adhere to all course guidelines and requirements as set forth in departmental syllabi.

ACADEMIC STANDARDS
Students in the Department must pass Philosophy and Religion’s required Core courses with a grade of “C” or better. For graduation, a student must have an index of 2.0 in his/her major.

CENTER FOR RELIGIOUS STUDIES (PROPOSED)
The vision of the proposed Center for Religious Studies is “to equip leaders, lay and ordained, with the necessary tools to make a difference in the local and global community.” Its mission is to “affect the transformation of disadvantaged communities through the preparation of pastors, lay leaders, and professionals in related fields to create new paradigms for solving urban challenges. The Center will proactively address the continuing education needs of local faith communities and secular ministries through partnerships between the College and local communities of faith, and by fostering ecumenical dialogue.

PHILOSOPHY
The main objective of courses in philosophy is to develop students who are philosophically adept: able to think clearly, logically, analytically, and synthetically. They must also know and appreciate the basic strengths and weaknesses of the Western philosophical tradition.

Our courses in Religion are designed to educate majors and the Medgar community as to the nature, function, impact and importance of religion on society. In particular our degree’s uniqueness lies in its focus on religions of the African Diaspora.

COURSE DESCRIPTIONS

PHIL 101 Introduction to Logic
3 credits; 3 class hours
This is a course designed to help students who are beginning college to acquire basic skills necessary for critical thinking. Critical thinking is fundamentally concerned with analyzing and evaluating “arguments.” The term “argument” as it is used in logic means somewhat different from what it means in everyday conversations. Thus, we will begin with explicating what an “argument” means in logic. One major part of evaluating arguments will be an examination of various sorts of fallacies (both deductive and inductive fallacies). By the end of semester, students will be equipped with skills and methods required for differentiating logically valid/strong arguments from fallacious/erroneous arguments. Co-requisite: ENGL 112

PHIL 200 Introduction to Ethics
3 credits; 3 class hours
This course aims to introduce students to central topics in moral and ethical theories. We will start off with the famous question raised by Plato long time ago: Why should be moral? By examining some purported answers to this question, we will launch into an area of moral philosophy which is so-called “normative ethics”. The major concern of normative ethics is to establish a coherent system of ethical theory from which we can infer the rules or the principles that can guide our moral decisions (such that when we are faced with an ethical question, we can apply those rules to our moral decision). Though this course is largely concerned with theoretical aspects of moral questions, some pressing questions on morality in our days won’t be ignored. So, we will apply ethical theories to more practical issues such as euthanasia, abortion, cloning and stem-cell
PHIL 201 Introduction to Ethics and Social Philosophy
3 credits; 3 class hours
This course is an overview of the field of religious social ethics. This survey of religious social ethics necessitates a brief examination of doctrine, western religious and social thought. Our task is to discover how people, past and present, engage (d) in ethical reflection, moral reasoning, social critical analysis, and ethical action for the just resolution of social conflict. Of particular interest is an examination of the West’s historic understandings of morality, ethical actions, institutions, culture, society, the “poor,” and the state. Pre-requisites: PHIL 101 and ENGL 150

PHIL 211 – Political Philosophy
3 credits; 3 class hours
This course is a comprehensive introduction to the major topics in political theory. Political theory is concerned with the fundamental questions of public life. It explores the philosophical traditions that have formed questions such as: What is the nature of political authority? What should be the relationship between individuals and states? What are the obligations and responsibility that citizens owe to one another?, What are the limits of freedom? When may government act against the will of a citizen? What characterizes a good government? What is the purpose of government? And so on. In answering these questions, political philosophers have tried to establish basic principles that will, for instance, justify a particular form of state, show that individuals have basic inalienable rights, or tell us how a society’s basic material resources should be shared by its members. This constitutes analyzing and interpreting a few basic concepts – “authority”, “liberty”, “freedom” and “justice.” Theories on these basic concepts are with a remarkable diversity, and there are two reasons for this. First, methods and approaches used by political philosophers reflect the general philosophical tendencies for instance, epistemological and ethics theories) of their epoch. Second, the political philosopher’s agenda is set up by the pressing political issues of his day. In this course, thus, we will examine and compare not only political theories propounded by various philosophers but also see how those theories have been applied to the pressing issues of relevant social and political surroundings. Pre-requisites: ENGL 150 and PHIL 101

PHIL 212 - Modern Philosophy
3 credits; 3 class hours
The “Modern” period in philosophy extends from approximately the 16th – 17th centuries. This period in the history of philosophy is distinguished from the Ancient and Medieval periods in a number of important ways. The emergence of the new science, championed by Copernicus and Galileo, inspired and changed the world views of philosophers in this period. This period is also marked by the advancement of new technology, the reformation and religious pluralism, and the search for the foundation of knowledge. Particularly, Descartes, who is justly regarded as the father of modern philosophy, created the theory of knowledge, epistemology, as a separate discipline within philosophy for the first time. Previously, a theory of knowledge had been treated as falling under Aristotle’s logical work, but with Descartes, epistemological questions came to the fore. Thus the modern philosophy has been driven by the questions about knowledge, and that has been the starting point of those two dividing traditions—rationalism and empiricism. In this course, we will examine and criticize the writings of some primary figures falling under the traditions of rationalism and empiricism respectively: for example, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Arguably, Kant is considered as the most important philosopher in modern philosophy, and his influence has had a profound impact on almost every philosophical movement followed him. Kant’s philosophy, however, cannot be properly appreciated without understanding those two philosophical movements in modern philosophy, i.e., rationalism and empiricism. In this course, we will focus on the works of philosophers belonging to those two traditions, and see how Kant tries to overcome the shortcomings of those two traditions. Pre-requisites: ENGL 150 and PHIL 101

PHIL 214 History of Modern Western Philosophy I: Rationalism, Empiricism and Kant
3 credits; 3 class hours
History of Modern Western Philosophy I: Rationalism, Empiricism, and Kant surveys the key writings of seminal western philosophers of the 17th and 18th centuries, including works by Rene Descartes, Baruch Spinoza, and G. W. Leibniz (the so-called Continental Rationalists); Francis Bacon, Thomas Hobbes, John Locke, George Berkeley, and David Hume (the so-called British Empiricists); and Immanuel Kant, whose epic synthesis of the two competing traditions closes the era. Starting from the great questions that moved the age (What can we know? What is mind? What is matter? Is there free will? Does God exist?), the course situates the philosophical responses within the new conceptions of science, religion, politics and morals which emerge in the early modern period and focuses on epistemology (the theory of knowledge) and metaphysics (the theory of the ultimate nature of being). Pre-requisites: ENGL 150 and PHIL 101

PHIL 215 History of Modern Western Philosophy II: The 19th Century
3 credits; 3 class hours
History of Modern Western Philosophy II: The 19th Century surveys the key western philosophers of the 19th century, including Jeremy Bentham, Mary Wollstonecraft, Johann Gottlieb Fichte, G.W.F. Hegel,
Medgar Evers College, CUNY.

Arthur Schopenhauer, Ludwig Feuerbach, S’ren Kierkegaard, Auguste Comte, Karl Marx, John Stuart Mill, Charles Sanders Peirce, William James, and Friedrich Nietzsche. The course situates the thought of these philosophers within an historical context, focusing on the evolution from idealism to Marxism, from empiricism to pragmatism, and from post-Kantian thought to post-modern thinking. Pre-requisites: ENGL 150 and PHIL 101

PHIL 301 Black Philosophical Thought in the Twentieth Century
3 credits; 3 class hours
Students will engage in philosophical reflection on a range of questions that arise from the experiences of black people in the United States and throughout the African Diaspora. Topics to be covered will include the complexities of black identity, theories of racism, the significance of Africa and its Diaspora, gender and sexuality, and the role of the arts in black liberation struggles. Pre-requisite: PHIL 101

PHIL 330 Philosophy of Religion
3 credits; 3 class hours
The primary purpose of this course is to explore classical issues in the philosophy of religion, such as the reality of God, the problem of evil, religious language, life after death, and the pluralism of religious traditions. Discussion focuses on proofs for and against the existence of God and various critiques and defenses of religious belief in general. The course will also explore how the claims of European thinkers translate into the African-American experience of religion. Pre-requisites: ENGL 150 and REL 101

REL 101 Introduction to the Study of Religion
3 credits; 3 class hours
Introduction to the Study of Religion (ISR) is the foundational course for all religion majors in the Department of Philosophy and Religious Studies. Therefore this course is an introduction to several of the major thinkers and themes within the history of the academic study of religion. Students will acquire a working vocabulary of key terms that are required for study of religion. Alongside of developing the necessary vocabulary of the field, students will also be challenged to expand upon what they currently understand to be “religion.” Finally, students will also be expected here to develop the ability to utilize appropriate theoretical tools in the study of religion to interpret “real world” encounters with religious phenomena. Pre-requisite: ENGL 112

REL 102 Survey of Religious Experience
3 credits; 3 class hours
Survey of Religious Experience (SRE) is an introductory course required of all religion majors in the Department of Philosophy and Religious Studies. The aims of this course are twofold. First, the course will introduce students to the debates in religious studies regarding the nature of religious experience and the limits of academic efforts to document such phenomena. Second, students will learn the primary sources (from a range of literary genres) that document accounts of religious experiences from a range of cultural and historical contexts. Pre-requisite: ENGL 150

REL 103 Religion, Spirituality and Social Work
3 credits; 3 class hours
This course engages students in a critical examination of the role of religion and spirituality in any effort to address holistically the needs of individuals, families and communities drawing upon the services of a social worker. In recognizing that persons are shaped not only by biological, psychological, and sociological experiences but also spiritual experiences, this course will examine critical issues related to religion and spirituality and social work practice in regards to clients of diverse religious and philosophical perspectives. Pre-requisite: REL 101

REL 104 Leadership in the Urban Context
3 credits; 3 class hours
This course provides the critical analysis and intellectual examination of leadership. The course is designed to integrate and synthesize various leadership modalities through open discussion, honest self-assessment, experiential exercises, and participatory observation of real life leadership in practice. Pre-requisite: REL 101

REL 111 Comparative World Religions I
3 credits; 3 class hours
This course is designed to introduce students to the major religions of the world. Although the title of the course is comparative religion, the conceptual framework, and philosophical approach will not be comparative but will lend itself to engaging in an analysis which is centered in the epistemological and ontological framework of the respective traditions. Each religion and or spiritual tradition will be studied based on its own social, historical, and theological developments and trajectories. An integral aspect of the course will be visits to holy sites, including mosques, temples, and sacred shrines. Students will be required to conduct a field research project in which include oral histories, and ethnographies of self identified practitioners of these major traditions. Pre-requisite: ENGL 150

REL 112 Comparative World Religions II
3 credits; 3 class hours
The Comparative Religion II course is designed to build upon students religious’ and spiritual literacy and foundational knowledge of the world’s major religions that they were introduced to in Comparative Religion I. The Course will move beyond the old paradigm of a comparative approach and engage in the literature on religious pluralism and praxis. The course will expand students’ understanding of the major religions and spiritual traditions, focusing on the American landscape. Moreover, students will be exposed to a critical examination of the world’s major religious and spiritual traditions as they have taken shape in America. This course will provide students with the tools to critically analyze the major religious and spiritual traditions and their attendant challenges as they attempt to apply their beliefs and practices in the American context. The course will chronicle the historical development of these religions and spiritual traditions, looking for differences and similarities, which inform our understanding of their respective theological teachings and practices and the way in which they grapple with notions of identity. Pre-requisite: ENGL 150
REL 201 Anthropology and Religion
3 credits; 3 class hours
This course provides a limited overview of anthropological theories related to the study of religion. It focuses upon understanding religious practice from a cross-cultural perspective, with attention to myths, ritual and symbolism. Within that purview, the course will examine the uneasy relationship of ethnocentrism to religious diversity. This investigation proposes to offer a different way of looking at the role of religion in people’s lives. The course will also explore religious expressions that have received critical evaluation in popular opinion, and place them within the context of new religions, revitalized movements, cargo cults and/or charismatic.
Pre-requisites: ENGL 150 and REL 101

REL 211 History of Religious Thought: The Interfaith Movement
3 credits; 3 class hours
Although conversations and debates between various religions and spiritual traditions have transpired for centuries, the interfaith movement formally began in 1893, organized by the Parliament for World Religions in Chicago. For the first time in history, religions and spiritual traditions came together for the purpose of establishing better communications and cooperation among the world’s religions. The Parliament continued its efforts to engage the world’s religions and spiritual traditions in interfaith dialogue. Although it was not until 1993 that the Parliament convened its second meeting, interfaith dialogues and multi-religious programs and activities were initiated by various religious organizations locally, nationally, and internationally. Most of the early interfaith activities were organized by Christians, particularly the Roman Catholic Church, who, after the Second Vatican Council and Nostra Aetate in 1965, called for “all to forget the past” and officially recognized Muslims as “those who worship God,” and instructed all of its churches to engage in dialogue with Muslims as well as with Jews. Additionally, it was the World Council of Churches who established the “guidelines for dialogue with Muslims” in 1971. Thereafter, all of the world’s major religions initiated interfaith programs, including many of the traditional indigenous faith groups and organizations. This course is designed to study that history. Students will be required to study the major interfaith organizations that constituted the foundation of the interfaith movement. Additionally, students will research and analyze the various edicts, theological documents, and formal decrees of those organizations which were pivotal in facilitating interfaith dialogue and collaboration. Pre-requisites: ENGL 150 and REL 101

REL 301 Traditional African Religions
3 credits; 3 class hours
This course is designed to introduce students to some of the central aspects of African Traditional Religion(s) presented in selected, influential studies by African scholars of religion. Utilizing interdisciplinary and multi-methodological approaches, we will examine the profile of religious plurality in Africa and pursue reading in the literature of the field. Pre-requisite: ENGL 150

REL 303 Malcolm Islam/Black Masculinity
3 credits; 3 class hours
This course will map the social and historical development of the concept and construction of African American Manhood and notions of Masculinity from pre-colonial Africa through the slave experience and finally up to the Emancipation. Using Malcolm X’s life and legacy as a trope of black masculinity, this course will explore the variegated role that he played and continues to play in the radical Black imagination. Students will be introduced to the classical teachings and exegesis of the Islamic religion, however, the primary focus will be limited to its social and cultural manifestations in the black experience. Finally, this course will also explore several social and political movements including Garvey’s UNIA and Elijah Muhammad’s Nation of Islam in order to contextualize and historicize the trajectories and transitions of notions of black manhood, maleness and masculinity. Pre-requisite: ENGL 150

REL 312 Sociology of Religion
3 credits; 3 class hours
In this course, we will investigate the relationship between religion and other spheres of society, such as politics, the economy, and education. Religion will be examined from a sociological perspective focusing on the work of classical and contemporary sociologists of religion. Our primary goal will be to discover whatever is common within the various forms of religious expression. We will respectfully seek to understand why and how certain social groups carry particular religious claims and traditions and we will analyze many different kinds of religious groups (sects, churches, etc.). Pre-requisites: HIST 201 and ENGL 150

REL 321 Buddhism and Hinduism in Eastern Thought
3 credits; 3 class hours
This course is designed as an historical and geographical overview of the religious traditions of South and East Asia. Emphasis will be placed upon identifying and understanding the themes of renunciation and popular practices throughout the various religions of Asia. Students will also discuss definitions of religion in order to facilitate their understanding of religious traditions that are not their own. Pre-requisites: REL 111 and ENGL 150

REL 322 Contemporary Issues in Religious Thought
3 credits; 3 class hours
This course explores the significance of religious symbols for human self-understanding and cultural values in selected religious traditions, such as Judaism, Christianity, Islam, Buddhism, and Native American traditions. The course raises questions related to human identity, religious symbol, and cultures. Pre-requisites: REL 111 and ENGL 150

REL 333 Peace Education
3 credits; 3 class hours
This course on Peace Education will introduce students to the historical development of peace education as a field of study and as a discipline. Students will examine the contemporary discourse on peace education and the current trends and perspectives that permeate the literature. Students will also explore some of the definitions articulated by various cultures in order to establish a conceptual framework for what it means to educate for peace. Pre-requisites: REL 101 and ENGL 150

REL 340 History of the Interfaith Movement
3 credits; 3 class hours
Although conversations and debates between various religions and spiritual traditions have transpired gone on for centuries, the interfaith movement formally began in 1893, organized by the Parliament for...
World Religions in Chicago. For the first time in history, many religions and spiritual traditions came together for the purpose of establishing better communications and cooperation among the world's religions. The Parliament continued its efforts to engage the world's religions and spiritual traditions in interfaith dialogue. Although it was not until 1993 that the Parliament convened its second meeting, interfaith dialogues and multi-religious programs and activities were initiated by various religious organizations locally, nationally, and internationally. Most of the early interfaith activities were organized by Christians, particularly the Roman Catholic Church, who, after the Second Vatican Council and Nostra Aetate in 1965, called for "all to forget the past" and officially recognized Muslims as "those who worship God," and instructed all of its churches to engage in dialogue with Muslims as well as with Jews. Additionally, it was the World Council of Churches who established the "guidelines for dialogue with Muslims" in 1971. Thereafter, all of the world's major religions initiated interfaith programs, including many of the traditional indigenous faith groups and organizations. Presently, in addition to the large interfaith groups and organizations such as the Vatican, the Parliament, the World Conference on Religion and Peace, and the World Council of Churches, there are thousands of interfaith organizations who have ongoing interfaith initiatives, programs, and projects on local, national, and international. This course will introduce students to the historical evolution of the formal interfaith movement, from its genesis in 1893 with the Parliament to a fully developed global movement. Students will be exposed to the critical issues that each faith group encountered—often hostile—as they attempted to engage in dialogue. Students will be required to study the major interfaith organizations that constituted the foundation of the interfaith movement. Additionally, students will research and analyze the various edicts, theological documents, and formal decrees of those organizations which were pivotal in facilitating interfaith dialogue and collaboration. Pre-requisite: ENGL 150

**REL 342 Muhammad and the Foundations of Islam**
3 credits; 3 class hours
This course will consist of an historical overview of the development of Islam: from its genesis in the Arabian Peninsula, its colonization of Africa, and its contemporary formations in the western world. Students will be introduced to the fundamental teachings, precepts, practices, and beliefs of Muslims. Special emphasis will placed on Islam’s founder, Prophet Muhammad. Students will review his life and his contributions to the making of a great religious tradition and civilization. It is expected that students will engage in critical discourse, examining all facets of Islamic traditions and practices, including an examination of contemporary issues and challenges faced by Muslims. Pre-requisite: ENGL 150 and HIST 201

**REL 351 Religious Ethics**
3 credits; 3 class hours
This course is designed to deepen student understanding of how religion serves as an epistemological foundation for moral reasoning and action. Religious texts and communities are presented that show how differing moral communities have justified their ways of life to themselves and others in their quests for societies of virtue, responsibility, freedom and duty. Pre-requisites: PHIL 201 and ENGL 150

**REL 371 Caribbean Religions and Social Justice Movements**
3 credits; 3 class hours
In a selective survey of Caribbean religious beliefs and practices, this course focuses upon the historical factors that shaped the development of the multi-religious community of the Caribbean. Students will study such Caribbean traditions as Vodoun, Shamanism, Santería, Rastafarianism, and Obeah. Students will further explore the relationship between these African diaspora religions and the Christian Church, and the intersection of religion with other vital issues such as race, history, home and migration, belief and ritual, social (in)justice, as well as postcolonial resistance and rebellion. Pre-requisites: ENGL 150 and SSC 101

**REL 402 Gender and Religion**
3 credits; 3 class hours
In this course, we will explore the historical and contemporary experiences and roles of women, with particular attention to the ways in which religious traditions and institutions affect women’s conceptions of themselves, their gynecology, and their status in the world. Using a survey methodology, the course does integrate a global religious perspective. From the historical investigation, we will focus upon ways in which women’s experiences have been conditioned by religious traditions and institutions for their empowerment or oppression. We will give substantive attention to the intersection of faith, race, identity, violence, justice, and hope in women’s experience. The course seeks to identify through fiction, sacred texts, personal narratives, non-fiction, films and other resources women’s complicity and critique of the religious world views that birthed their identity. Its contemporary focus will underscore social, intellectual, and institutional activities that women are pursuing to transform their lives and related institutions in larger society. Pre-requisites: ENGL 150 and REL 101

**REL 410 The Role of the Church in the Black Community**
3 credits; 3 class hours
This course will provide an intensive survey of the historical roots, critical developments, influences, ideologies, and the function of the church in the Black community in America. The role of church religion as an instrument of protest, escape mechanism, emotional outlet, and focal point of political organizing and of social life will also be analyzed. The narrative voice will be featured to allow students to hear historic agents tell their story in their own voice and to evoke a deeply personal and visceral encounter with certain historical periods and personalities. Pre-requisite: ENGL 150

**REL 421 Research Methods in Religious Studies**
3 credits; 3 class hours
Research Methods in Religious Studies (RMRS) is an upper level course required of all religion majors in the Department of Philosophy and Religious Studies. Students enrolled in RMRS are required to have already taken and passed both ISR and SRE; thus they are expected to possess a working knowledge of the major themes and approaches to the study of religion. Building on this theoretical foundation, the goals of this course are primarily practical with the intention of providing students with hands on experience conducting
research within the interdisciplinary field of religious studies. To this end, RMRS will be a student-driven seminar structured readings, hands-on assignments, student presentations and four short research projects. **Pre-requisites: ENGL 150 and REL 211 or ANTH 201**

**REL 450 African Traditional Religion**
3 credits; 3 class hours
This course is designed to introduce students to some of the central aspects of African Traditional Religion(s) presented in selected, influential studies by African scholars of religion. Utilizing interdisciplinary and multi-methodological approaches, we will examine the profile of religious plurality in Africa and pursue reading in the literature of the field. **Pre-requisite: ENGL 150**

**REL 490 Islam: Post 9/11: Jihadists and the Clash of Civilizations**
3 credits; 3 class hours
Islam, a religion practiced by over 1.6 billion people, has captured the headlines of every facet of the print, television, and broadcast media in the western world. This is due primarily to the emergence of what has been characterized as Islamist terrorism, a designation coined by the west to describe the violent acts of radical Muslims who have launched violent and indiscriminate attacks on western people and interests. These ominous and well-planned attacks of terror manifested themselves in their most deadly form in a series of brutal attacks the most virulent of which was the tragic attacks on the World Trade Towers on September 11, 2001 where over 3000 people lost their lives. In response to these acts of terror, the U.S., Great Britain and the “coalition of the willing” declared a global war on terror, first deposing the Taliban in Afghanistan, followed by the invasion of Iraq. This sequence of events exacerbated an already contentious relationship between Islam and the West. Is this present global conflict a fulfillment of Samuel Huntington’s thesis of the “clash of civilizations?” According to many academics, politicians, religious leaders, and news commentators, Huntington’s dictum of the “inevitability of the conflict between Islam and the West” has been actualized. This course will chronicle some of the historical antecedents which led up to the intense animosity that exists between these two macro-civilizations, navigating significant aspects of the intellectual and civilizational history that has created the chasm, including the crusades, imperialism and colonialism. Using 9-11 as a defining moment in the relationship between Islam and the west, the course will explore the emergence of radical Islam, Jihad, and terrorism, both from a western and Islamic perspective. **Pre-requisites: ENGL 150 and REL 342**

**REL 498 Independent Research**
3 credits; 3 class hours
Independent study is designed to provide an organized course of study for students who are unable to attend regularly scheduled classes “for cause”, and to provide opportunities for guided study and in-depth research in subject areas not covered by traditional courses. To quality for enrollment in an independent Study Courses, undergraduate students should meet the following eligibility criteria:

- A cumulative Grade Point Average of 3.0 of better;
- Completion of ENGL 150
- Meet the departmental criteria for bona fide exemption from the required course plan of study
- Written contractual agreement between student and faculty. **Pre-requisite: Permission of Chairperson**

**REL 499 Field Experience/Internship**
3 credits; 3 class hours
This course is a practicum wherein religion majors are required to develop skill in the practice, study, or coordination of religion with external educational settings. They will work with religious practitioners, or mentors at on the job internships with religious NGOs, or, finally assist student teaching and/or research with graduate religious academics. **Pre-requisite: Permission of chairperson**

**REL 500 Senior Seminar: Practicum in Religious Studies**
3 credits; 3 class hours
Prior to graduation as a major in the Department of Religion & Philosophy, all students must demonstrate that they have mastered the coursework offered and can show a deep appreciation of the respective fields. This seminar is designed to revisit in a synthetic and cumulative way the main courses, texts, knowledge, and discourses in these majors. This seminar is designed, in addition, to help the candidate complete one of three evaluator projects:
1. The passing of a comprehensive exam in religion;
2. The completion of a senior thesis on a pre-selected, religious inquiry;
3. The completion and/or exhibition of a performance or a creative project demonstrating a deep understanding of religion and its contributions to culture and society. **Pre-requisite: Permission of chairperson**
The mission of the Department of Psychology is to provide pre-professional training in the study of human behavior, preparing students for graduate studies in psychology and related fields and/or post-baccalaureate careers in health care, education, urban affairs, law, government, and industry, while encouraging commitment to self-discovery and lifelong social activism.

BACHELOR OF ARTS PSYCHOLOGY
The Department offers a Bachelor of Arts (BA) degree in Psychology, which provides training in the study of human behavior and mental processes. It is designed for students preparing for careers in psychology, health care, education, urban affairs, government, research and industry. The degree also enables students to pursue graduate education in such areas of psychology as clinical, personality, gender, sport, community, counseling, developmental, educational, school, sensory/perceptual, biological, health, cognitive, mathematical/quantitative, environmental, forensic, social, and industrial/organizational. Professionally oriented courses, research practica, clinical internships, and service-learning and active-learning experiences provide numerous mentoring opportunities. The Department particularly also seeks to implement the College’s mission by addressing minority and diversity issues.

Research psychologists study the biological, cognitive, emotional, and social aspects of human behavior. They formulate hypotheses and collect data to test their predictions. Depending on the research question they have posed, psychologists use a variety of investigative approaches: controlled laboratory experiments; administration of personality, performance, aptitude and intelligence tests; systematic observation, interviews, questionnaires, and other clinical approaches.

Students in the Department take courses that provide them with the theories and methodological skills necessitated by these various areas of psychological knowledge.

Coursework is complemented by activities in a state-of-the-art psychology laboratory equipped with computers, psychology related media and software, printers, audio/video/laser disk players, biological recording equipment, an observational gallery, and testing carrels. The laboratory offers students opportunities for pursuing individual study and conducting human research (Independent Study, Research Practicum, and Senior Thesis options).

ACADEMIC STANDARDS
A student must have an index or GPA of at least 2.0 in the major for graduation. Students must pass all Core courses in the major with a “C” or better.

Advanced Standing
Students applying for advanced standing are required to meet the general advanced standing requirements of the College. Courses taken at another institution that are required, or are pre-requisites for required courses in the major, must be completed with a grade of “C” or better to be counted toward the BA degree.

Requirements for Major
The BA in Psychology requires completion of 120 credits. The 120 credits of the program are distributed as follows:

B.A. Degree in Psychology
Requirements

<table>
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<th>Requirements</th>
<th>Credits</th>
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<tr>
<td>College-wide Core</td>
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Major Requirement Details for B.A. Degree in Psychology
See Chair or Academic Advisor

Specialty Areas and Advanced Options Offered in the Department
Psychologists study the physical, cognitive, emotional, and social aspects of human behavior. From among the course offerings, students are encouraged to take a broad sample, but may also choose to take more than one course within a specialty area. These specialty areas include:

Development Psychology
PSYC 310 Human Development: Adolescence
PSYC 311 Human Development: Adulthood and Aging
# Experimental Psychology
- PSYC 224 Brain and Behavior
- PSYC 305 Theories of Learning
- PSYC 306 Introduction to Cognitive Psychology
- PSYC 321 Sensation and Perception

# Personality Psychology
- PSYC 301 Abnormal Psychology
- PSYC 320 Psychology of Intervention
- PSYC 404 Psychology of Motivation
- PSYC 405 Techniques of Psychotherapy and Counseling
- PSYC 406 Psychological Tests and Measurements
- PSYC 420 Diagnosis, Assessment and Evaluation
- PSYC 421 Sport Psychology

# Social Psychology
- PSYC 325 Industrial & Organizational Psychology
- PSYC 326 Cross-Cultural Psychology
- PSYC 328 Fundamentals of Psychology in the African Diaspora
- PSYC 403 Psychology of Oppression
- PSYC 427 Psychology of Social Change

# Advanced Options
- SSC 260 Independent Study
- SSC 500 Independent Study
- PSYC 323 Research Practicum
- PSYC 430 Clinical Practicum I
- PSYC 431 Clinical Practicum II
- PSYC 440/441 Senior Thesis (2 Semesters)

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**COURSE DESCRIPTIONS**

**Note:** Psychology 101 is a Pre-requisite for all Psychology courses. Admission to 400 Level Courses is generally open only to persons who have completed at least two courses in Psychology.

## PSYCHOLOGY

### PSYC 101 Introductory Psychology
3 credits; 3 class hours
This course is an introduction of study within psychology, specifically including concepts of perception, motivation, personality, learning, abnormal behavior and social psychology. **Co-requisite: ENGL 112**

### PSYC 150 General Psychology
3 credits; 3 class hours
The course is an introduction to the science of psychology. Topics covered include, but are not limited to, research methods, biological bases of behavior, sensation and perception, cognition, development, social interaction, personality, abnormal behavior, and therapies. Computer-assisted laboratory and other hands-on activities will supplement the lecture material. Students will become familiar with writing using the conventions of the discipline. **Pre-requisite: ENGL 112**

### PSYC 209 Human Development: Infancy and Childhood
3 credits; 3 class hours
This course will focus on the study of development from conception to adolescence. It will include the interactions between physiological and psychological development, starting in the prenatal environment. Various theoretical approaches and their respective differences in methodology will be considered, particularly in regard to affective and cognitive areas. Recent research advances, primarily in the areas of gender differentiation, language development and socialization will be emphasized. **Pre-requisites: ENGL 150 and MTH 136 or MTH 138, PSYC 101 or PSYC 150**

### PSYC 213 Social Psychology
3 credits; 3 class hours
This course will examine the theoretical approaches and their pragmatic application to the study of individuals in their social and environmental context. Particular attention will be paid to attitude formation and change, group dynamics, interpersonal relations and crowd behavior. **Pre-requisites: ENGL 150 and PSYC 101 or PSYC 150**

### PSYC 215 Theories of Personality
3 credits; 3 class hours
The focus of this course is the critical examination of the major theoretical approaches to personality and a comparison of diverse methods to be utilized in assessing personality. Particular emphasis will be given to the relationship between theory and research and the meaning of theory compared to everyday observations. **Pre-requisites: ENGL 150 and PSYC 101 or PSYC 150**

### PSYC 224 Brain and Behavior
3 credits; 3 class hours
This course will focus on the nature of the brain and how it influences human feelings, thoughts and behavior. Topics covered will include the biological bases of emotions, aggression, hunger, thirst, sex, sleep and wakefulness, language, attention, learning, memory, sensation (including pain), mental illness, and the effects of psychoactive drugs and brain damage. Students will, from time to time, observe demonstrations and conduct experiments during class time to illustrate basic brain/behavior relationships and research techniques. **Pre-requisite: ENGL 150**

### PSYC 229 Human Development Across the Lifespan
3 credits; 3 class hours
This course surveys the psychology of human development, beginning with conception and ending with issues related to death and dying. Various development periods, namely infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood will be highlighted. Tracing salient aspects of physical, cognitive and socio-emotional development will be thematic within the aforementioned. **Pre-requisite: PSYC 101 or Permission of chairperson**

*This course is not for Psychology majors.*
PSYC 290 Statistics for Psychology
3 credits; 3 class hours
This course introduces students to descriptive and inferential statistics and their applications to the analyses and interpretation of psychological data. Topics include: frequency distributions, central tendency, variability, z-scores and standardized distributions, probability, correlation, hypothesis testing (with one, two and three samples), t-tests, analysis of variance, and power analysis. Computer-based statistical software (Statistical Package for the Social Sciences: SPSS) will be introduced and utilized throughout the course. Pre-requisites: MTH 136 or MTH 138 and ENGL 150

PSYC 301 Abnormal Psychology
3 credits; 3 class hours
This course presents an examination of the facts and theories about the etiology of mental disorders. The impact of social and economic distress upon the frequency and manifestations of disturbance will form the main focus of this course. Critical examination of the meaning of “abnormal” especially in light of recent research will be an important theme. Pre-requisites: PSYC 215 and ENGL 150

PSYC 305 Theories of Learning
3 credits; 3 class hours
This course deals with theories of learning and motivation with special consideration of environmental influences, examination of learning processes and methods of facilitating learning and cognition. The importance of historical theories to the development of behaviorism and its subsequent representation in behavior modification will constitute a major section of the course. Pre-requisite: ENGL 150

PSYC 306 Cognitive Psychology
3 credits; 3 class hours
This course provides an introduction to the scientific study of the structure and foundation of mental processes. This course will focus on how knowledge and information are acquired from the moment the senses are stimulated by the outside world to the moment problems are solved or decisions are made. Memory, language, reading, writing, thinking (reasoning, problem solving, concept formation), attention, and pattern recognition will be studied. Discussion will touch on specific topics such as false, repressed and recovered memories, the effects of brain damage on cognition, bilingualism, communication with other species, language disorders, gambling artificial intelligence, and cognitive abilities over the life span. Students will participate in hands-on and computer-based demonstrations, simulations and experiments illustrating the fundamental phenomena and methods used in the field. Pre-requisite: CIS 101 or CL 101

PSYC 310 Human Development: Adolescence
3 credits; 3 class hours
This course deals with a systematic examination of the development process from puberty through young adulthood. The nature of identity, autonomy psychological strains, peer group relations, and problems of youth-adult interaction will be discussed. Special attention will be given to types of social and family supports needed for healthy growth and development with reference to urban communities. Pre-requisites: PSYC 209 and ENGL 150

PSYC 311 Human Development: Adulthood and Aging
3 credits; 3 class hours
This course deals with human development from early adulthood through the end of the life cycle. Topics emphasized will be marriage, emotional and physical changes with age, gender differences, family, work, health leisure, retirement, dying and death. Pre-requisites: PSYC 209 and ENGL 150

PSYC 320 Psychology of Intervention
3 credits; 3 class hours
The course reviews therapeutic systems within psychology, and the derivation of intervention strategies from these systems; a review of clinical research and decision criteria concerning where to intervene, a comparison of new and familiar mental health delivery systems in different geographical regions and the coordination of a professional with other members of a helping team. Pre-requisite: PSYC 215

PSYC 321 Psychology of Sensation and Perception
3 credits; 3 class hours
This course will explore how our senses tell us about, and limit our knowledge of the world. While the course will focus on the psychology of seeing and hearing, it will also include discussions of smell, taste, and touch. Other topics will include space and motion perception, illusions, extrasensory perception and the influence of emotions, motivation, past experiences, age, and culture on perception. Students will, from time to time, observe demonstrations and do experiments in class to illustrate basic perceptual principles and research techniques. Pre-requisite: ENGL 150

PSYC 322 Experimental Psychology
4 credits; 3 class hours; 3 lab hours
This course focuses on the nature of psychological investigation and the skills needed to develop a research problem. Students will be exposed to primary sources from the psychological literature, learn how to design experiments and analyze data, prepare a review of the literature and develop a research proposal. They will participate in laboratory/field experiments and demonstrations of classic phenomena in various areas ranging from Cognition to Social Psychology. Students will be given extensive experience with the use of computers in psychology for designing and running experiments, data collection, data analysis, and scientific reporting. Pre-requisite: PSYC 290

PSYC 323 Research Practicum
3 credits; 3 class hours
In this course, students will investigate a problem in Psychology using library resources and/or laboratory (or field) research techniques under the guidance of a faculty member. Students will have regular meetings with the advisor to discuss their progress, present their results orally to a group of faculty and/or students, and submit a written report of the research carried out for review by the
group. A minimum of 9 hours of conference and research per week is required. **Pre-requisite: PSYC 322**

**PSYC 325 Industrial and Organizational Psychology**  
3 credits; 3 class hours  
This course will examine the application of psychological principles to individuals in the employment setting, e.g., employees in their relationships with the employer. Current research in the field will be reviewed by analyzing the recent findings in personnel selection, training, job analysis, organizational dynamics and managerial practices. **Pre-requisite: PSYC 213**

**PSYC 326 Cross-Cultural Psychology**  
3 credits; 3 class hours  
This course will provide the historical and systematic perspective from which the psychological study of culture originates. Topics will include the growing area of culture and cognition (particularly the work done in Africa that puts memory, thinking, learning, and perception into cultural contexts), culture and psychopathology, and the differences in cultural expectations of the physical and social dimensions of life. **Pre-requisite: PSYC 213 and ANTH 201**

**PSYC 328 Fundamentals of Psychology in the African Diaspora**  
3 credits; 3 class hours  
This course is intended to provide an overview of the psychological constructs that fashion the attitudes, values and social norms that underlie behaviors in people of African ancestry. The concept of African world view will be introduced, followed by a focus on the nature, function and adaptation of identity and acculturation. There will also be an appraisal of the practical implications of current research on the confluence within Africa and the African Diaspora. **Pre-requisites: ENGL 150 and any HIST course**

**PSYC 403 Psychology of Oppression**  
3 credits; 3 class hours  
This course presents the psychological implications and consequences of class and caste structures, character of submission and rage, superiority and fear, consequences for the dynamics of social and individual conflicts will be examined. **Pre-Requisite: PSYC 215**

**PSYC 404 Psychology of Motivation**  
3 credits; 3 class hours  
This course will discuss biological, social and cultural influence on psychological development of needs, need gratification and frustration. Topics will include psychoanalytic and anthropological material. **Pre-requisites: PSYC 101 and two other PSYC courses other than PSYC 101**

**PSYC 405 Techniques of Psychotherapy and Counseling**  
3 credits; 3 class hours  
There will be discussions of methods and goals of individual and group psychotherapy with particular attention to counseling, family therapy and community work; directive and non-directive counseling in the training of mental health practitioners. **Pre-requisite: PSYC 301 or PSYC 320**

**PSYC 406 Psychological Tests and Measurements**  
3 credits; 3 class hours  
This course will focus on the construction, application and evaluation of psychological tests. Methods for assessments of intelligence, aptitude, vocational preference achievement will be emphasized. Also, the utility and predictability of tests in clinical, educational and personnel areas will be examined. The ethical value of testing will be explored. **Pre-requisite: PSYC 101**

**PSYC 420 Diagnosis Assessment and Evaluation**  
3 credits; 3 class hours  
This course considers interviewing techniques such as screening, diagnostic, and assessment approaches in clinical settings. Major methods of appraisal, including the use of both objective instruments, and prescription will be theoretically examined and practically demonstrated. **Pre-requisite: PSYC 301 or PSYC 320**

**PSYC 421 Sport Psychology**  
3 credits; 3 class hours  
This course explores the application of psychological principles to the sports arena. It brings together well-established findings from the areas of personality, motivation, social and physiological psychology and encompasses theory and methodology ranging from the experimental to the clinical areas. The course will included such issues as the complex relationship of anxiety to performance, the spectators’ contradictory expectations of sports heroes and heroines (which may account for their frequent falling from grace), and the predictability and variability of certain individual types on the playing field. Applications of Sports Psychology to other areas of life will also be explored. **Pre-requisite: any 200-level PSYC course**

**PSYC 427 Psychology of Social Change**  
3 credits; 3 class hours  
This course deals with an in-depth psychological study of the origin and nature of selected social problems in the U.S.A. and a consideration of the possibilities and barriers for social change. **Pre-requisite: SSC 305**

**PSYC 430 Clinical Practicum I**  
3 credits; 1 lecture hour; 4 fieldwork hours  
The Clinical Practicum I is the first phase of a year-long field placement and seminar. Phase I will initially concentrate on the direct observation of therapeutic populations and clinical support work in a mental health or other human services setting. Students will then be provided with direct supervised experience in services such as crisis intervention and clinical consultation, diagnostic and assessment interviews, forensic services, rehabilitation, and mental health preventative services. Coursework will augment the fieldwork by providing materials for a comprehensive delineation of the principles, practices and organization of clinical work, based on APA guidelines. **Pre-requisite: PSYC 301**
PSYC 431 Clinical Practicum II
4 credits; 1 lecture hour; 4 fieldwork hours
The Clinical Practicum II is the second phase of a year-long field placement and seminar. Phase II will involve the student in actual supervised clinical or clinical-community work in a mental health or human services setting. Pre-requisite: PSYC 430

PSYC 440/441 Senior Thesis I, II
3 credits; 3 class hours
In this year long course, students will select a problem in Psychology and investigate it using library, laboratory and/or field methods under the guidance of a faculty member. Students will have regular meetings with their advisor, submit a written thesis based on the work, and present their findings orally to the Psychology faculty. A minimum of 9 hours of conference and research per week is required. Pre-requisite: PSYC 322
Department of Social and Behavioral Sciences

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Sallie M. Cuffee
Eda Harris-Hastick
Delridge Hunter
George Irish
Barbara L. Newsome
Henry Olsen
Philip Oguagha
Scharlene Snowden
Elaine Reid
Levi Uzozie

GENERAL INFORMATION
The mission of the Department of Social and Behavioral Sciences is to provide students with the essential academic knowledge and skills necessary for rigorous undergraduate study, and subsequent entry into the graduate and professional schools and career advancement. The Department is committed to increasing the relevance and usefulness of the social and behavioral sciences to students, to other disciplines, and to the local community.

THE SOCIAL AND BEHAVIORAL SCIENCES DEPARTMENT’S DEGREE PROGRAMS

A.A. Degree in Liberal Arts
The Associate of Arts degree in Liberal Arts is designed to meet the needs of students seeking a strong two-year foundation in general education or completing two-year transferable degree requirements. More specifically, it meets the needs of students who are interested in political science, history, sociology, social work, anthropology and geography. Students who are undecided about their majors but interested in liberal arts are encouraged to enter this Program.

A.A. Degree in Liberal Arts
The degree requires the completion of sixty (60) credits. The 60 credits are distributed as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
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<tr>
<td>College-wide Core Curriculum Requirements</td>
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<tr>
<td>A.A. Liberal Arts Courses (Social and Behavioral Science)</td>
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<tr>
<td>Electives</td>
<td>8</td>
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<td>Total:</td>
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B.A. Degree in Liberal Studies
The Bachelor of Arts in Liberal Studies offers a Liberal Studies degree program with a focus on the Social Sciences. There are three areas of concentration: History, Political Science, and Geography. The degree requires the completion of 120 credits. The 120 credits are distributed as follows:

<table>
<thead>
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<tr>
<td>College-wide Core</td>
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<tr>
<td>Lower Division Major Requirements</td>
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<td>Upper Division Major Requirements</td>
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<td>Area of Concentration Courses</td>
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<td>Electives</td>
<td>17</td>
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B.S. Degree in Social Work
Medgar Evers College School of Liberal Arts and Education, Department of Social and Behavioral Sciences offers a Bachelor of Science in Social Work Degree that prepares students for entry level positions in social work and for graduate school education.

The program builds on a solid liberal arts foundation and provides a challenging generalist curriculum. It incorporates courses that focus on field practices, policies and services, and human behavior in the social environment. Social work courses are designed to impart knowledge and are aligned to comply with the standards for social work education as defined by the Council on Social Work Education (CSWE) Commission on Accreditation. (www.cswe.org)

The overarching goal of the baccalaureate degree program is to graduate students who will demonstrate proficiency in the knowledge, ethical values and skills of the profession, be grounded in the profession’s history, purposes and philosophy, and practice social work in an ethical manner, helping to alleviate social and economic injustice as engaged, socially responsible citizens in a rapidly changing world.

The Bachelor of Science in Social Work (BSSW) Program at Medgar Evers College is a candidate for initial accreditation for new programs from the Council on Social Work Education (CSWE). The decision will be made by CSWE in 2012.

B.S. Degree in Social Work
The Bachelor of Science in Social Work requires completion of 120 credits. The 120 credits of the program are distributed as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
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<tr>
<td>College-wide Core</td>
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<tr>
<td>Lower Level Social Work Courses</td>
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<td>Area of Interest Courses</td>
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<td>Electives</td>
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</table>

ACADEMIC STANDARDS
Students in the Department are expected to pass Social and Behavioral Sciences required Core courses with an index of 2.0 in his/her major grade of “C” or better. For graduation, a student must have an index of 2.0 in his/her major.
Major Requirement Details for Social and Behavioral Sciences

Degree Programs
See Chair or Academic Advisor

COURSE DESCRIPTIONS

ANTH 201 The Nature of Culture
3 credits; 3 class hours
This course is an examination of the nature, function, and evolution of culture in Western and non-Western traditional societies. Family and kinship, religion, economic and political institutions are comparatively examined. Pre/Co-requisites: ENGL 112 and SSC 101

GEOG 101 Introduction to Geography
3 credits; 3 class hours
The course introduces key concepts, themes, methodologies and tools of Geography. It defines Geography and discusses its importance and relationship to other sciences. The spatial variation in earth’s environment, population growth, distribution, economic activities and their global interconnections are also discussed. Pre-requisite: None

GEOG 201 Physical Geography
3 credits; 3 class hours
The course will examine the various components of the natural environment, the nature and characteristics of the physical elements, the physical process involved in their development, their distribution and basic interrelationships. Among the topics to be treated are size and shape of the earth and earth movements. Others are the composition of the atmosphere, weather and climate; temperature, precipitation, humidity, air pressure, and winds. Students will be trained in the art of using weather instruments to measure these elements. The course will also discuss modern weather maps, world climatic regions and influence of climate on vegetation, soil, and human activities. Pre-requisite: ENGL 150

GEOG 202 Human Geography
3 credits; 3 class hours
The main purpose of this course is to introduce students to the study of Geography as a Social Science by emphasizing the concepts that relate to humans. The course will provide answers to basic questions which Human Geographers often ask—where do people live? Why are they there? How do the different cultural groups earn a living in their environments? What are the consequences of their activities for mother earth? The course will also discuss levels of economic development; spatial distribution of more developed countries; types of economic activities (primary, secondary, tertiary, and quaternary); settlement geography (urban and rural); growth of the megalopolis; population growth and environmental deterioration. Pre-requisite: ENGL 150 or Permission of chairperson

GEOG 204 Regional Geography of the World
3 credits; 3 class hours
The course is an introductory survey of world regions. It examines the regional concept and regional method in geography, divides the world into major regions based on the concept/method and discusses the physical, economic, political and socio-cultural factors, which enable one to identify them as world regions. Each region is then studied in terms of its physical environment and the ways in which humans have adapted to the environment and utilized its resources. Geopolitical, social and economic interrelationships within and among the regions are also studied. Audiovisual materials such as maps, photographs, slides, overhead transparencies, CD-ROMs, and videotapes will be used copiously. Pre-requisite: GEOG 101 or Permission of chairperson

GEOG 301 Economic Geography
3 credits; 3 class hours
The course focuses on the analysis and explanation of spatial variations on the earth’s surface of activities related to the production, exchange and consumption of goods and services using maps, models and generalizations. The activities are discussed under the headings; primary, secondary, tertiary, quaternary and quinary. The students will explore the dynamics associated with the selected activities and discuss their global interdependence. Pre-requisites: ENGL 150, GEOG 101 or GEOG 202 or Permission of chairperson

GEOG 302 Regional Geography of the United States and Canada
3 credits; 3 class hours
The course introduces the students to the regional variations in the major features of the natural and human environments of the United States and Canada. It discusses the early settlements, population growth, and distribution, economic growth and transformations. Emphasis will be on the analysis and explanation of rapid changes in urbanization, industrialization, agricultural production, and trade and population distribution. Current problems such as ethnicity, environmental deterioration and the widening gap between the rich and poor will be discussed. Pre-requisites: ENGL 150 and GEOG 201 or GEOG 202

GEOG 401 History of Geographic Thought
3 credits; 3 class hours
The course is designed to introduce students to the fundamental nature of Geography. It involves a critical examination of the history of the discipline embracing the development of geographic thought from Greek and Roman times to the German, French, British, American, and Russian Schools of the 19th and 20th Centuries. It identifies the periods of advance and retrogression, noting the people associated with them. Emphasis is placed upon contemporary geographic methodology, concepts as well as the field of applied geography. There will also be a discussion of where the subject is today and forecast of where it is likely to be in the future. Pre-requisites: GEOG 101 and 201 or 202

GEOG 402 Agricultural Geography of the Humid Tropics
3 credits; 3 class hours
This course is designed to familiarize students with the scope, methods, and position of agricultural Geography and the patterns, problems, and potential of sustainable agricultural land use in developing countries of the humid tropics. It defines and delimits the humid tropics and discusses its advantages and limitations for sustainable agriculture. The farming types found in the region are mapped, described, and explained. Problems of livestock production in the life zone will be discussed. This will be followed by an appraisal of some agricultural development schemes in selected countries and the extent to which they can contribute to sustainable agricultural development. Pre-requisites: GEOG 302
GEOG 403 Urban Geography with Particular Reference to the New York Metropolis and Borough of Brooklyn
3 credits; 3 class hours
The course introduces basic concepts, themes and theories in Urban Geography and examines the historical evolution of cities, their contemporary location patterns, physical environment, transportation and land use dynamics. Development of housing, gentrification, urban ethnicity, intra urban migration, function, urban planning and problems are also analyzed with particular reference to the New York Metropolis and Borough of Brooklyn. Pre-requisite: GEOG 201 or 202

HIST 101 World Civilizations I
3 credits; 3 class hours
The course provides an overview of the origins of civilizations to the age of European exploration, including contributions of the great cultures of Africa, Europe, the Near and Far East, and The Americas. Emphasis will be placed on the religious, social, and political ideas and institutions of these cultures. Pre-requisite: ENGL 112

HIST 102 World Civilizations II
3 credits; 3 class hours
The course begins with the age of European exploration and ends with contemporary societies. Emphasis will be placed on the rise of monarchies, political, economic and social revolutions, and the emergence of the Third World. Pre-requisite: ENGL 112

HIST 200 The Growth and Development of the U.S.A.
3 credits; 3 class hours
This course surveys American history from the Pre-Columbian peoples to the present. Among the topics to be studied are: the character of colonial society; the motivations and character of American expansionism; the War of Independence and the Federal Constitution; the changing role of government in American life; the intellectual and political expressions of nationalism, liberalism, and abolitionism; the nature of work and labor organization; immigration and the history of racial and ethnic minorities; urbanization and other major movements and individual figures in American history. An emphasis is placed on the development of constitutional rights. Pre-requisite: ENGL 150

HIST 201 African-American History and Culture
3 credits; 3 class hours
This course is a topical examination of themes relevant to the history and culture of the African American population in the Western hemisphere with particular reference to gender and socio-economic class relations. Topics will include African origins, African American intellectual thought, slavery, the Civil Rights and Black Power movements, the struggle for human rights, the Harlem Renaissance and the Black Arts Movement of the 1960's and 1970's, United States foreign policy in Africa and the Caribbean, and contemporary ethnicity in African American life and culture. Pre-requisite: ENGL 150

HIST 208 Readings in the Fundamental Documents in Early American
3 credits; 3 class hours
This course explores early American history through the discussion and analysis of Original documents from the Mayflower to the Civil War. The dynamics in the development of early American History and society are explored in such documents as: The Mayflower Compact, Declaration of Independence, the Federalist Papers, the US Constitution, the Dred Scott Decision and many others. Pre-requisites: HIST 101 or HIST 102 and ENGL 112

HIST 220 African-American History to 1865
3 credits; 3 class hours
This course will discuss the Black experience in the United States from 1619 to the Civil War. The origins of status duality in American society, and the contributions of Blacks in the making of America will be emphasized. Pre-requisite: ENGL 150

HIST 221 African-American History Since Reconstruction
3 credits; 3 class hours
This course surveys the social, economic, cultural and political impacts of the Civil War and the Post Reconstruction Period on Afro-American communities in America. Pre/Co-requisite: ENGL 150

HIST 222 U.S.A. History to 1900
3 credits; 3 class hours
The colonial background to the independence struggle, the goals of the founding fathers, the Constitution and its evolution, westward expansion and interaction with aboriginal peoples, the Civil War and Reconstruction, slavery and emancipation, the growth of capitalism, trade unionism, populism, and education will be discussed. Pre-requisite: ENGL 150

HIST 223 History of the U.S.A. in the 20th Century
3 credits; 3 class hours
The growth of the economy, and power during the 20th Century; the internal problems of social justice, civil rights, urban development, and the impact of science and technology will be discussed. In general, the course will focus on the increasing complexity of American life and on the efforts made to cope with that complexity. Pre/Co-requisite: ENGL 150

HIST 230 History of Africa to 1800
3 credits; 3 class hours
This course is a survey of African history from earliest times to the end of the 18th Century, including discussions of the people of Africa in the ancient world, the spread of Islam, and the kingdoms of the savannah and forest. Early European contacts with Africa and trade are studied. Pre-requisite: ENGL 150

HIST 231 History of Africa Since 1800
3 credits; 3 class hours
This is a survey of African history from the beginning of the 19th Century to the era of African independence. This course will focus on the change in commercial patterns in the 19th Century between
Europe and Africa, the "Scramble for Africa" and its effect upon African societies, resistance to the imposition of colonial rule, survival and persistence of African institutions and culture under colonial rule, the growth of modern African political and social organization and movements towards independence. Pre-requisite: ENGL 150

HIST 242 History of the Caribbean
3 credits; 3 class hours
This is a survey of the development of the Caribbean Islands and mainland countries of Guyana and Belize. It also deals with European conquest, slavery, emancipation, and political independence. Pre-requisite: ENGL 150

HIST 250 Selected Topics in the History of Medieval Europe
3 credits; 3 class hours
This is a study of selected aspects of the history of Europe. These aspects include the Roman, Christian, Islamic, and "barbarian" contributions to European civilization; the Renaissance and the genesis of the expansion of Europe; the consequences to European wealth and power of such expansion; the agricultural and industrial revolution of the 17th and 18th Centuries. Pre-Co-requisite: ENGL 150

HIST 251 Selected Problems in the History of Modern Europe
3 credits; 3 class hours
Major currents which have helped to shape modern Europe, including, but not limited to: political revolutions -English (1668), French (1789), and Russian (1917); the Industrial Revolution; 19th and 20th Century patterns of imperialism and the rise of the modern nation state. European international relations in the 19th and 20th Century will be addressed. Pre-Co-requisite: ENGL 150

HIST 260 The City in History
3 credits; 3 class hours
This course explores the development of cities from a historical perspective. An attempt is made to analyze the historical patterns that have led to the growth of cities into large metropolitan areas. The course will also examine the problems and prospects of the modern city. Case studies will be used where necessary to highlight Western and non-Western cities. Pre-Co-requisite: ENGL 150

HIST 303 History of Women in the Western World
3 credits; 3 class hours
The role of women in Western Society from the earliest times to the present is examined. Literary works by women as well as primary sources are utilized to assess the historical position of women including the opportunities available to them within their historical contexts. Pre-requisites: HIST 101 or HIST 102 and HIST 208 and ENGL 150

HIST 316 The African Experience in Latin America and the Caribbean
3 credits; 3 class hours
This course will study the involuntary migration of African peoples to the Caribbean, Central, and South America. The major themes that have helped to define the unique milieu of peoples of African descent in these societies will be addressed. Case study topics to be covered include responses to slavery by the African slaves, race and ethnicity, the survival of African cultures, Black Social Movements, and the role of Black peoples in the nation building process. Pre-requisites: HIST 101 or HIST 102 and HIST 208 and ENGL 150

HIST 333 The History of Black Civil Rights Movement in America
3 credits; 3 class hours
This course will discuss the development, approaches, and accomplishments of Black Civil Rights Movements in the United States. Emphasis will be placed upon the growth of the radical-militant and the conservative leadership patterns in the Black struggle for social equality and justice in American society. Pre-requisites: ENGL 150 and HIST 200 or HIST 201

HIST 340 History of Political and Social Movements in America
3 credits; 3 class hours
A discussion of the philosophical and ideological issues around which social and political movements evolve and the political impact of these Movements. Focus is on such movements as the Chicano, Civil Rights, Students and Black Liberation Movements. Readings will include essays by Salazar, Savio, Malcolm X, Rustin, Fanon, Marcuse, and St. Clair Drake. Pre-requisites: ENGL 150 and HIST 200

HIST 410 Comparative History of Slavery in the Americas
3 credits; 3 class hours
This course is a comparative study of slavery in selected countries illustrating the peculiarities of the laws, treatment, and use of slaves, and progress toward emancipation in the various systems (Spanish, Portuguese, Dutch, French, American, and British). Pre-requisites: ENGL 150 and HIST 201

HIST 411 Comparative Topics in African History and Culture
3 credits; 3 class hours
This course is designed to assist students in the examination of Slavery, Colonialism, and Independence on the African Continent. Historical developments within the Continent will be studied with emphasis on their similarities and differences. The stimuli for change in the various societies and regions will be highlighted. For example, the impact of Islam in North, West, and East Africa will be compared, and the changing pattern of commerce in West and East Africa will be studied. Similarly, the African experience during the periods of European conquest, colonization, national liberation, and nation-building at independence will also be examined. Pre-requisites: HIST 101 or HIST 102 and HIST 208 and ENGL 211

HIST 412 Select Topics in African-American History
3 credits; 3 class hours
This course deals with selected issues that have helped to form the unique African-American culture and history. It examines the major forces and people that have contributed to the creation of that history. Topics such as Blacks in slavery, emancipation, reconstruction, northward migration, the Harlem Renaissance, the Civil Rights, and Black Nationalist Movements will be critically examined. Pre-requisites: HIST 101 or HIST 102, HIST 208 and ENGL 211
Department of Social and Behavioral Sciences

POL 101 Introduction to Political Science  
3 credits; 3 class hours  
Basic concepts in political science, including the nature of political power, definitions of basic terms; constitutional and behavioral approaches used in the study of political science.  
Co-requisite: ENGL 112

POL 200 Introduction to American Government  
3 credits; 3 class hours  
The constitutional framework, of the U.S. political system, with special attention to relationship between cities, states, national government in the system; the relations between the Presidency, Congress, and the Supreme Court; the nature of the American political party system, and of the workings of interest groups; relationship between the American social, economic, and political systems; and contemporary issues in American government are examined.  
Pre-requisites: ENGL 112 and POL 101

POL 205 Comparative Government  
3 credits; 3 class hours  
This course focuses on the political systems in selected nations in Western and Eastern Europe, systems in developing areas. It considers the impact of the economic system on that political system and vice versa and discusses political culture as a variant in comparative analysis.  
Pre-requisites: POL 101 and ENGL 112

POL 210 International Relations  
3 credits; 3 class hours  
This course covers the basis of relationships between nations; the role of region and world international organizations and of international law in international relations; basic considerations underlying the development blocs; theories of international system; contrasts between third world and major powers in regard to inception of international relations are examined.  
Pre-requisites: ENGL 150

POL 216 State and Local Government  
3 credits; 3 class hours  
Studies include emphasis on the federal system context and upon administrative and political decentralization, with special reference to the inner city; fiscal aspects of state, federal and local relationships, techniques for citizen influence on the political process. Especially in terms of needs of inner cities; problems of rural and “suburban” political power in relation to urban political power in relation especially the inner city.  
Pre requisite: POL 200

POL 224 The Third World In World Politics  
3 credits; 3 class hours  
Studies include the emergence of a third world movement in the Post World War II period; the concept of non-alignment; impact of the third world movement on international politics generally and, upon the major powers in particular. Third world challenges to the prevailing assumptions of the international legal, political and economic systems are examined.  
Pre requisites: POL 101 and ENGL 112

POL 228 History of U.S. Foreign Policy from 1776 to the Present  
3 credits; 3 class hours  
This is a survey of the development of the American foreign policy system from the revolutionary period to the present. Discussions will include the determinants of American diplomacy, idealism versus realism in American to reign policy, Monroe Doctrine, Manifest Destiny, expansion and the American empire. In addition, emphasis will be placed on America’s rise from a hemisphere to a world power.  
Pre-requisite: POL 200

POL 300 The American Presidency  
3 credits; 3 class hours  
A study of the development of the American presidency. Focus will be upon the nature and theory of the executive branch and its relations with the other parts of government and society. Included will be selected cases or the expansion and deterioration of presidential power.  
Pre-requisites: POL 200 and ENGL 150

POL 320 The United Nations in International Politics  
3 credits; 3 class hours  
This course examines the origins, purposes, structures, role, functions, and achievements and challenges of the United Nations (UN). Specifically, the course will focus on some of the following contemporary issues and problems as we enter the 21st century: Peacekeeping, International Law, Human Rights, Humanitarian Aid, Economic Development, Gender, Third World Debt, Refugees, Child Labor, Sanctions, terrorism, and the Environmental degradation. Attention will be given to conflicts and cooperation between states in the General Assembly, Security Council, and the influence of Non Governmental Organizations (NGOs), and the operations of the UN bureaucracy and its present attempts at internal reforms.  
Pre-requisites: POL 101 and ENGL 150

POL 338 Consumer and Poverty Law  
3 credits; 3 class hours  
This course presents the evolution to techniques for enhancing consumer protection; the legal right of the consumer; his/her awareness of these legal rights; the evolution of ombudsman techniques; the administration of the law.  
Pre-requisites: POL 101 or POL 200 and ENGL 150

POL 393 History of Western Political Thought I  
3 credits; 3 class hours  
This course offers an extensive review and a survey of Western political thought from Plato to Rousseau and Paine.  
Pre-requisites: ENGL 150 and POL 101 or POL 200
POL 394 History of Western Political Thought II
3 credits; 3 class hours
This course focuses on major contributions of political thought and theories of the modern state from Hegel to the present time, including such figures as Hegel, Marx, John Stuart Mill, Nietzsche, Fanon, Marcus and Dewey. Pre-requisite: POL 393

POL 410 Politics of Developing Nations
3 credits; 3 class hours
This course critically examines the political and socioeconomic evolution of the Third World. Specifically, the course surveys the post-war post-colonial context into which newly independent nations began their complex journey toward economic, social, and political development. The course examines the impact of ideology, nationalism, and cold war. Also covered are class structures, gender, structures of governance, and problems of economic and social development. The course critically examines the relationship between the Third World and the policies of the major powers, multilateralism, and regional organizations. Pre-requisites: POL 101 and ENGL 150

POL 420 Colloquium on the Rule of Law, Justice and Human Rights
3 credits; 3 class hours
This course is intended to provide students with the opportunity to understand the concept of human rights and the role the legal system play and can play in protecting this revered ideal. “Rule of Law” indicates legal rule making as a set of principles that we are all obliged to obey either nationally or internationally. The idea of rights is indispensable to modern moral discussion, but it is also fraught with danger. Human beings possess “rights” that protects them from the aggression of others, and especially from the power of governments under which they live. The interaction of politics, law, the state and international organizations with regard to the general notion of human rights will be the subject of this course. Pre-requisites: ENGL 150 and POL 101 or POL 200

POL 422 Seminar on United States Foreign Policy
3 credits; 3 class hours
This course will focus on the changes and continuities of United States foreign policy in the World. Objectives of national strategy, effects of technology and social change on political, military and economic components of foreign policy will be rigorously analyzed. The course will review U.S. foreign policy during the cold war, nuclear weapons, relations with the former Soviet Union and China and the enduring concern with national security. A major theme will be new post-cold war issues of globalization, tree markets and international terrorism. Another theme will be the restructuring and reorientation of U.S. foreign policy to meet the new challenges of the 21st century. The course will focus on economic, strategic, diplomatic, regional, and military alliances, sources of global conflicts and their resolution. An important theme of the course will be United States relations with the Third World. Pre-requisites: ENGL 150 and POL 101 or POL 200

SOC 101 Introduction to Sociology
3 credits; 3 class hours
This course will familiarize the student with the basic concepts in sociology and develop his/her appreciation of the nature and scope of the discipline. Emphasis will be centered on the critical importance of human interaction, inter-and intra-group relations, cultural relativity, the process of socialization, race, caste and class stratification, and on sex, age, and other bases of differentiation. The structure of social organizations and of institutions and the nature of power, authority, and status as well as the problem of social change will be analyzed. Co-requisite: ENGL 112

SOC 303 Social Deviance
3 credits; 3 class hours
This course will deal with a broad range of “deviant” behavior with an emphasis on such behavior common to groups in our society. The legitimacy of the concept of “deviance” itself will be examined within the context of problems of socialization, norms, and the pressures of society. Salient topics are: drugs, social behavior, religion, politics, and crimes as they relate to deviance. Pre-requisites: SOC 101 and ENGL 150

SOC 308 Sociological Theory
3 credits; 3 class hours
This course is an introduction to the major sociological theories and their sociopolitical implications. Current sociological theory developments will be studied. Students will compare and evaluate the analytical and conceptual contributions of the sociological theorists. Pre-requisites: SOC 101 and ENGL 150

SOC 338 Social Welfare and Social Policy
3 credits; 3 class hours
The evolution of social service in the U.S. from the beginning of the century to the present will be studied. Specific references will be made in regard to the social welfare movement, covering such topics as the growth of settlement houses, social security, adoption, foster care and public assistance. The regulatory control exercised by federal, state, and municipal government in the area of social policy will be examined. Pre-requisites: SOC 208 and SOC 321

SOC 340 Selected Problems in Community Development
3 credits; 3 class hours
This course deals with major issues facing the local community, e.g. housing, the delivery of health and social services and education. The student should be involved as participant/observer in at least one of these areas. Pre-requisites: SW 220 and ENGL 150

SOC 410 The Role of the Church in the Black Community
3 credits; 3 class hours
This course will provide an intensive study of the historical roots, development, influence, ideology, and total function of the church in the Black community in America. The role of religion as an instrument of protest, escape mechanism, emotional outlet, focal point of political organizing and of social life will be analyzed. Pre-requisite: SOC 340
SOC 412 Gerontological Seminar
3 credits; 3 class hours
Contemporary public policy and political issues, and contemporary concerns affecting the elderly such as AIDS, substance abuse, homelessness, elder abuse, developmental disabilities, immigrant status, homosexuality, imprisonment, care giving roles and minority status, will be addressed. Needs assessment, proposal writing, program planning skills and managing services for the aged will be reinforced; as well as the need to develop linkages between the aging service system and other health and social service systems.
Pre-requisite: ENGL 150

SOC 457 Community Organization
3 credits; 3 class hours
This course explores techniques of community organization with an emphasis on metropolitan ghettos, senior citizens, and youth programs. Community development, community planning, and community action-organizational models will be examined.
Pre-requisite: SOC 340

SSC 100 Fundamentals of Mentoring
3 credits; 1.5 class hours; 1.5 lab hours
This course will integrate the theoretical elements of counseling and advisement with role-playing and other modes of experiential learning directed at enhancing communication skills, understanding of interpersonal interaction, development of decision-making, problem-solving, interviewing and counseling techniques. It will consider a variety of purposes served by a student mentor such as assisting with academic advising and personal counseling. It is designed to train students who have been screened and specially selected in the skills necessary to mentor students regarding academic as well as personal concerns. Pre/Co-requisite: ENGL 112, FS 102 and Permission of chairperson

SSC 101 Culture, Society, and Social Change
3 credits; 3 class hours
This interdisciplinary course is designed to give a broad overview of the subject matter covered by the Social Sciences and to introduce students to basic concepts, approaches, and principles governing Social Sciences. The underlying theme of the course is culture, society and social change. Attention is given to the historical development, continuity and changes in social institutions, culture and society. Among the topics discussed in this course will be the contributions of women to the development of social sciences and gender issues as they pertain to social inequality in the United States. Pre/Co-requisite: ENGL 112

SSC 205 Introduction to Research Methods in Geography, History and Political Science
3 credits; 3 class hours
This course introduces students to the methods of research in the three allied fields of Geography, History, and Political Science and will be taught by instructors in those fields. Students and faculty have the opportunity of sharing their research experiences, approaches and techniques. The topics to be discussed include the purpose of research; major steps in research; procedures for field investigation, data collection and analysis; and the research proposal and what it should contain. Also to be discussed are specific problems associated with research in various aspects of Geography, History and Political Science and the research report.
Pre-requisite: SSC 101 or Permission of chairperson

SSC 260 Independent Study
3 credits; 3 class hours
This course is designed to allow students to integrate theory and practice in a social science area or to do research on current social issues. SSC 260 is open to all lower division social science majors who have earned at least 39 credits and an average of 2.5 in the Social Sciences. Admission into the course must be approved by the Department Chairperson before registration. Once registered, the student will submit a proposal to the assigned instructor, who must approve it within the first three weeks of the semester. The proposal will indicate the type of project to be carried out, the educational purpose to be achieved, and the learning methodology which will be followed to meet the learning objective. The instructor and student are required to meet at least once a week. Upon completion of the proposed study, the student will submit a final report to the instructor.
Pre-requisites: ENGL 150 and Permission of chairperson

SSC 303 Statistics for the Social Sciences
3 credits; 3 class hours
The objectives of this course are to provide students with an understanding of basic statistical procedures involving frequency distributions, central tendency, variability, z-scores and standardized distributions, probability, hypothesis testing, and correlation. In addition, students will also learn how to enter data into a statistical software program (Statistical Package for the Social Sciences: SPSS) and generate frequency distributions, histograms, measure of central tendency and variability in SPSS. Students will also learn to narrate descriptive statistics and construct tables. Pre-requisite: MTH 136 or MTH 138. Co-requisite: ENGL 150

SSC 304 Social Science Research Methods
3 credits; 3 class hours
This course will familiarize the student with the varied techniques used in social research. The focus will be on the types of data that are generated by the various social science disciplines and the methods used in analyzing the data. Students will be introduced to the principle of research design, the mechanics of qualitative vs quantitative research, the mechanics of interviewing, case study, questionnaire construction and tabulation. The various biases and other factors of social research will be covered.
Pre-requisite: SSC 303 (only for Juniors and Seniors)

SSC 305 Critical Issues in Society
3 credits; 3 class hours
This course provides students with the opportunity to examine critical issues facing society today. Concerns such as gender and cultural diversity, racism, sexism, economic inequality, schooling, family related problems, criminal behavior, suicide, alcoholism, and ethical conduct will be emphasized. The critical approach to social problems shall be used as the preferred conceptual framework for analysis.
Pre-requisites: ENGL 150 and SSC 101
SSC 307 World Geography
3 credits; 3 class hours
This course focuses on spatial patterns and their interrelationships with population, economic activity and political units. The thesis of Ellsworth Huntington about people's capacity for physical work and intellectual development in relation to climate is critically revisited. Students also study how geography keeps track of the changing political and cultural divisions in selected countries, as well as with the exemplary analyses that have been made for exploring how these divisions are influenced by past changes and how they are likely to be influenced by changes in the future. Pre-requisites: ENGL 150 and SSC 101

SSC 403 Senior Seminar
3 credits; 3 class hours
The Senior Seminar provides a focus in which all prospective thesis writers share their experiences, approaches and techniques. The course will focus on the requirements of the Senior Thesis. Each student is to present a research proposal. The proposal must spell out the problem, theory, hypothesis, and method of data collection, analysis and testing the hypothesis. Tentative chapter headings and bibliography must be included and defended. The proposal must be presented at a meeting of the whole class at the end of the Semester before submission to their thesis advisors. Pre-requisite: Permission of chairperson

SSC 404 Senior Thesis
3 credits; 3 class hours
The subject matter to be discussed in the senior thesis should be identified by the junior year. Students are encouraged to choose topics that excite them and are drawn from their academic field and personal backgrounds. Students are expected to engage in some primary research and original analysis and interpretation. The thesis is due the 3rd week in November for January graduates and the 3rd week in April for June graduates. Pre-requisite: SSC 403

SSC 500 Independent Study
3-6 credits; 3-6 class hours
This course is designed to allow the student to integrate theoretical concepts and current issues in a social science area of interest, by developing and carrying out a research project. SSC 500 is open to all social science majors in their senior year with an index of 2.5 or better, who have completed the required research methods course. The student meets with the instructor regularly once a week. Student and instructor must establish performance criteria, the attainment of which must be demonstrated at the end of the course in the form of any appropriate culminating project. All outlines should be submitted to chairperson for approval the semester prior to registration for SSC 500. Pre-requisites: SSC 304 and Permission of chairperson

SW 220 Introduction to Social Work
3 credits; 3 class hours
This course is an introduction to the profession of social work and the philosophical, societal and organizational contexts within which professional social work activities are carried out. This course provides the opportunity for students to explore their interest in and potential for a career in social work. It introduces the knowledge, skills, and values of social work as a profession and explores the role of social workers within the broad areas of social welfare and social services. Social work practice requires extensive knowledge about the human condition, problems in living, problem solving, the delivery of human services, and the institutions that comprise today's social welfare system. Cognitive and interaction skills necessary for competent practice are introduced in this course. The course emphasizes the value base of social work practice and its commitment to diversity, social and economic justice. Social work practice and policy in an international setting as well as examples of innovative approaches to social work issues that are common to many countries will also be discussed. Special attention will be given to crisis and trauma counseling of victims of hurricanes, floods, Tsunami, Katrina and Rita and other natural disasters. Students are encouraged to bring to class sessions examples of their work/involvement in disaster relief efforts. Pre-requisite: ENGL 112

SW 230 Group and Family Dynamics
3 credits; 3 class hours
This course provides the social work student a conceptual and theoretical framework for social work generalist practice in diverse settings and with client systems that social workers interact with in various roles. There is emphasis on ethics and values of the profession as they apply to situations with families and groups. Learning methods will include lecture, reading, audiovisual, discussion, role play, group exercise, and written assignment. This course highlights the necessary skills to address the needs of a diverse population, preparing the student to provide social work in agencies that serve people of various socioeconomic, racial, and ethnic backgrounds, gender, age, physical and mental abilities, and others who need social work services. Pre-requisites: ENGL 112 and SSC 101

SW 301 Social Work Methods I
3 credits; 3 class hours
Methods of Social Work Practice I will provide students with the knowledge and skills of generalist social work practice with individuals and families. Social work values and ethics, interviewing skills and differential interviewing techniques with clients of diverse racial, cultural, class and religious backgrounds will be addressed. Problems solving methods, ethical and purposeful use of self and use of theory to guide practice will be emphasized. After a review of the theoretical framework of generalist social work practice, the course will focuses on the development of interviewing skills necessary to work with clients in promoting change that supports social and economic justice, and ends with an introduction to assessment, goals, and contracting. Pre-requisites: SW 220 and SW 230, and ENGL 311

SW 302 Social Work Methods II
3 credits; 3 class hours
This course will further develop the knowledge skills of generalist practice and will provide the knowledge and skills necessary to apply problem solving methods to groups and communities. Students will learn alternative intervention strategies with populations at risk, and examine ethical conflicts in work with groups and communities.
Emphasis will also be placed on teaching students how to conduct a generalist social work assessment and engage in action planning in order to frame suggested solutions to group and/or community problems. This is a service-learning course and students will be expected to devote sixteen hours outside of class during the semester in preselected community sites. **Pre-requisites:** SW 301 and ENGL 311

**SW 303 Spirituality and Social Work**  
2 credits; 3 class hours  
Social workers must be equipped to respond to clients in spiritually sensitive and appropriate ways that facilitate the practice of the profession and benefit clients. This course engages students in a critical examination of the role of culture, religion and spirituality in a systematic effort to address holistically the needs of individuals, families and communities drawing upon the services of a social worker. Recognizing that persons are shaped not only by biological, psychological, and sociological experiences but also spiritual and cultural experiences, this course will examine critical issues related to culture, religion and spirituality and social work practice in regards to clients of diverse cultural, religious and philosophical perspectives. The course will provide answers to such questions as: What is spirituality? How is it relevant to social work practice?  
**Pre-requisites:** SW 301 and SW 302

**SW 305 Child Welfare System**  
3 credits; 3 class hours  
This course will examine the emergence of the child welfare system in the United States. Specific references to the social welfare movement, social policy as it affects children from different cultural backgrounds, and recent changes in local child welfare systems will be examined. Topics covered will include adoption, foster care, child abuse and neglect and the inter-relationship between social problems and policies on the child welfare system. The role and responsibilities of the child welfare worker will be addressed. **Pre-requisites:** SW 301 and SW 302

**SW 308 Social Research Methods for Social Work**  
3 credits; 3 class hours  
This course will familiarize the social work student with the varied techniques used in social research. The focus will be on the types of data that are generated by the various social science disciplines and the methods used in analyzing the data as it pertains to social work. Social work students will be introduced to the principle of research design, the mechanics of qualitative vs. quantitative research, the mechanics of interviewing, case study, questionnaire construction and tabulation. The various biases and other factors of social research will be covered. **Pre-requisites:** MTH 209 and ENGL 311 and SW 220

**SW 309 Substance Abuse – Counseling Theory**  
3 credits; 3 class hours  
In classroom sessions, students will acquire an understanding of AOD abuse as a bio-psycho-social problem. Applying basic social work principles, participants will learn a spectrum of treatment approaches to helping clients achieve abstinence and long-term recovery and acquire insight into the client-counselor relationship.

**SW 310 Medical/ Social/ Psychological Aspects of HIV/AIDS**  
3 credits; 3 class hours  
This course is designed to familiarize students with the disease, culture, and behaviors related to the HIV virus and AIDS. The course will also examine HIV transmission and prevention; including the how even small amounts of AOD reduces inhibitions, impairs judgment and increases the risk of potentially life-threatening behaviors. Also addressed with be the impact of HIV-AIDS on different populations groups (e.g., racial/ethnic groups, men and women, LGBT and the elderly). **Pre-requisites:** SW 301 and SW 302 and SW 337

**SW 311 AOD Counseling with Diverse Population**  
3 credits; 3 class hours  
This course will address AOD use as it effects different populations of various racial and ethnic groups, the disabled, LGBT, adolescents, the elderly and the homeless. Students will acquire an understanding of the effects of cultural, racial and ethnic similarities and differences. Key concepts and practices that encourage effective cross-cultural communication (counselor-client and staff-to-staff) in AOD counseling will be examined. NASW cultural competence issues will also be addressed. **Pre-requisite:** SW 310

**SW 312 Drugs and Personal Health Substance Abuse Disorder**  
3 credits; 3 class hours  
This course provides an overview of the different legal, prescription, over-the-counter and illegal drugs that are used by a cross section of the American population. Legal ramifications of the use of these various chemicals will be carefully examined. The effects of drugs on the total well being of the individual, families and communities will also be investigated. Additional topics to be addressed include: prevention measures to discourage inappropriate use, the economic and costs of drug use (including crime and incarceration factors). **Pre-requisite:** SW 311

**SW 315 International Social Work: Policy, Practice and Social Justice**  
3 credits; 3 class hours  
This course is designed to enable students to compare policies and practices in another nation, to understand cultural differences, and to underscore the important role that culture plays in establishing social work best practices. It addresses the interests of students interested in international social welfare practice abroad and/or transitional work in the United States with immigrants, foreign students and international adoption, etc. Specific areas of study will include a comprehensive view of human rights principals and their importance to social work practice and policy in an international setting.
The course will also present examples of innovative approaches to social work issues that are common to many countries. This course will also be invaluable as background for those wishing to participate in the study abroad course at which time the student will have an opportunity to travel abroad for an in-depth exploration of a social problem or issues in an international country, region or culture. This course also provides an orientation to international social work and social welfare from a generalist perspective. Students will assess their own cultural reference group by comparing other global cultures and environments and learn to evaluate domestic and foreign social welfare systems as they are exposed to the practice and work of social workers from other cultures, focusing on historical and current global social justice issues. *Pre-requisites: SW 302 and SW 323*

**SW 321 Social Work with Children and Families**
3 credits; 3 class hours
This course will explore some of the critical issues that impact on social work services for children and their families and examine an integrative model for assessing the needs of children and others in the family in order to develop appropriate strategies for intervention. Cultural and ethnic issues in working with children and with special needs children and their families will be emphasized. Students will also examine ethical issues of this field of practice as well as other issues related to diversity, spirituality, power, conflict, abuse and neglect, divorce and blended families will be addressed. *Pre-requisites: SW 301 and SW 302*

**SW 323 Social Work With Diverse Populations**
3 credits; 3 class hours
This is designed to review and affirm the history, cultural values, and family structures of the diverse life styles within African, Asian, Mexican, Puerto Rican and Native American cultures. This examination of diversity will include issues within groups of gender, class, age, immigration, history, sexual orientation, level of acculturation, color, language, and religion and spirituality. From an ecological perspective, the course will examine social and economic factors which have shaped the experiences and socioeconomic status of persons within these groups and will explore the relevance of cultural diversity to social work values and practice. *Pre-requisites: SW 302 and ENGL 311*

**SW 337 Populations at Risk**
3 credits; 3 class hours
This course will explore factors that constitute being “at risk”. Class discussions will focus on issues of income disparities, racial and ethnic group discrimination, religious intolerance, elitism, sexism and ethnocentrism which contribute to perpetuating powerlessness in a society. A major focus of this course is to encourage critical thinking, in a post 9/11 era, about some controversial issues and “risk” factors that contribute to injustice and inequality. Students will be encouraged to develop suggested recommendations and strategies for solving some of society’s social problems. The course will also address issues regarding people of color, women, gay and lesbians as well as special populations. Other concerns including the elderly, physically and mentally disabled are included in many different courses throughout the social work curriculum. Each practice course contains information pertinent to working with these groups at different system levels. Policy courses emphasize the impact of discrimination, economic deprivation and oppression upon these groups. *Pre-requisites: SW 302 and SW 323*

**SW 338 Social Welfare Policy and Services**
3 credits; 3 class hours
This course examines the history and development of social welfare policy through the present with a significant focus on the contemporary social welfare policies and issues. As students examine contemporary policy the course moves from an historic analysis toward an examination of the methods of analysis of policies, proposals and alternatives. Students will be expected to address a contemporary social problem and analyze the range of social policies and policy proposals in order to develop a position paper and presentation. Students will learn how to analyze policy from a values perspective with a focus on social and economic justice. There will be an emphasis on populations-at-risk, including ethnically and culturally diverse populations, the elderly and the physically challenged. *Pre-requisites: SW 220, SW 230 and ENGL 150*

**SW 340 Selected Problems in Community Development**
3 credits; 3 class hours
This course deals with major issues facing the local community, e.g. housing, the delivery of health and social services and education. The student should be involved as participant/observer in at least one of these areas. *Pre-requisites: ENGL 150 and SW 220*

**SW 350 Principles and Practices of Social Work with Addicted Populations**
3 credits; 3 class hours
This course is designed to introduce students to the professional and ethical responsibilities of AOD counselors, including ethical principles; behaviors and boundaries in clinical relationships; confidentiality laws; and the importance of counselor wellness. State and Federal laws and procedures that relate to confidentiality (of patient records in general and HIV related issues in particular) and the need for practices that encourage counselor wellness will be addressed. Students will also examine in depth the Code of Ethics of the National Association of Social Workers (NASW). *Pre-requisite: SW 312*

**SW 402 Child Welfare Case Studies**
3 credits; 3 class hours
This course examines actual case studies from the field of Child Welfare. These case studies will present multiple issues (e.g., biological, psychological, social) to help students link theoretical frameworks to what is practical in working with children and families. Using the generalist problem solving method, students will learn how to analyze diverse cases in child welfare practice by engaging families, assessing needs, and designing an appropriate treatment plan. The cases will expose students to diverse cultures, families who come from different socioeconomic backgrounds and provide them with opportunities to become familiar with safety and risk assessment, family case analyses and assessment diagrams. *Pre-requisites: SW 305 and SW 340*
SW 403 Social Work Practice: Theories of Human Behavior in the Social Environment
3 credits; 3 class hours
This course focuses on theory and knowledge of individuals and families including biological, social, psychological, spiritual and cultural factors that impact human development and behavior in a global context. Utilizing the generalist approach to social work practice, a social systems perspective is applied to understand the relationships between and among individuals, families and the broader social environment. Diversity is presented in its many facets covering ethnicity, culture, race, social class, gender, sexual orientation, age and disability. The impact of discrimination and other forms of oppression on individual development and behavior are examined. Pre-requisites: SW 323 and SW 337

SW 405 Legal, Ethical and Advocacy Issues in Child Welfare
3 credits; 3 class hours
This course is designed to examine how the legal and the court system work, major functions of forensic social work, the interdependency of law and social work, the skills necessary for social workers and others in the helping profession to be effective advocates for children within the legal system. The course will also address ethical conflicts for the social worker operating within the court system in relation to the social work code of ethics. Students will examine and discuss constitutional law, statutory law, administrative law and judicial and common law as they impact on social work services for children and their families. Recent court decisions related to children’s parents and caregivers rights and their impact on professional standards of social work practice, policy frameworks and operations of child welfare programs will also be examined. Classroom discussions and research will examine reforms in the delivery of social service influenced through class action suits. Pre-requisite: SW 402

SW 409 Intergenerational Issues in SW
3 credits; 3 class hours
This course will explore intergenerational issues in social work which impact on the elderly and their families and/or caregivers. Specifically, this course will focus on working with elders and their support network, e.g., spouses, partners, family members and caregivers. The course examines the biological, psychological and social effects of aging and provides the student with approaches to affective assessment and intervention strategies. Social work practice and treatment issues are identified to help students develop assessment and treatment skills for work with older adults and their families. Concrete service, delivery and policy implementation are addresses in addition to individual, small group and family treatment techniques. The student is encouraged to explore and reflect on his or her attitudes, experiences and behaviors related to the elderly on a personal and professional basis. Pre-requisites: HSC 302 and PA 330

SW 420 Field Work I
6 credits; 6 class hours
This course integrates the knowledge, values, and skills developed throughout the social work curricula. Students engage in structured, individualized learning opportunities in a community agency setting. Faculty, agency field instructors, and students collaborate to facilitate the transition from classroom to generalist social work practice. During the semester, students will complete 15 hours per week for a minimum of 200 hours in an agency setting approved by the Medgar Evers College Social Work field coordinator. The seminar will serve as an opportunity to integrate knowledge, skills, and theory with the practical field experience. Pre-requisites: SW 419 and SW 323 and SW 327

SW 421 Field Work II
6 credits; 6 class hours
This course integrates the knowledge, values, and skills developed throughout the social work curricula and is the capstone course in the Social Work sequence. Students continue to engage in structured, individualized learning opportunities in a community agency setting. Faculty, agency field instructors, and students collaborate to apply generalist social work skills, values and knowledge in the practice. During the semester, students will complete 15 hours per week for a minimum of 200 hours in an agency setting approved by the Medgar Evers College Social Work field coordinator. The seminar will serve as a culminating opportunity, where the knowledge, skills, and theories learned in social work courses are understood in the context of practical application. Students are expected to submit a portfolio of work that includes practice addendums. A practice research paper will be required. Pre-requisite: SW 420

SW 457 Community Organization
3 credits; 3 class hours
This course explores techniques of community organization with an emphasis on metropolitan ghettos, senior citizens, and youth programs. Community development, community planning, and community action-organizational models will be examined. Pre-requisite: SW 340
School of Science, Health and Technology
School of Science, Health and Technology

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DEPARTMENTS AND REGISTERED DEGREE PROGRAMS

Department of Biology
BS in Biology
AS in Science (Biology concentration)

Department of Mathematics
BS in Mathematical Sciences

Department of Nursing
BS in Nursing
AS in Nursing
Certificate in Practical Nursing

Department of Physical, Environmental and Computer Sciences
BS in Environmental Science
BS in Computer Science
AS in Computer Science
AS in Science (PECS concentration)

General Information
The School of Science, Health, and Technology, consisting of the Departments of Biology, Mathematics, Nursing, and Physical, Environmental and Computer Science, offers degrees on both baccalaureate and associate levels.

The School's mission is prepare students from diverse socioeconomic, educational, cultural and ethnic backgrounds for productive careers, and to offer advanced study in the sciences, mathematics, computer science, environmental science, nursing, and the health related professions, using state of the art facilities. The School is dedicated to increasing the number of New York Metropolitan area students, particularly those from Central Brooklyn, who pursue careers in these fields.

The School serves students with interest in other fields of study as well. Through course offerings in science, Mathematics and Nursing, these students will acquire the knowledge and skills necessary to succeed in their chosen fields and to become the literate and informed citizens who will lead us in the twenty first century.

The School also strives to promote the academic and professional success of its students through a supportive network which includes tutoring in departmental Learning Centers, topical workshops, individualized academic advisement and specialized mentoring in selected fields. In addition, outside scholars and professionals are invited to lecture, thus exposing students to additional knowledge and wisdom. Students will also be encouraged to take advantage of the many collaborative academic efforts between the departments of the School and other colleges and universities, including those within the CUNY system.

Medgar Evers College Preparatory High School
Medgar Evers College of The City University of New York and the High School Division of the New York Public School Department have collaborated on a college preparatory high school, Medgar Evers College Preparatory High School. The opportunity for sharing faculty and facilities, the acceleration of high school student into college studies and the use of the College's extensive support services are an integral part of the design to prepare students for college admission. Elements of the traditional high school curriculum are organized around conceptual themes to help students understand the history and cultures of non-western and western people with a global vision that acknowledges the interconnectedness of peoples of different cultures. There is a strong emphasis on the mathematics, science and technology. Additionally, students will study a second language for three years, take computer and other technology courses, and complete all requirements to obtain a Regent's endorsement of their high school diploma.
The faculty and staff of the Biology Department endeavor to enrich the academic experience of our students by continuing to develop new programs and courses, and by establishing educational and research collaborations with other prominent universities, advancing professional development through research, seeking grant funding to support faculty research and student internships, participating in scientific conferences and producing scholarly publications.

Both students and faculty have available to them modern and well-equipped computerized laboratories with state-of-the-art instrumentation in the areas of microscopy, VIS, UV, IR and fluorescence spectrophotometry, gel electrophoresis, HPLC microspectrofluorometry, PCR, electro-physiology, ultracentrifugation, and image analysis.

The Biology faculty continue to implement strategies to further strengthen the Department by increasing the academic and professional success of its student population and also by promoting awareness of MEC’s role in the local Brooklyn community. Many of the faculty have participated in local community events by volunteering as judges in science fairs and giving guest lectures at regional schools and civic associations. The Department is responsible for the creation of two initiatives that promote educational improvement in the Crown Heights area:

1. The “PS 161 Science Program” provides quality laboratory-oriented instruction in Earth Science, Physical Science and Biology to its elementary students by utilizing the Biology Department’s labs and faculty to teach these courses to the students in a college environment.

2. The “School District 17 Biology Teacher Preparation Program” is a joint initiative with the school district, which provides high school teachers the opportunity to upgrade and enhance their science education and teaching capabilities.

The Biology Department also sponsors:

1. Woodrow Wilson Project, which has invited Science faculty from four local Brooklyn high schools to use our facilities and equipment to further enrich their biology education and to promote new learning styles and lessons that they can bring back to their own high school classrooms.

2. In addition, the Editorial Board of the Journal In Vivo, the publication of the Metropolitan Association of College and University Biologists (MACUB), is composed of Biology faculty and produced and distributed by the Biology Department at MEC. Collectively, all these activities have enabled the Department of Biology to become a “Center of Excellence” at Medgar Evers College.

**Biology CSTEP Program**

The Biology-CSTEP Program, sponsored by the New York State Education Department, is designed to increase the number of historically underrepresented and economically disadvantaged undergraduate students who successfully complete pre-professional education programs of study that lead to careers in biology, applied biology, research, medical, and paramedical fields. The goal of the
program is to implement strategies and activities to:

1. improve students’ basic study skills
2. improve student performance in the biology program
3. increase student retention in biology programs
4. familiarize students with career options in biology, applied biology, research, medical and paramedical fields
5. increase students’ exposure to career professionals in biology, applied biology, medical and paramedical fields
6. ultimately increase the number and preparedness of students completing the biology programs and going on to careers in biology, applied biology, research, medical and paramedical fields.

The Biology-CSTEP Program provides a variety of activities focusing on achieving these goals. These goals include seminars and field trips; workshops and tutorials; lecture and teaching enrichment sessions in reading, writing, mathematics, biology and other science courses; career, academic and personal counseling; comprehensive instructional services; and Research Internship/Field Experiences. A diverse faculty from the Department of Biology works collaboratively with additional resource personnel including research scientists and professionals from outside the college to achieve these program goals.

CSTEP-eligible students who express an interest and desire to pursue a career in biology, applied biology, research, medical and paramedical fields are selected from those in the Department of Biology and from among the general student population. The outcome thus far has been a pool of historically underrepresented and economically disadvantaged undergraduate students well trained and prepared for advanced postgraduate study and/or employment in biology, applied biology, research, medical and paramedical fields.

Students interested in joining the Program should contact the Program Director, Dr. Edward Catapane of the Biology Department.

**Undergraduate Research Opportunities**

The Biology Department offers students the opportunity to participate in the research activities of the faculty as a means of enhancing their training in the sciences and giving them first hand experience as to how new knowledge in science is obtained. The faculty in the department have had research projects supported by various agencies including NIH, NIGMS, NSF, NYS Department of Education, Department of Defense and PSC/CUNY. In addition, the Department has arranged summer internships for its students at various institutions including Harvard University, the University of Massachusetts at Amherst, University of Virginia Medical School, Meharry Medical School/Vanderbilt University, Boston University, University of Missouri and SUNY Health Science Center at Brooklyn.

The Biology Department also sponsors a fully funded international summer research program, through the prestigious Fogarty Fellowship administered by the National Institute of Health. This Program has enabled students to visit and do research at various Universities including the University of Helsinki in Finland; the University of Dar es Salaam in Tanzania, the National University of Singapore and Nanjing University in China. For more information about any of these programs, contact the Chairperson of the Biology Department or the Pre-professional Advisor for the School of Science Health and Technology.

**NSF MGE Partnership with the University of Massachusetts at Amherst**

The Minority Graduate Education (MGE) in Science Program is an NSF funded program designed to increase the number of underrepresented minorities in graduate Ph.D. science programs. As part of the Program, UMass Amherst has developed a partnership with the Biology Department at MEC to establish a pipeline for qualified MEC students graduating with a BS degree in Biology to enter a doctoral program at one of the following prestigious Universities in the grant’s NE University Alliance:

1. University of Massachusetts Amherst
2. Boston University
3. The Massachusetts Institute of Technology
4. Pennsylvania State University
5. Rutgers/The State University of New Jersey

This partnership not only increases the options available to BS Biology graduates but, as a result, both undergraduates, and the Biology Department as a whole, benefit by having opportunities available to them for student exchanges; faculty exchanges; collaborative research; enhanced seminar programs and fully funded summer research internships at any one of the university affiliates.

Biology majors interested in this Program should contact the Chair of the Department for more information.

**Pre Professional Advisement**

All students wishing to attend medical, dental, veterinary, osteopathic, chiropractic or graduate school should begin their pre-professional advisement process no later than the first month of their sophomore year. An expert Pre-professional Advisement Committee is available to Biology majors for personalized academic advisement, research internship placement and organization of MEC-MCAT study groups. In addition, the Pre-professional Committee sponsors the weekly meetings of the Medgar Evers Science Association (MESA). MESA activities include presentations by invited speakers on careers in research, medicine and other health related fields. The Department also maintains an articulation agreement with SUNY Health Science Center at Brooklyn (HSCB), Early Medical Education (EME) Program. This Program is part of a Health Resources Administration grant whose focus is to increase the opportunity for under-represented students to enter Medical School. Qualified MEC Biology majors who successfully complete three consecutive summer enrichment science programs taught and designed by HSCB Medical School faculty, and achieve a minimum MCAT Score, are given a guaranteed acceptance into SUNY-HSCB’s College of Medicine. These students are also offered a special opportunity to shadow a clinical faculty member one afternoon a week in order to give them a first-hand view of clinical medicine.

Students seeking advisement in this area should contact the Chair of the Advisement Committee, in the Biology Department.

**Articulation Agreement with SUNY Downstate**

An Articulation agreement exists between MEC and SUNY Downstate Health Science Center at Brooklyn, College of Health
Related Professions. Students who apply to Downstate after successfully completing a prescribed course of study at MEC are highly considered for acceptance into one of the four SUNY programs offered:

1. Physicians Assistant, BS degree
2. Physical Therapy, BS/MS degree
3. Occupational Therapy, MS degree
4. Diagnostic Medical Imaging, BS degree

The Department offers qualified students extensive support and counseling towards meeting the requirements for this preferred admission. Students who are interested in any of these programs should contact the MEC liaison to Downstate’s College of Health Related Professionals, in the Biology Department.

Academic Standards
Students in the Department are expected to pass Department of Biology required Core courses with a grade of "C" or better. For graduation, a student must have an index of 2.0 in his/her major. Students will be required to repeat a course in their major in which a grade of "D" or below is received, whenever the GPA in the respective major drops below 2.0.

Academic Awards
Each year the Biology Department presents the Faculty of Biology Award to the graduating senior with the highest GPA receiving a BS in Biology. This award program has been expanded to include the student graduating AS degree in Science (Biology Concentration) with the highest GPA. The award for the AS Degree commenced with the commencement ceremony of June 2007.

Degree Programs Offered by the Biology Department
The Department of Biology offers two degree programs, an Associate of Science in Science with a Biology concentration and a Bachelor of Science in Biology.

Associate of Science in Science
The Associate of Science in Science degree enables students to seek entry level jobs in science and allied health related areas. The student attaining this degree may choose to transfer into the Biology baccalaureate degree program at Medgar Evers College or to transfer into Biology baccalaureate degree programs; pre-medical or allied health programs (i.e. pharmacy, physical therapy, physician assistant, respiratory or occupational therapy, diagnostic medical imaging, health information management programs, food science and medical technology) at other colleges. By appropriate course selection in consultation with an academic advisor, students pursuing the AS Degree in Science may choose courses to emphasize a specific academic interest to prepare for career or advanced studies. The degree program requires 60 credits in various areas:

A.S. Degree in Science
The degree requires the completion of sixty (60) credits. The 60 credits are distributed as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-wide Core</td>
<td>31</td>
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<tr>
<td>Departmental Requirements</td>
<td>29</td>
</tr>
<tr>
<td>Total:</td>
<td>60</td>
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</table>

*All students must pass a Computer Literacy exam or take a Computer Course

**Students interested in medical or other health related professions should register for BIO 102 in place of FS 102. Students are required to take a minimum of two courses in at least two disciplines of science and mathematics beyond the core requirements. There are number of combinations of courses which will satisfy this requirement.

Bachelor of Science in Biology
The baccalaureate degree program is especially designed to prepare students for entry into professional schools including medical, dental, podiatry, optometry, and osteopathy and for entry into advanced training in Allied Health Professional careers. This Program also prepares students to enter graduate studies in biology and biologically-related disciplines or to seek employment in education, government or industry.

All students pursuing either the AS or BS degree must have a grade of "C" or better in all Science and Mathematics courses. Students with advanced abilities in Biology, Chemistry, Mathematics or Physics should consult the Chairperson of Biology for possible exemptions. If an exemption is approved then the students must take an appropriate higher level course.

Students wishing to substitute transfer courses or other courses for required courses should also consult with the Chairperson.

B.S. Degree in Biology
The Bachelor of Science in Biology requires completion of 120 credits. The 120 credits of the program are distributed as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-wide Core</td>
<td>45</td>
</tr>
<tr>
<td>Departmental Requirements</td>
<td>53</td>
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<tr>
<td>Upper Level Departmental Courses</td>
<td>17</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
</tr>
<tr>
<td>Total:</td>
<td>120</td>
</tr>
</tbody>
</table>

*All students must pass a Computer Literacy Exam or take a Computer Course

**Students interested in medical or other health related professions should register for BIO 102 in place of FS 103

Additional Departmental Academic Criteria
All students pursuing either the AS or BS degree must have a grade of C or better in all Science and Mathematics courses. Students with advanced abilities in Biology, Chemistry, Mathematics or Physics should consult the chair of Biology for possible exceptions. If an exemption is approved then the students must take an appropriate higher level course.

Students wishing to substitute transfer courses or other courses for required courses should also consult with the Chairperson.

Major Requirement Details for AS in Biology
See Chair or Academic Advisor

Major Requirement Details for BS in Biology
See Chair or Academic Advisor
BIO 101 Introduction to the Science of Biology
3 credits; 4 class hours
An introductory course intended to acquaint students with the nature and purpose of science, modern biological concepts of life, and the knowledge and importance of the interactions among themselves, other living organisms on the planet, and the environment. A laboratory experience will be an integral component. The laboratory is intended to augment the lecture by means of demonstrations and hands-on experiments. Visits to scientific museums and centers are required. **Pre-requisite:** Completion of developmental skills courses

BIO 102 Pre-professional Careers Seminar
1.0 credit; 1.5 class hours
The course is mandatory for students who will be using the services of the Pre-professional Advising Committee of the School of Science, Health and Technology. It is designed to help students think critically about their academic studies and career development. The course content includes a series of seminars and presentations on careers in these fields and on entry requirement procedures including MCATs, DATs and VCATs to the various professional schools. In addition to presentations by speakers from the various fields, each student will be required to write a paper and make a presentation on a topic related to his/her field of professional interest. Attendance is required at all class sessions and will be strictly monitored. This course will serve as a substitute for Freshman Seminar II (FS 102) for students planning careers in Medicine, Dentistry, Veterinary Medicine and Biology. **Pre/Co-requisite:** FS 101

BIO 103 Basic Biology
3 credits; 4 class hours
This course covers all areas of biology with particular focus on hands on activities. The topics include an introduction to the fundamental principles of life processes of organisms and viruses including chemical foundation of their cells: cellular structures, functions, metabolism and divisions. This course also includes an introduction to genetics and DNA science and technology, ecology and evolution as well as biodiverisity. The laboratory component of the course will reinforce the biological principles with hands on experiments at a level appropriate for elementary teaching. **Pre-requisite:** Completion of developmental skills courses

BIO/BIOL 104 Human Body Structure and Function
4 credits; 3 class hours, 3 laboratory hours
This course is an introduction to the body systems and a general description of the normal cellular makeup of the human organs and abnormal (pathological) diseases. It is specifically designed for those who are already working in the health profession or intend to in the future or those who want to gain an overall knowledge of the human body and some of its diseases. **Prerequisite:** Completion of all basic skills in Math and English/Co-requisite: BIOL 104

BIO 111 Introduction to Biology
3 credits; 4 class hours
Introduction to the nature of scientific knowledge, the fields of study, vocabulary, and methodology of the natural sciences. Special consideration is given to the major concepts of biology including the unique structure and function of living things and physical environment.

For students who must satisfy the liberal arts requirements in natural science, see BIO 101. **Pre-requisite:** Completion of all Math and Language Basic Skills

BIO/BIOL 150 Introduction to Anatomy and Physiology
4 credits; 3 class hours; 3 lab hours
BIO 150 is the first of a three semester Anatomy & Physiology Course (BIO 150, 151, and 152). It is geared towards pre-nursing students and other students wishing to complete their Anatomy & Physiology requirement over three semesters. This course serves as an introduction to Human Anatomy & Physiology on the cellular and tissue level. Topics include an introduction to the Sciences of Anatomy and Physiology and its Levels of Organization; Anatomical Terminology; Homeostasis; the Inorganic and Organic chemistry of the cell; Cellular Metabolism & Energetics; Cellular Anatomy & Diversity; the Cell Life Cycle; Meiosis & the Fundamentals of Human Genetics; Human Histology and the Anatomy and Physiology of Osseous Tissue. **Pre-requisite:** Completion of developmental skills courses **Co-requisites:** MTH 120 or MTH 136 or MTH 138 and BIOL 150

BIO/BIOL 151 Anatomy and Physiology of Human Systems I
4 credits; 3 class hours; 3 lab hours
BIO 151 is the second of a three part course (BIO 150, 151, and 152). Students must first pass the lecture and lab section of BIO 150 before registering for BIO 151. This three sequence Anatomy & Physiology course is geared for nursing students and other students wishing to complete their Anatomy & Physiology requirements in three semesters. This course identifies the 11 Organ Systems in the body and then goes on to present, in detail, the Anatomy and Physiology of the Integumentary, Skeletal, Muscular, Nervous and Endocrine Systems as well as their functional interactions with each other and the other systems. **Pre-requisites:** BIO 150/Co-requisite: BIOL 151

BIO/BIOL 152 Anatomy and Physiology of Human Systems II
4 credits; 3 class hours; 3 lab hours
BIO 152 is the last of a three semester Anatomy & Physiology Course (BIO 150/151/152); this course continues the study of the 11 Organ Systems concentrating on the Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary and Reproductive Systems. In addition, human development from fertilization through the life stages of postnatal development is discussed. **Pre-requisite:** BIO 151/Co-requisite: BIOL 152

BIO/BIOL 201 General Biology I
4 credits; 3 class hours; 3 lab hours
This Principles of biology course is the first part of the two-semester general biology course for science majors. It will cover introduction to the fundamental principles of life processes of organisms including chemical basis of life, cell structure, function, cellular energetics,
cell division, genetic and molecular basis of life and evolution. The laboratory component of this course will reinforce the biological principles by hands-on experiments. Pre-requisites: BIO 111 or BIO 101/Co-requisite: BIOL 201

**BIO/BIOL 202 General Biology II**
4 credits; 3 class hours; 3 lab hours
This organismal biology and ecology course is the second part of the two-semester general biology course for science majors. It will cover introduction to virus; diversities in bacteria, protists, plants and animals; selected forms and functions in flowering plants and in humans; animal behavior; organisms and their environments. The laboratory component of this course will familiarize students with diversities in organisms, their forms and functions by demonstrations and hands-on experiments. Pre-requisites: BIO 201 and CHM 112 and MTH 136 and MTH 138/Co-requisite: BIOL 202

**BIO/BIOL 251 Human Anatomy and Physiology I**
4 credits; 3 class hours; 3 lab hours
Principles of Human Anatomy and Physiology, Introduction to Cell and Fundamentals of Cellular Physiology, Structure and Function of the Major Organ Systems (e.g. Integumentary, Muscular, Skeletal and Nervous). Pre-requisites: Completion of developmental skills courses, BIO 111 or BIO 101/Co-requisite: BIOL 251

**BIO/BIOL 252 Human Anatomy and Physiology II**
4 credits; 3 class hours; 3 lab hours
Principles of Human Anatomy and Physiology, Structure and Function of the Major Organ Systems: (e.g., Sensory, Respiratory, Digestive, Cardiovascular, Lymphatic and Urogenital). Pre-requisites: BIO 251/Co-requisite: BIOL 252

**BIO/BIOL 261 Pathogenic Microbiology and Immunology for Health Professions**
4 credits; 3 class hours; 3 lab hours
An introduction to the Principles of Microbiology and microbiological laboratory techniques with emphasis on bacterial, fungal, viral, protozoan and helminth pathogens. Introduction to the Principles of Immunology in the control of infectious disease. Pre-requisites: BIO 152 and BIO 202 or BIO 252/Co-requisite: BIOL 261

**BIO/BIOL 302 Genetics**
4 credits; 3 class hours; 3 lab hours
Introduction to the basic principles of classical, modern, and population genetics. The laboratory includes exercises in Cytology, Drosophila Genetics, Molecular Genetics, Population Genetics, and Environmental Genetics. Pre-requisites: BIO 202 and CHM 201, MTH 138 or MTH 136/Co-requisite: BIOL 302

**BIO/BIOL 304 Histology**
4 credits; 3 class hours; 3 lab hours
A lecture and lab study of the microscopic structure of animal cells, tissues and organ systems, including introduction to and practice of cytological and histo-chemical techniques. Pre-requisites: BIO 202 or BIO 252 and CHM 202

**BIO 311 Research Methods**
2 credits; 2 class hours
Introduction to the nature of scientific investigation and the skill needed to develop a research problem. Emphasis is placed on reading primary sources of scientific literature, experimental design, data presentation and analysis, and preparation of a literature review in area of interest in science. This course is required for those students in the Honors Program. Pre-requisites: 16 Credits of Biology or Permission of chairperson

**BIO 312 Laboratory Instrumentation**
2 credits; 6 class hours
A practical laboratory course in which the theory and design of modern laboratory research instruments are discussed and the operation is practiced. Instruments and techniques will include the infrared, fluorescence, ultraviolet and atomic absorption spectrophotometers, high pressure liquid chromatography, thin layer chromatography, gas chromatography, fluorescence microscopy, phase contrast microscopy, ultracentrifugation and electrophysiology instruments (e.g. physiographs, oscilloscopes, bioamplifiers, etc.). Pre-requisites: 16 Credits of Biology or Permission of chairperson

**BIO 323 Pathophysiology**
3 credits; 3 class hours
Principles of the biological and physical sciences that contribute to an understanding of normal body processes and of abnormal states and conditions. Emphasis is on basic principles of anatomy, physiology and pathology. Consideration is given to homeostatic disturbances involving the various organ systems, disease and disease-producing organisms, and hereditary diseases. Pre-requisites: BIO 202 or BIO 261 and CHM 202 or CHM 105

**BIO/BIOL 331 Immunology**
4 credits; 3 class hours; 3 lab hours
The course will focus on the basic concepts of the immune system. There will be both lecture and laboratory components. The lecture component will emphasize the theoretical aspects of the organization, structure and function of the various immune system components. The laboratory component will allow each student to have extensive hands-on experience with various techniques such as: immunodiffusions, immuno-electrophoresis, agglutination of cell bound antigens, immuno-labeling methods (enzyme-linked assays, immuno-blotting, immuno-histochemistry, etc). Pre-requisites: BIO 202 and CHM 202/Co-requisite: BIOL 331

**BIO/BIOL 340 Plant Science/Botany**
4 credits; 3 class hours; 3 lab hours
This course will study the nature of plants as living organisms with emphasis on an experimental approach of structure and function of representatives of the major plant groups. The place of plants in nature and their relationship to humans will be examined. Pre-requisites: BIO 202 and CHM 202/Co-requisite: BIOL 340

**BIO/BIOL 351 Endocrinology**
4 credits; 3 class hours; 3 lab hours
Homeostatic regulation involves coordinating activities of organs and systems throughout the body. The function of the endocrine system involves complex interrelationships and interactions that maintain dynamic steady states. The course will study the endocrine system and its hormonal impact on metabolic activities of various tissues. The interrelationships between the endocrine system and the nervous system will be studied. The laboratory component will allow each student to have hands-on experience with techniques that include, Solution Preparations, Solution chemistry, Hormonal Assay Methods, Histology of Endocrine Glands, Experiments on Hormonal
BIO 365 Human Genome Health & Society
4 credits; 3 class hours; 3 lab hours
This course is designed to introduce students to the basic science of genomics and the Human Genome Project (HGP) and to discuss the impact and applications of genomic science and technologies on health and on society. The basic principles of genetics will be presented to introduce the Human Genome Project. An overview of the application of genomic science to many areas of human endeavor will be presented. The relationship of human genome research to understanding human variation, disease, disease treatment and diagnosis, and health promotion and wellness will be covered. The impact of genomics and genomic technology on understanding complex diseases and health disparities among minority communities will be discussed. The emerging ethical, legal and social issues related to genetics, genetic technologies, and health will be explored. Pre-requisite: BIO 101 or BIO 111

Note: Students must have completed all upper division Core requirements in English and in mathematics and at least 20 credits in science, to include Biology and Chemistry. Other upper division majors (e.g., social work, psychology, education) and may enroll with permission of instructor. Some familiarity with Blackboard is desired. An orientation to Blackboard will be provided in the first class meeting.

BIO 370 Principles of Environmental Science
3 credits; 3 class hours; 3 field trips
A study of ecological principles including community dynamics and surveys of local biotic communities with emphasis on the ecological aspects of urbanization. Pre-requisites: BIO 202 or BIO 252, CHM 106 and CHM 202

BIO/BIOL 373 Invertebrate Zoology
4 credits; 3 class hours; 3 lab hours

BIO/BIOL 375 Chordate Morphology
4 credits; 3 class hours; 3 lab hours
A study of the diversity and uniformity of structure found among living vertebrates. The evolution of chordates is illustrated by such a comparative investigation as well, as an examination of anatomical features of fossil records. The lab includes detailed anatomical studies of several representative chordates. Pre-requisites: BIO 202 and CHM 202/Co-requisite: BIOL 375

BIO/BIOL 376 Chordate Development
4 credits; 3 class hours; 3 lab hours
A study of the embryological development of chordates. Topics include studies of biochemical, morphological and physiological events in differentiation and growth of cells, tissues and organ systems. Chordate evolution is illustrated by a comparative investigation. The lab will include detailed, histological and morphological studies, the development of various chordate eggs, as well as exercises in experimental embryology of living eggs. Pre-requisites: BIO 202 and CHM 202/Co-requisite: BIOL 376

BIO/BIOL 403 Microbiology
4 credits; 3 class hours; 4 lab hours
Survey of the major groups of microorganisms: bacteria, fungi, algae, protozoa, and viruses. Introduction to the structure, function, and growth requirements of these groups. Discussion of the importance and interactions of microorganisms with man and the environment. Laboratory will include techniques for handling and identification of microorganisms. Pre-requisites: BIO 202, CHM 202 and a 300 Level Biology Course with a Lab/Co-requisite: BIOL 403

BIO 410/411/412 Independent Research I, II, III
3 credits; 3 class hours
Minimum of nine hours of conference and independent research per week. Library and/or laboratory investigation of a problem in biology selected and pursued under the guidance of a faculty advisor within the department. Regular meetings with advisors, presentations of findings at department seminars, and submission of a written report of research carried out are required. Pre-requisites: Completion of science courses appropriate to the research project as determined by the faculty advisor and the chairperson of the department.

Note: Only three of these credits selected from BIO 311, 312, 410, 411, and 412 may be applied to the Bachelor of Science degree in Biology

BIO 413 Honors Research
3 credits; 9 class hours
Minimum of 9 hours of conference and independent research per week. Library and laboratory investigation of a problem in biology selected and pursued under the guidance of a faculty advisor within the department. Students will be required to submit a written report in the form of a dissertation and an oral presentation to the biology faculty. This course is required of all biology students in the honors curriculum. Pre-requisite: Permission of chairperson

BIO/BIOL 461 Molecular Biology
4 credits; 3 class hours; 3 lab hours
A study of basic molecular processes and genetic phenomena in eukaryotes and prokaryotes. Topics include molecular aspects of structure and function, replication, transcription and translation, as well as synthesis and repair of nucleic acids, protein synthesis, control of gene expression and recombinant DNA studies. Pre-requisites: BIO 302 and CHM 303 and MTH 201/Co-requisite: BIOL 461

BIO/BIOL 463 Molecular Neurobiology
4 Credits; 3 Class Hours; 3 Lab hours
Multicellular animals monitor and maintain a constant internal environment as well as respond to an external environment. In higher animals, these functions are integrated and coordinated by an organ system known as nervous system. This course is designed to give students a chance to understand cellular and molecular mechanism of how the nervous system works. It includes description of structure and function neuronal cells (neurons and glial cells) as well as neuronal stem cells. This also includes studies on the molecular components (membrane proteins, channels, and receptors) in neurons and glia. The molecular basis for integration and transmission of messages between nervous and other body tissues will be covered. The laboratory components include isolation

BIO/BIOL 472 Molecular Biotechnology: Theory and Application
4 credits; 3 class hours; 3 lab hours
This course covers all aspects of biotechnology including theoretical bases of gene manipulation, products and processes involved in this fast-growing discipline. The usefulness and implications of biotech products will be discussed. The biotech concepts learned in the lectures are reinforced by hands-on laboratory projects. The lab component of the course includes several techniques such as genomic and plasmid DNA isolation and purifications from a variety of samples, cloning genes of interest, separation technology, blotting technology, gene library construction and screening, RT-PCR technology, DNA fingerprinting technology (RAPD and Microsatellite, RFLP) and DNA sequencing that are routinely used in most molecular biotechnology laboratories.

On successful completion of this course students should be able to directly apply these techniques if they decide on a career in biotechnology. Pre-requisite: BIO 302/Co-requisite: BIOL 472

BIO/BIOL 481 Human Physiology
4 credits; 3 class hours; 3 lab hours
Analysis of the human body’s internal environment is the focus of this course. Topics include the nature of biological control systems, and the properties of the major specialized cell types which comprise these systems; the functioning of the organs of the body and their coordination. The laboratory will explore by experimental techniques with living specimens, the functioning of various cell-tissue organ systems of particular physiological interest. Pre-requisites: BIO 202, 300 Level Biology course with Lab/Co-requisite: BIOL 481

BIO/BIOL 491 Cell Biology
4 credits; 3 class hours; 3 lab hours
A lecture and laboratory study of the cell and its ultrastructure, cell physiology, and structure and function of macromolecules and organelles. Pre-requisite: A 300 Level Biology Course with Lab/Co-requisite: BIOL 491

BIO 499 Senior Seminar
1 credit; 1.5 class hours
This course is required for all students majoring in the BS in Biology degree and should be taken during their final year at the college. The course will require students to conduct an in-depth research project on a biological topic, to produce a written report and deliver an oral presentation to the faculty on it. Students will be exposed to a series of seminars dealing with acquisition and re-enforcement of library research skills, computer skills including spread sheets, data acquisition and management, graphing and statistical analysis, and the internet and world wide web. Students will be expected to incorporate all of these activities into their research projects. Pre-requisites: BIO 302 and completion of 12 credits of upper level Biology courses
The mission of the Department of Mathematics is to engage students in substantial intellectual endeavors, to increase students’ appreciation of the role of mathematics in the evolution of human culture, and to prepare students for careers in which mathematics is directly or indirectly involved. The Department of Mathematics is committed to a curriculum that strives to prepare students to meet the challenges of a changing society. Since mathematics is essential to both the liberal arts and the sciences, this Department offers a sufficient number of courses from which students in either of these areas can make a selection designed to satisfy their particular objectives or needs. The Department offers courses designed for other professional fields as well. Course offerings in mathematics can be divided into the following three groups: basic skills, general core, and courses for Mathematics and Science Majors.

DEPARTMENTAL PROGRAMS

Pre-College Mathematics Program
The Pre-College Mathematics Program is offered to high school juniors and seniors who have a consistent record of good performance and who are interested in pursuing careers in mathematics, engineering, computer science, and the natural sciences. Students will be permitted to register for one introductory college level course each semester. These courses carry full college credit for any student who attends Medgar Evers College as a matriculated student. Students are expected to attend classes regularly and are responsible for completing all assignments. The Program is tuition free.

High school students who are interested in this Program should contact the College Now Program at (718) 270-6413 for information and application forms.

Undergraduate Research Program
The Undergraduate Research Program is designed for students who have demonstrated an exceptionally high level of performance in upper-level mathematics courses, and who possess the talent and the commitment to carry out expository or original research in mathematics. Any student interested in this Program should identify a faculty member in the Department to serve as mentor.

DEGREE OFFERINGS

Bachelor of Science in the Mathematical Sciences
The dedication to a modern view of undergraduate mathematics education, both in philosophy and specific program details, is a central feature of this degree program. A fundamental goal of this program is to provide minority students with greater access to educational opportunities in advanced mathematics at the undergraduate level and thereby increase the overall presence of currently under-represented minorities in the mathematical sciences and in the mathematics-based disciplines. The positive attitude, well-focused and solid curriculum, consistently high standards, and innovations are the main features of this program which attract and retain students.

The goals of the Bachelor of Science Degree Program in the Mathematical Sciences are two fold:
1. To prepare students for mathematics-based careers in such fields as actuarial science, systems analysis, computer science, industrial/engineering research, and technology; and,
2. To prepare students for graduate studies in pure or applied mathematics or in fields that requires a substantial mathematics background, such as the natural, computer and engineering sciences.

In order to accomplish these goals the Department has instituted a curriculum designed to reflect the changing needs of society with the following objectives in mind:
1. To educate students to become not mere technicians, but responsible, thoughtful human beings who can successfully negotiate their way in an increasingly scientific and technologically oriented society;
2. To provide students with a solid background in undergraduate mathematics without neglecting students’ needs for general education in the arts and sciences;
3. To increase the number of professionally and occupationally competent people to serve inner cities;
4. To provide students with the essential knowledge and skills necessary for career advancement; and,
5. To prepare students for leadership roles so that they can be energizers or change agents in the community.

Major Requirement Details for BS in Mathematical Science
See Chair or Academic Advisor

PROGRAM REQUIREMENTS

Admissions Criteria
Students who complete MTH 151 (Pre-calculus) with a grade of "C" or better, or who have placed out of this course by examination will be eligible for admission to the program. At the time of admission a departmental advisor will be assigned to each student and an individual counseling/progress file will be opened in the Department.

Academic Standards
Continuation in the program requires a grade of "C" or better in all courses in Components I-VI. (See Components listing below.)

Bachelor of Science Degree in the Mathematical Sciences:
The Bachelor of Science Degree Program in the Mathematical Sciences prepares students for Mathematics-Based Careers or Graduate School. A typical distribution of credits for a Mathematical Sciences major follows:

Distribution of Credits
The Bachelor of Science Degree in the Mathematical Sciences requires the completion of one hundred twenty (120) credits. Of these, fifty-two (52) credits are taken up by the Medgar Evers Core Curriculum and forty-six (50) credits are to satisfy the Departmental Core. The balance of eighteen (18) credits will be used for Free Electives which may be selected from additional Specialized Course Selections or from Non-mathematics Courses.

The total College Core is fifty-two (52) credits of which seven (7) credits are in Mathematics courses prior to Calculus I. The Department requires prospective mathematics majors to take MTH 202 and MTH 203 to satisfy this requirement. In addition, students are required to choose PHY 114 in the Physical Sciences and CS 151 in the Computer Languages to satisfy the Core requirements.

Note: Although certain pre-calculus courses will satisfy the College Core, they will not count for this Bachelor of Science Degree Program.

COURSE DESCRIPTIONS

MATHEMATICS

MTH 115 Nature of Mathematics I
3 credits; 4 class hours
This course is designed to provide the students in the liberal arts with an introduction to some of the major concepts of modern mathematics. Topics include why and how numbers were invented, history of mathematics; set theory and Venn diagrams, comparative study of algebra of sets, and algebra of numbers, applications to logic circuits; selected topics from number theory; counting and elementary probability; compound interest, discrete and continuous. Calculators and computers will be used to do experiments and illustrate mathematical concepts. Writing assignments will be given culminating in a term paper. Pre-requisite: MTH 010 or Placement by CUNY COMPASS Assessment Tests for Incoming Students

MTH 120 Algebra and Coordinate Geometry
1 credit; 3 class hours
This course is intended to provide the mathematical knowledge and understanding necessary for students to continue their study of mathematics and be able to take the courses for which mathematical knowledge is a Pre-requisite or Co-requisite. The course emphasizes the basics of algebraic methods, including work with exponents, polynomials, rational expressions, and coordinate geometry. The solution of linear and quadratic equations, systems of linear equations, as well as the applications of algebra to practical problems will also be discussed. Pre-requisite: MTH 010 or Exemption by CUNY COMPASS Assessment Tests for incoming students

MTH 136 Intermediate Algebra and Trigonometry
3 credits; 4 class hours
This course is designed to provide students in general with the knowledge and skills needed for further studies in the mathematical and physical sciences as well as in such fields as accounting and finance, marketing and management. The topics to be discussed in this course include rational and polynomial expressions, graphical methods, solving equations and systems of equations by Cramer's Rule, principles of analytic trigonometry, exponentials and logarithms, induction, the binomial theorem, progressions, conic sections. Applications to various fields will be emphasized. Electronic calculators will be used throughout the course to perform detailed numerical calculations. Pre-requisite: Exit from Academic Foundations or Initial Placement by CUNY COMPASS Assessment Tests

MTH 138 College Algebra And Trigonometry
3 credits; 5 class hours
This course is designed to provide initial preparation in mathematics for students who are majoring in, or who intend to major in, the mathematical sciences, computer science, or environmental science. It is also for those in other science programs whose course of study requires advanced mathematical skills and training. A thorough understanding of the topics to be studied in this course will form the essential background for further studies in the mathematical and physical sciences and related fields. The topics to be discussed include solutions of compound statements including absolute value equations and inequalities, rational and radical equations and inequalities, the algebra of functions, modeling with exponential and logarithmic functions, systems of linear equations by the Gaussian and Gauss-Jordan elimination methods, nonlinear systems of equations and inequalities, conic sections and parametric equations, modeling with exponentials and logarithms, sequence and series, the binomial theorem, and mathematical induction. Topics from trigonometry include trigonometric functions and their inverses, graphs, identities and equations, the laws of sines and cosines with applications, polar coordinates and De Moivre's theorem. Electronic calculators and computers (based on availability) will be used throughout the course to perform detailed numerical calculations, and graphical presentations. Pre-requisite: Exit from Academic Foundations or Initial Placement by CUNY COMPASS Assessment Tests

MTH 141 Finite Mathematics
4 credits; 4 class hours
This course is designed to provide non-science majors with
the mathematical background required for the applications of elementary quantitative methods to problems in business and the social sciences. The topics covered include basic probability theory and its applications, introductory statistics, matrices and linear programming, as well as concepts from precalculus and calculus such as set relations and functions, introduction to limits, and the rule for differentiating simple algebraic functions. Whenever appropriate, computers and calculators will be integrated into the course. Pre-requisite: MTH 136 or MTH 138

MTH 151 Pre-Calculus
4 credits; 4 class hours; 1 lab hour
This course is designed to provide students with the mathematical preparation necessary for a successful study of calculus. It also gives students in general education an opportunity to fulfill their desire for a mature investigation and understanding of the level of mathematics beyond the Algebra sequence through the study of real functions. In the study of the properties of real functions, both analytical and graphical methods will be used. Whenever possible, an effort will be made to apply mathematics to problems in the sciences and other disciplines. Topics include absolute value equations and inequalities; polynomial, rational, trigonometric, exponential and logarithmic functions and composite and inverse functions. Computers and calculators will be utilized throughout the course to enhance understanding of mathematics concepts. Pre-requisite: MTH 136 or MTH 138

MTH 202 Calculus I
4 credits; 4 class hours; 2 lab hours
The analysis of functions numerically, graphically, and algebraically, aided by technology; velocity and distance; Riemann sums; the integral assigned area; Fundamental Theorem of Calculus; antiderivatives and the indefinite integral; basic properties of integrals; integrals tables; techniques of closed form integration; numerical integrations; Taylor series; applications of integrals to problems in geometry and the sciences. Pre-requisite: MTH 151 with a Grade of “C” or Better

MTH 203 Calculus II
4 credits; 4 class hours; 2 lab hours
The analysis of functions numerically, graphically, and algebraically, aided by technology; velocity and distance; Riemann sums; the integral assigned area; Fundamental Theorem of Calculus; antiderivatives and the indefinite integral; basic properties of integrals; integrals tables; techniques of closed form integration; numerical integrations; Taylor series; applications of integrals to problems in geometry and the sciences. Pre-requisite: MTH 202 with a Grade of “C” or Better

MTH 204 Calculus III
4 credits; 4 class hours; 2 lab hours
This course generalizes the concepts and applications of the differential and integral calculus of functions of one variable to higher dimensions. The analysis of multivariable functions numerically, graphically, and algebraically aided by technology; partial derivatives, directional derivative; Taylor approximations; optimization, the quadric surfaces, polar, cylindrical, spherical coordinates; vector fields, line and surface integrals; multiple integrals. Pre-requisite: MTH 203 with a Grade of “C” or Better

MTH 205 Elementary Differential Equations
3 credits; 3 class hours; 1 lab hour
This course is designed to introduce students to the idea and nature of ordinary differential equations. Computers will be integrated in teaching the theory and applications in gaining insight into the solution of both linear and nonlinear differential equations. Topics covered include direction fields, phase planes and phase portraits; first order equations, higher order equations, systems of first order differential equations, the Laplace transform; and series solutions. Pre-requisite: MTH 203 with a grade of C or better

MTH 206 Introduction to Mathematical Proof
4 credits; 4 class hours
This course is designed to provide students in the mathematical sciences degree program with a general introduction to the formal language and methods of proof and argument that are universally applied in the mathematical sciences. The close relationship between language (both natural and symbolic) and mathematical abstractions will be discussed in detail. The roles of undefined terms and defined terms in mathematics as well as the distinctions between them will be presented and illustrated. The basic mathematical terminology and standard notational systems will be presented, and students will be shown how to devise acceptable and efficient descriptive notation and symbols that may be required for specific mathematical tasks. The concepts of logical truth and consistency, along with the qualifiers and their use will be analyzed in detail. The construction method, the choose method, and the first and second principles of mathematical induction will be discussed in detail as will the indirect methods of proof by contradiction and proof by contrapositives. Proofs based on arguments by the method of exhaustion along with arguments based on the exhibition of a counterexample will be presented and illustrated. The distinction between general proofs and specific illustrations (examples) will be emphasized. Existence and uniqueness arguments from various branches of mathematics will be presented. Writing original proofs and detailed analyses will be emphasized throughout the course. When appropriate, computers will be used to test specific cases of general principles. Pre-requisite: MTH 203

MTH 207 Elementary Linear Algebra
3 credits; 3 class hours; 1 lab hour
The course is designed to introduce students to elements of finite dimensional vector spaces over real numbers; linear transformations and applications; system of matrices; independence of vectors, bases, dimension; dot product; projections; linear transformations, matrix representation; eigenvalues and eigenvectors, diagonalization. Pre-requisite: MTH 202

MTH 209 Elementary Statistics
4 credits; 4 class hours
This course is designed to provide students with the basic statistical techniques commonly used in data collection, analysis and interpretation. Familiarity with such techniques is essential for any program of study and is vital for the nursing program. Topics include tabulation and presentation of data by charts and graphs; description of data using numerical measures: mean, median, mode, percentiles, variance and standard deviation; description of bi-variate data by scatter diagram, correlation co-efficient and regression line; intuitive development of probability for studying binomial and normal distributions; and applications to statistical inference such as
estimation and tests of hypotheses. Required for nursing students. Whenever appropriate, computers and calculators will be integrated into the course. Not open to Science and Business students. 
Pre-requisite: MTH 136 or MTH 138

MTH 215 Nature of Mathematics II
4 credits; 4 class hours
This course is a continuation of MTH 115 and is designed to provide the students in the liberal arts with additional major concepts of modern mathematics including the design of mathematical models that describe real world situations and how these models can be used to obtain solutions to a wide variety of practical problems. Topics include interest, annuities and amortization, inferential statistics, application of symbolic logic and predicate calculus to switching circuits, graph theory and its applications. 
Pre-requisite: MTH 115

MTH 220 Introduction to College Geometry
3 credits; 3 class hours
This course is designed to provide students with a survey of geometry and geometric methods. Students will be introduced to axiomatic systems and will be shown how different systems result in different geometries. The relationship between algebra and geometry will be examined in terms of coordinates in the plane and space. The perimeter, area and volume formulas for elementary plane and solid figures will be derived and applied to practical problems. The nature of proofs and their development from basic principles will be emphasized as will computational methods and compass and straightedge constructions. Non-Euclidean geometry will be investigated. 
Pre-requisite: MTH 136 or MTH 138

MTH 222 Introduction to Probability and Statistics
4 credits; 4 class hours
This course is designed to provide students with an introduction to statistical techniques commonly used in scientific research and business operations. The course will provide a strong foundation of statistical concepts for science and business majors. Topics include tabulation and presentation of data; numerical descriptions by measures of central tendency, measures of variability and measures of position; elementary probability theory leading to probability distributions and applications in statistics; binomial and normal distribution with applications to sampling theory and statistical inference such as estimation and test of hypotheses based on small and large samples; bi-variate data and correlation analysis; contingency tables and tests based on chi-square distribution; and introduction to analysis of variance. Whenever appropriate, computers and calculators will be integrated into the course. Not open to students majoring in Mathematics. 
Pre-requisite: MTH 136 or MTH 138

MTH 231 Mathematics for Elementary Educators
3 credits; 3 class hours
This course is designed to help prospective teachers of elementary school mathematics to view elementary mathematics from a higher standpoint. Students will be provided with an enriched background in a broad selection of topics from advanced mathematics through exploration, conjecture and reasoning. The topics covered include numeration system, number theory, decimals, ratios, and percents, intuitive plane and solid geometry and mensuration, construction, magic square and modular arithmetic, probability and statistics. Whenever appropriate, computers and calculators will be integrated into the course. 
Pre-requisite: MTH 136 or MTH 138

MTH 237 Probability and Statistics
3 credits; 3 class hours
This course will provide a calculus-based introduction of probability theory and applications to statistical inference. Topics will include discrete and continuous probability distributions, moment generating functions, laws of large numbers, limit theorems, sampling distributions, and statistical inference using z, t, f and c2 distributions. 
Pre-requisite: MTH 203

MTH 241 Calculus for Business and Social Sciences
4 credits; 4 class hours
This course is designed to provide non-science majors with a mathematical background required for the application of elementary quantitative methods to problems in business and the social sciences. This course is also designed to provide students with a solid background in those topics from calculus that have applications in the study of business and economics. Topics to be studied include the derivative, graphing and optimization, and the chain rule. Integration techniques will be developed and then applied to business and economic problems. Topics from multivariable calculus include the use of the Lagrange multiplier in maxima and minima problems. The method of solving initial-value problems involving first-order linear differential equations and their applications to business, economics, and social sciences will be presented. 
Pre-requisite: MTH 141

MTH 305 Number Theory
3 credits; 3 class hours
This course is intended to introduce students to classical number theory, including its proof techniques and history. Topics include divisibility, primes and their distribution, congruence, quadratic residues, Diophantine equations, continued fractions, and number-theoretic functions. 
Pre-requisite: MTH 206

MTH 306 Set Theory
3 credits; 3 class hours
This course is designed to provide students with a thorough knowledge of notations, concepts, and language of set theory. The axiomatic basis of set theory will be presented, as will operations relations and functions, and composites. The Axiom of Choice, Zorn’s Lemma, and the Well-Ordering Principle will be discussed. Ordinal and transfinite recursion and ordinal arithmetic will be explored. The Schroeder-Bernstein Theorem will be presented, as will countability, cardinality and cardinal arithmetic. 
Pre-requisite: MTH 315

MTH 308 Abstract Algebra I
3 credits; 3 class hours
The course is designed to provide an introduction to modern, abstract algebra through concrete structures. Topics include congruence in integers; groups; rings; fields and field extensions; and applications. 
Pre-requisite: MTH 202

MTH 309 Abstract Algebra II
3 credits; 3 class hours
This course is designed to provide a deeper investigation of the structures and proof techniques introduced in MTH 308. Among the topics to be discussed will be the Sylow theorems, algebraic free abelian groups, group representations, factor rings and ideals,
MTH 310 Matrices and Groups for the Sciences
3 credits; 3 class hours
This course is specifically designed to provide students in the space science program, the chemistry and the environmental science program, the physics program, and the computer science program with a survey of the basic tools from abstract and linear algebra that are used by physical scientists. The traditional topics on sets, basic counting principles and formulas, relations, mappings, linear transformations and matrices as well as applications of these concepts to the sciences will be discussed in detail. Basic matrix algebra, inverses, transposes, adjoints and special matrices (such as unitary and hermitian matrices), along with systems of linear algebraic equations will be presented. Eigenvalues and eigenvectors, diagonalization of matrices and functions of matrices will be studied and applications of matrices to such areas in the physical and computer sciences as quantum mechanics, physical chemistry, advanced inorganic chemistry and networks, and computer graphics will be emphasized. Throughout the course the emphasis will be on the application(s) of abstract mathematical systems to the physical sciences. Use of the mathematical software MAPLE will be emphasized for all numerical and graphical work. Pre-requisite: Permission of chairperson

MTH 311 Advanced Calculus I
3 credits; 3 class hours
This course will offer an introduction to the rigorous analysis of functions of one and several variables that will provide students with the background needed for advanced study in pure and applied analysis. Topics will include properties of the real number system, limits, continuity, differentiability, vector analysis, and introductory differential geometry. Pre-requisite: MTH 204

MTH 312 Advanced Calculus II
3 credits; 3 class hours
This course will offer a continuation of the rigorous analysis of functions begun in MTH 311. Topics will include multiple integrals, line and surface integrals, Green’s Theorem, Stokes’ Theorem, infinite series and improper integrals. Pre-requisite: MTH 311

MTH 315 Complex Variables I
3 credits; 3 class hours
The course is designed to provide a rigorous introduction to the theory and applications of functions of a complex variable. Among the topics to be discussed are complex numbers, complex functions, analytic and harmonic functions, the Cauchy-Riemann equations, complex integration, Cauchy’s integral theorem, Liouville’s Theorem, Taylor and Laurent series, singularities, residues, the Argument Principle, and Rouche’s Theorem. Pre-requisite: MTH 203

MTH 316 Complex Variables II
3 credits; 3 class hours
After a review of selected results from MTH 315, the student will be introduced to more advanced topics in classical complex function theory. Topics to be discussed may include conformal mappings, the Riemann mapping theorem, analytic continuation, infinite products, the gamma function, asymptotic series, Jensen’s theorem, the Phragmen-Lindelof theorems, and various applications of complex function theory. Pre-requisite: MTH 315

MTH 320 Vector Analysis
3 credits; 3 class hours
This course will provide students with a survey of the algebra and calculus of vector-valued functions in the plane and in space. Vector product identities and the geometry of vectors will be presented. The differential calculus of vector functions will be studied and identities involving the Laplacian, the divergence, and the curl will be examined. Line, surface, and volume integrals will be presented. The theorems of Gauss, Green, and Stokes will be examined, as will generalized orthogonal coordinates and applications of vector analysis to physics. Pre-requisite: MTH 315

MTH 324 Introduction to Differential Geometry
3 credits; 3 class hours
This course is designed to provide students in the Mathematical Sciences Program with an introduction to the classical (local) differential geometry of curves and surfaces in R3 using vector methods. The concepts of arc length, curvature, torsion along with the fundamental systems of basic unit vectors and the associated lines and planes will be discussed. The Serret-Frenet formulas and their application and the moving trihedron will be investigated in detail. The representation problem in terms of the natural parameter (arc lengths) and the general theory of smooth space (twisted or gauche) curves will be emphasized, as will the representation problem and elementary theory of smooth surfaces embedded in Euclidean space. The First and Second Fundamental Forms will be presented and the various curves on embedded surfaces (such as lines of curvature, asymptotic lines, and directions) will be discussed, as will Meusnier’s theorem, Euler’s theorem and the Dupin indicatrix. Elementary principles and methods of the tensor calculus will be introduced as a means of investigating the Fundamental Theorem of Surface Theory, the Gauss-Weingarten equations, and the Mainardi-Codazzi equations. The Theorema Egregium of Gauss will be discussed, as will the concepts of geodesics and geodesic coordinates. The course will conclude with an analysis of the classical Gauss-Bonnet Theorem and its implications. Pre-requisite: MTH 320

MTH 325 Modern Differential Geometry
3 credits; 3 class hours
This course will provide students with a rigorous introduction to the modern theory of differential geometry which will enhance students’ abilities to use analysis and computers to solve intricate geometry problems. Among the topics to be treated are plane curves, curves in space, tubes and knots, calculus on Euclidean space, non-orientable surfaces, ruled surfaces, intrinsic geometry, principal curves and umbilici points on surfaces, and minimal surfaces. Pre-requisite: MTH 324

MTH 330 History of Mathematics
3 credits; 3 class hours
The course will examine the development of mathematics from antiquity to recent times, with particular attention paid to the contributions of non-Western cultures. The relationship between the evolution of mathematical thought and societal conditions will be highlighted. Pre-requisite: Permission of chairperson
MTH 332 Tensor Analysis
3 credits; 3 class hours
This course is designed to provide students in the Space Science Program, the Physics Program, and the Mathematical Sciences Program with a practical introduction to tensors. The course will emphasize those aspects of the theory, and cosmology. Eigenvectors ad eigenvalues as well as bi-linear and quadratic forms will be discussed as will functions of matrices (such as the matrix exponential) and partitioning, Kronecker sums and products will be investigated in detail. Tensor formalism, notation, and algebra will be presented along with the Kronecker delta and its properties. Students will be given detailed instruction on how to express certain well-known principles (such as the Maxwell Equations) in tensor form. Covariant and contravariant tensors and vectors, symmetric tensors, associate tensors, the Ricci tensor and its properties, metric tensors, and other forms will be emphasized. Covariant formulation of electrodynamics, the Christoffel symbols, and the Riemann-Christoffel curvature tensor will be presented. Pre-requisite: MTH 207

MTH 335 Discrete Mathematical Structures
3 credits; 3 class hours
This introductory course will introduce the students to the major topics in elementary discrete mathematics and build skills in mathematical reasoning and proof techniques. The course will cover such topics as sets, algorithms, mathematical induction, recursion, counting techniques, relations, graphs, trees, Boolean algebra, and applications. Pre-requisite: MTH 207

MTH 337 Probability Theory
3 credits; 3 class hours
This course is designed to provide a rigorous treatment of the theory of probability, based on the introduction provided in MTH 237. The course will enhance students' abilities to use probabilistic models. Topics include set theory, basic definitions and concepts of probability, combinatorial analysis, independent events, random variables, discrete and continuous probability distributions, the Poisson and normal distributions, central limit theorem, law of large numbers, random walks, and Markov chains. Pre-requisite: MTH 237

MTH 338 Mathematical Statistics
3 credits; 3 class hours
This course will offer further rigorous treatment of the theory of statistics, based on the introductions provided by MTH 237 and MTH 337. The course will enhance students' appreciation of the role of statistics in modern research. Topics to be covered will include the nature of statistical methods, sampling theory, correlation and regression, analysis of variance, statistical inference, goodness of fit, small sample distributions, statistical design of experiments, and non-parametric methods. Pre-requisite: MTH 337

MTH 341 Special Functions of Mathematical Physics
3 credits; 3 class hours
This course will offer a rigorous introduction to the class of special functions needed to solve problems in physics and engineering. Among the topics are Bessel functions, boundary value problems, hypergeometric functions, confluent and generalized hypergeometric functions, Jacobi elliptic functions and integrals, and applications to problems in geometry and physics. Pre-requisite: MTH 204

MTH 345 Mathematical Modeling
3 credits; 3 class hours
This course is designed to provide an introduction to the principles and techniques of mathematical modeling that builds upon the mathematics the students have already seen, and enhances their abilities to apply mathematics to solve scientific and industrial problems. Topics will include the modeling process, graphs, proportionality, model fitting, optimization, experimental modeling, dimensional analysis and similitude, simulation modeling, dynamic systems, graph-theoretic models, game-theoretic models, and a summary of the modeling process emphasizing tools and the literature. Pre-requisite: Permission of chairperson

MTH 349 Projective Geometry
3 credits; 3 class hours
This course is designed to provide an understanding of the extended Euclidean plane; system of axioms; Desargue's and Pappus's theorems; projective theory of conics; finite planes; co-ordinatization of the projective plane. Pre-requisite: Permission of chairperson

MTH 350 Transformational Geometry
3 credits; 3 class hours
This course is designed to provide an understanding of the Groups of Euclidean Motions of two and three spaces; similarities, inversions, projectivities; construction of conic sections, and the geometry of fractals. Pre-requisite: Permission of chairperson

MTH 353 General Topology
3 credits; 3 class hours
This course is designed to provide a rigorous introduction to the concepts of point-set and algebraic topology that will provide a foundation for further studies in advanced mathematics and enhance students' abilities to think abstractly. Topics will include set theory, pseudometric spaces, topological spaces, continuous functions, connected and compact spaces, product spaces, sequences, complete pseudometric spaces, Euclidean spaces, quotient spaces, hyperspaces and multi functions, dimension, and an introduction to algebraic topology. Pre-requisite: MTH 206

MTH 355 Partial Differential Equations
3 credits; 3 class hours
This course is designed to provide students in the Space Science Program, the Physics Program, and the Mathematical Sciences Program with a survey of classical partial differential equations and boundary-value problems. The traditional classification schemes involving concepts such as linearity/non-linearity, homogeneity/ nonhomogeneity, and constant/variable coefficients will be investigated. The emphasis will be on applications of partial differential equations to physics and chemistry. The method of separation of variables will be emphasized and Fourier series will be discussed. Orthogonal function and Green's functions will be presented along with the Fourier integral and double Fourier series. Laplace transform methods will also be examined as will the method of characteristics. Graphical and geometric methods will be presented. Although the emphasis throughout the course will be on closed-form solutions and the physical/geometrical interpretations of the equations and their associated boundary conditions, computers will be used for drill and practice work once the main analytical technique has been thoroughly investigated. Pre-requisite: MTH 205
**MTH 358 Differential Geometry and Relativity Theory**
3 credits; 3 class hours
This course is designed to introduce students in the Space Science Program, the Physics Program, and the Mathematical Sciences Program to the application of the differential geometry of curves and surfaces to the classical theory of relativity. The concepts to be discussed will be presented first from a mathematical point of view and then from a physical point of view using mathematical formalism. The topics to be presented will include the theory of space curves and three-dimensional surfaces and their properties. These basic differential geometric concepts will then be used to develop the geometric principles that govern flat space-time or the special of relativity. The mathematical topics to be presented in this course will include a brief review of vector geometry and analysis, the hyperbolic functions, the geometry of curves and their representations, the geometry of surfaces in E3, the first fundamental form, the second fundamental form, mean curvature, Gauss curvature, geodesics, the curvature tensor, the Glorious Theorem, Gauss and invariance, and extensions and manifolds. The topics from physic to be presented include an informal historical analysis of the differences between the assumptions of the Newtonian and the relativistic theories, a detailed of the early experimental verifications of the Einstein theory, Coordinates, the Galilean transformations, the Lorentz transformations, the paradoxes of special relativity the four-dimensional framework, the postulates of relativity, inertial frames of reference, space=time diagrams, the relativity of simultaneity, and the principles of temporal order and causality. **Pre-requisite: MTH 204**

**MTH 359 Graph Theory**
3 credits; 3 class hours
This course is designed to provide a rigorous introduction to the concepts of graph theory that will prepare students for further studies in advanced pure and applied mathematics, as well as enhance their abilities to think abstractly. The course will cover graphs, algorithms, trees, paths and distance, networks, matching and factorization, Euclidian graphs, Hamiltonian graphs, planar graphs, graph coloring, digraphs, external graph theory, and additional applications. **Pre-requisite: MTH 309 or MTH 335**

**MTH 360 Numerical Analysis**
3 credits; 3 class hours
This course will provide an introduction to numerical methods that provides the foundation for further work in pure and applied mathematics. The course includes a review of calculus, a survey of numerical software, solution of equations in one variable, interpolation and polynomial approximation, numerical differentiation and integration, initial value problems for ordinary differential equations, linear systems, iterative techniques in linear algebra, approximation theory, nonlinear systems of equations, and boundary value problems for ordinary differential equations. **Pre-requisite: MTH 203**

**MTH 400 Special Topics in Mathematics**
3 credits; 3 class hours
The content of this course will vary depending on the interests and needs of the students and the interests of the faculty. Selected topics in advanced mathematics will be discussed. The course will allow students to experience specialized areas of mathematics that are not a regular part of the curriculum. **Pre-requisite: Permission of chairperson**

**MTH 405 Senior Seminar**
1 credit; 3 class hours
This is a capstone course that builds upon the mathematical maturity developed in earlier courses. It will require the reading of current and classical articles in mathematics journals and will develop a student’s ability to solve problems. The course will unify the students’ previous course work and illustrate the power and usefulness of mathematics in the modern world. **Pre-requisite: Permission of chairperson**

**MTH 411/412/413 Independent Research I, II, III**
3 credits; 3 class hours
A minimum of 9 hours of conference and independent research per week will be required. Library and/or laboratory investigation of problems in mathematical science or related fields will be selected and pursued under the guidance of the faculty of the department. Regular meetings with advisor, presentation of findings at departmental seminars, and submission of a written report of research carried out will also be required. **Pre-requisite: Completion of all required 300 Level Courses or Permission of chairperson. Only 3 of these credits may be applied to the Bachelors degree.**
Department of Nursing

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Tonia Grant
Anthony Isenalumhe
Ann Marie Leveille
Melissa Marbaillie
Eileen McCarrall
Georgia McDuffie
Isoken Okhuahesuyi
Lydia Clark-Sumpter
Aurora Villafuerte

The mission of the Department of Nursing (DON) is “committed to excellence in nursing education to ensure that our graduates know success, employ technological skills and enrich their community, nation and perhaps the world.” The DON philosophy addresses our commitment to creating a society in which each human being is valued and supported, which is consistent with the MEC motto “creating success one student at a time”.

The Department of Nursing offers a Bachelors of Science (BSN), Associates in Applied Science (A.A.S.) Degree Program and a Certificate in Practical Nursing (PN). The programs of study are designed to:

1. Provide a three step career ladder in nursing education.
2. Maintain academic excellence and encourage lifelong learning.
3. Reflect the awareness of the holistic health care needs of the residents of Central Brooklyn and all of New York City.
4. Ensure the graduate’s readiness for entry into the rapidly changing inner city urban health care delivery system.
5. Provide advancement in professional nursing leadership.
7. Reflect and incorporate the health care needs of residents of Central Brooklyn and adjacent communities.
8. Prepare the graduate for the rapidly changing health care delivery environment and higher education in nursing.

NEW POLICY FOR CLINICAL NURSING STUDENTS
Beginning in the Fall 2009 semester, all CUNY nursing departments will require applicants for admission into nursing clinicals to provide documentation in one of the following categories:

1. U.S. Citizenship,
2. Permanent Residency,
3. International student with F1 Status,
4. Granted Asylum, Refugee Status, Temporary Protected Status, Withholding of Removal, or Deferred Action Status by the U.S. Government.
5. The CUNY Citizenship and Immigration Project provides free counseling to all CUNY students regarding immigration status (http://web.cuny.edu/about/citizenship.html).

ACCREDITATION STATEMENT
Information regarding Department of Nursing AAS and BSN accreditation can be obtained from the National League for Nursing Accrediting Commission (NLNAC); 3343 Peachtree Road, NE, Suite 500; Atlanta, Georgia 30326 Tel: 404-975-5000; Fax: 404-975-5020 or www.nlnac.org. Information regarding state approval status may be obtained from the New York State Education Department (NYSED) at 518 474-3817 or www.op.nysed.gov.

CERTIFICATE IN PRACTICAL NURSING (CPN)
The Practical Nursing Certificate Program is eighteen (18) months in length. It consists of three (3) semesters. Medgar Evers College provides an opportunity to eligible applicants for entry into a College-based Practical Nurse Program. The Practical Nurse Program of study is an upward mobility opportunity for selected applicants to achieve a Certificate in Nursing. Upon completion, the graduate of the PN Program is eligible to sit for the NCLEX-PN.

Program Purposes
1. Provide a program of study designed for students who wish to qualify to sit for the National Council Licensure Examination for the Practical Nurse (NCLEX-PN).
2. Prepare the graduate to practice as a beginning Nurse at the technical level under the direction of the Registered Nurse.
3. Provide a basic foundation for upward mobility in Nursing.

Admission Requirements
Applicants to the Certificate in Practical Nurse Program at Medgar Evers College must:
1. Hold a High School Diploma or a General Equivalency Diploma (GED).
2. Complete all basic skills course work prior to admission into the Nursing major.
3. Take and pass all three (3) areas of the CUNY Skills Assessment Examinations (Reading, Writing, Mathematics) prior to entry into the CPN Program of study.
4. Achieve a satisfactory score on the NLN Pre-entrance Examination.
5. Attend interview by Nursing faculty prior to admission.
6. Provide current medical clearance to include occupational exposure health requirements.
Program Purposes:
1. Provide the entry-level technical nurse who will qualify to sit for the National Council Licensure Examination (NCLEX-RN).
2. Prepare the graduate who will be accountable and responsible nursing care provider to clients with common well-defined health problems in structured health care settings.
3. Provide opportunities which will encourage pursuit of lifelong learning and professional and personal development.

Admission Criteria Requirements
All requirements for admission to Medgar Evers College must be met. For progression to the Clinical Nursing Phase, students must meet additional requirements. These requirements, include, but may not be limited to:
1. Completion of Medgar Evers College/CUNY Skills Assessment Examinations (Reading, Writing, and Mathematics).
2. Enrollment at Medgar Evers College a minimum of one semester.
3. Maintain a “B-”, or higher, in all Science courses.
4. Completion of College Core requirements.
5. Minimum 2.7 cumulative Grade Point Average required.
6. A criminal background check may be required.
7. Completion of the application process for acceptance into the Clinical Nursing Phase.
8. Repeat science courses which are 5 years or older upon application to enter clinical phase.
10. Attend required interview by nursing faculty.
11. Submission of writing sample required.
12. Achievement of satisfactory Math score prior to acceptance.
13. Required orientation prior to admission to the Nursing Clinical Phase.
14. Meet all admission requirements to the Nursing Program.
15. Any requirements as determined by the Department.

The AAS Program in Nursing is designed to be completed in five (5) semesters. However, there are a limited number of seats in the Clinical Sequence, and entrance is not automatic. Regarding status of first-time admission into the Program of Nursing, students are encouraged to maintain contact with his/her academic counselor in the Student Advocacy and Support Services Center (SASSC).

Retention and Progression through the Clinical Nursing Sequence
All students must meet the following requirements for Retention and Progression through Nursing courses and must have:
1. Current medical clearance to include New York State Department of Health requirements.
2. Current medical clearance to include New York State Department of Health requirements.
3. Satisfactory health physical on file which includes Hepatitis B testing.
5. Current Student Malpractice/Liability Insurance (1 mil./3 mil.).
6. Physical clearance must state that student is physically able to perform all Clinical Course Requirements as mandated by the
Department of Nursing and affiliating agencies.

7. Minimum 2.7 cumulative Grade Point Average upon admission into nursing through graduation.

8. Purchase of a MEC nursing student uniform upon admission into the first Nursing course.

9. “B-” or higher in all Nursing (NUR) courses.

10. Pass clinical, skills lab, and theory portions of each NUR course.

11. Achieve a “B-” or better in all Science courses.

12. Meet all requirements as outlined by the Department without exception.

Students who do not receive a satisfactory grade of “B-” or better in a Nursing course may repeat one (1) Nursing (NUR) course one (1) time only during their Progression through the Nursing Program. Students are expected to complete the Associate degree Nursing Program in no more than four (4) years.

Students repeating a Nursing course must earn a minimum grade of “B-“ in the repeated Nursing course as well as a minimum GPA of 2.7 in order to continue progression through the Nursing Program. Achievement of less than a “B-“ in a repeated Nursing course will result in the dismissal of the student from the Nursing Program.

Students repeating any Nursing course must meet with both Nursing Department Academic Advisor and the Student Advocacy and Support Services Center (SASSC) Nursing Counselor prior to reenrollment in a repeated Nursing course.

Readmission to the AAS Nursing Program
Re-admission in a NUR course is based upon availability of space. Readmission is not automatic. Students, who have not been in attendance for one (1) or more consecutive semesters, must apply for re-admission to the College in the Office of Admissions, and meet all program requirements in effect at the time of re-admission. Students must apply for re-admission in writing, sixty (60) days prior to the date of requested re-admission. The written request is submitted to the Departmental Admission, Retention, and Progression Committee (ARPC) requesting continuation in the Clinical Nursing Phase. Only if space is available and all requirements are met that are in effect at that time, may the student be considered for re-entry into the Program. Students may be required to take Achievement/Placement Exams at student’s expense. Prospective re-admitted students must demonstrate acceptable psychomotor skills.

Medgar Evers College will award the Associate in Applied Science degree in Nursing upon the student’s completion of all sixty-four (64) required Nursing Program Credits. Graduates are then eligible to apply to sit for the NCLEX-RN. The NCLEX-RN application requirements include:

1. Completion of all AAS degree requirements for the College;
2. Completion of all Program requirements as outlined by the Nursing Department;
3. Valid Student Social Security Number;
4. Minimum age of eighteen;
5. Good moral character and standards as defined by the New York State Education Department’s Professional Licensure Board of Nursing.

BACHELOR OF SCIENCE IN NURSING (BSN)
The mission of the Department of Nursing (BSN) is to prepare graduates to function as primary health care providers engaged in a broad range of health promotion, maintenance, and restoration activities to diverse populations in a variety of settings with a strong community focus.

The Department offers a baccalaureate completion program for registered nurses designed specifically for the graduates of Associate Degree and Hospital Diploma nursing programs. The program further aims to broaden knowledge and develop skills in nursing leadership and management. It also provides the foundation for graduate studies in advanced nursing practice as a clinical specialist or nurse practitioner as well as preparation for teaching, administration, and research in nursing.

Program Goals
1. Prepare a beginning generalist professional nurse.
2. Provide broad-based knowledge and skills in nursing leadership and management.
3. Provide a foundation for graduate studies in advanced nursing practice and education.

BSN Program Objectives
Graduates of Medgar Evers College BSN Nursing Program will provide competent nursing care to a multi cultural population in a variety of settings to individuals, families and communities. The objectives of the BSN Program are to provide knowledge, skills and attitudes to enable its graduates to:

1. Combine theoretical and empirical knowledge from the sciences, humanities and nursing disciplines for evidence-based practice within a systems framework.
2. Provide culturally competent nursing care for clients requiring primary, secondary and tertiary levels of intervention.
3. Communicate and collaborate effectively with other health care providers and members of the community in promoting and maintaining the wellbeing of clients.
4. Use critical thinking and problem-solving skills to expedite the nursing process in providing nursing care.
5. Demonstrate accountability for own nursing practice and professional development.
6. Integrate leadership skills in coordinating care.
7. Incorporate ethical, moral and legal values in the practice of nursing.
8. Employ the use of technology and research findings to meet the needs of a dynamic practice environment.

PHILOSOPHY OF THE FACULTY OF THE BSN PROGRAM
The faculty of the BSN Program believes that education has the power to positively transform lives and it is the right of all individuals in the pursuit of self-actualization. The faculty also believes that BS Nursing curriculum should be built on a broad, general educational foundation, which provides the student with a greater understanding of the total environment in which the graduate lives and practices.
The baccalaureate nursing education should propel its graduates into the ever-expanding horizon of professional nursing, enable them to meet the health and social needs of their clients and become a springboard for attainment of higher academic and professional goals. The faculty subscribe to the belief that human beings, health, nursing, education, and the environment underscore the organizing framework of a curriculum for family centered practice in health care facilities and community, and for professional development of nurses. Therefore, the faculty is committed to preparing students for professional practice to meet the health needs of the diverse population of Central Brooklyn and a global society of the 21st century.

**Academic Standards**

Students in the department are expected to pass required nursing courses with a grade of "C" or better. To graduate, a student must maintain a Grade Point Average of at least 2.5.

**Major Requirement Details for BS in Nursing**

See Chair or Academic Advisor

**Admission Requirements**

For admission into the Baccalaureate Completion Program, a candidate must be a Registered Nurse (RN) with a current New York State license and meet all other college admission requirements. On admission, all RNs are granted sixty (60) credits toward the BSN degree.

**Note:** All the required nursing credits in this program must be earned at Medgar Evers College. Nursing credits from other institutions cannot be transferred to meet the nursing credit requirements of this program.

**Retention and Progression**

The student in the BSN Program must earn a "C" or better in each required nursing course, and in each general education course. In addition, each student must maintain an overall grade point average (GPA) of at least 2.5 in order to retain his/her standing in the program. Any student with a GPA of less than 2.5 for two consecutive semesters will be required to withdraw from the Program. Every student is expected to complete the program in no more than (5) years; otherwise, the student will be required to withdraw from the program. A student who is advised to withdraw from the program should meet with his/her own academic advisor for appropriate guidance. Every BSN student is assigned to a faculty/academic advisor on entering the program.

**Graduation**

In addition to the sixty (60) credits earned in this program, the BSN student must earn a total of 120 college credits to qualify for graduation. The graduate will be awarded a Bachelor of Science Degree in Nursing.

**COURSE DESCRIPTIONS**

**NURSING**

**NUR 023 Introduction to Practical Nursing**

This course provides the student with an overview of the historical development of nursing in general, and the roles and responsibilities of the practical nurse in particular. Nursing will be introduced to students within the framework of Maslow's basic hierarchy of human needs and the nursing process. Emphasis will be placed on assisting the student to acquire skills in gathering information, which will be needed to build a solid foundation for success in the nursing program. Students will also be introduced to the concepts of the PN Program framework which include health, human beings, education, and nursing.  
**Pre-requisite:** Successful Completion of Admission Process; **Letter of Acceptance into the Nursing Major/Co-requisites:** ENGL 112 and BIO 104 and NUR 024

**NUR/NURC/NURL 024 PN Fundamentals of Nursing**

5 credits; 3 class hours; 2 hours lab; 4 clinical hours  
This course introduces the student to the nursing process and assists the student to gain mastery of the nursing process, nursing and communication skills required to provide practical nursing care to clients. The College laboratory focuses on the beginning acquisition of psychomotor practical nursing skills. Clinical experiences permit the student to transfer nursing content and communication skills into practice within a nursing process framework. Students begin to relate the integration of knowledge obtained from nursing, physical science and the humanities to plan nursing care in long term care settings.  
**Pre-requisites:** Successful Completion of Admission Process; **Letter of Acceptance into the Nursing Major/Co-requisites:** NUR 024 and NURL 024/Pre/Co-requisites: ENGL 112 and BIO 104 and NUR 023

**NUR 025 Nutrition**

3 credits; 3 class hours  
This course introduces the P.N. student to the concepts of nutrition and how application relates to the clients’ level of wellness and well-being. The student will have the opportunity to identify and discuss the nutritional health practices among diverse urban populations. Students will learn the dietary significance of carbohydrates, proteins, lipids, vitamins, minerals and other selected aspects of nutrition as they relate to clients across the health care spectrum. Students will explore how culturally diverse populations differ in their nutritional intake and how these differences may impact the client’s health status.  
**Pre/co-requisites:** ENGL 112 and BIO 104 and NUR 023 and NUR 024 and NUR 026 and NUR 027

**NUR 026 PN Pharmacology and Calculations**

3 credits; 2 class hours; 2 lab hours  
This course is designed to introduce the practical nursing student to basic concepts related to classifications of medications and specific body responses. Emphasis will be placed on the nurse’s responsibilities in the administration of medication and drug calculations. During the 2 hour skills lab focus, students are expected to develop skills in calculating drug dosages through extensive practice. Students will also practice administering medications in a simulated environment.  
**Pre-requisites:** ENGL 112, BIO 104, NUR 023, and NUR 024/Co-requisites: NUR 025 and NUR 026

**NUR/NURC/NURL 027 Medical & Surgical Nursing I**

6 credits; 4 class hours; 2 skills lab hours; 6 clinical hours  
This course introduces the student to the roles, functions and responsibilities of the Practical Nurse in the care of adults with
common recurring medical/surgical diagnoses. The student will be guided to plan and provide care while integrating relevant concepts from the physiological, psychosocial, cultural and spiritual domains. Clinical experiences will be provided in acute care settings enabling the student to transfer theory into practice. Pre/Co-requisites: ENGL 112 and BIO 104 and NUR 023 and NUR 024 and NUR 025 and NUR 026 and Co-requisite: NURC 027 and NURL 027

NUR/NURC/NURL 028 P.N. Maternal Child Health/Psychosocial Nursing
5 credits; 3 class hours; 2 skills lab hours; 6 clinical hours
This course introduces the student to maternal child health and psychosocial nursing. The student will explore principles of family centered care, health promotion, illness prevention, theoretical perspectives of human development, the nature of health and communication across the life span in a psychosocial context. The student also explores the roles and responsibilities of the Practical Nurse in the care of clients during the perinatal period and the continuum from infancy through adolescence. Planning care for the infant, child, and pregnant woman, based on anatomical, physiological, and psychosocial differences are emphasized. The influences of ethnicity and culture on childbearing and childrearing are examined. Nursing needs of clients experiencing stress, anxiety, loss, grief, and death are discussed. Classroom content on mental illness and substance abuse will be expanded in clinical experiences. The student will integrate the nursing process, principles of therapeutic communication, safety, and growth and development, and family roles into the care of clients in health care settings. Clinical experiences will be provided to enable the student to transfer theory into practice of the MCH and psychosocial client. The student will spend five weeks in pediatrics, five weeks in obstetrics and five weeks in mental health settings. Pre/Co-requisites: ENGL 112 and BIO 104 and NUR 023 and NUR 024 and NUR 025 and NUR 026 and NUR 027 and NURL 028 and NURC 028 and NUR 029 and NUR 030/Co-requisites: NURC 028 and NURL 028

NUR/NURC/NURL 029 PN Medical Surgical Nursing II
7 credits; 5 class hours; 2 skills lab hours; 6 clinical hours
This course continues the exploration of the roles, functions and responsibilities of the Practical Nurse in the care of adults with selected, specialty oriented medical/surgical problems. The student will be guided to plan and provide care integrating relevant concepts from the physiological, psychosocial and spiritual domains. Clinical experiences in medical/surgical specialty units; observational experiences in the Operating Room, transplant, and renal dialysis units will be arranged. These experiences will aid the student to develop a well-rounded view of nursing and enable him/her to transfer higher concepts of theory into practice. Pre/Co-requisites: ENGL 112 and BIO 104 and NUR 023 and NUR 024 and NUR 025 and NUR 026 and NUR 027 and NURC 028 and NUR 029 and NUR 030/Co-requisites: NURC 028 and NURL 028

NUR/NURC/NURL 029 P.N. State Board Review
1 credit; 2 class hours; 2 computer lab hours
This course includes didactic and computer exercises to prepare practical nurse students for the NCLEX-PN. The test plan and test taking skills are used as a guide for course presentation. Review questions will reflect the components in the test plan as well as current nursing practice. Diskettes will be used in the computer laboratory experience to realistically simulate the computerized method for taking the NCLEX. Correct answers and the rationale for selection of answers will follow each review, each review test, and comprehensive examination. An important component of this course requires that the student register to take NCLEX-PN. This is to ensure the student the best opportunity to be successful the first time taking the exam. Computer laboratories will be available for student’s required practice and self-paced learning. Guided independent study is a major focus of the course. Pre/Co-requisites: ENGL 112, BIO 104, NUR 023, NUR 024, NUR 025 and NUR 026 and NUR 027/Co-requisites: NUR 028 and NUR 029

NUR/NURL/NURS 130 Fundamentals of Nursing Practice
6 credit; 3 class hours; 2 skills lab hours; 6 clinical hours
This course introduces the student to the nursing profession, the theoretical framework, and essential components of nursing practice in the care of clients of diverse cultural backgrounds. Principles of pharmacology, drug calculation, and medication administration are incorporated to enable the student to begin the development of a comprehensive approach to clinical practice. The nursing process is introduced as a foundation for the development of critical thinking skills and competencies and concepts of teaching and learning in providing safe nursing care to individuals. Student learning experiences are provided in the classroom, college skills laboratory and variety of health care settings. The student will be introduced to the significance of nursing research and technology in clinical practice. Pre-requisites: (BIO 150, BIOL 150 & BIO 151, BIOL 151) or (BIO 251, BIOL 251), CHM 105, CHML 105, ENGL 112, MTH 120, PSYC 101 and Successful Department of Nursing AAS/PN Completion of Admissions Process/Co-requisites: (BIO 152, BIOL 152 or BIO 252, BIOL 252), NURS 030, NURL 030, ENGL 150

NUR/NURL/NURS 131 Care of Clients with Altered Psychosocial Functioning
5 credits; 3 class hours; 2 skills hours; 6 clinical hours
This course is designed to provide the basic knowledge and skills to care for individuals with alterations in biopsychosocial functioning. It focuses on specific problems that occur along the health illness continuum and the impact these alterations have on the individual, family and society. Within the framework of the nursing process, students are exposed to role playing, assisted to develop therapeutic communication skills, and to recognize how persons of different cultures react to alterations in mental health. Students are assisted to enhance the use of self in client interactions. Clinical experiences are provided in acute and sub-acute care settings and selected community mental health centers. Pre-requisites: (BIO 152 and BIOL 152 or BIO 252 and BIOL 252), ENGL 150 and NUR 130/Pre/Co-requisites: BIO 261 and NUR 132/Co-requisite: NUR 131

NUR/NURL/NURS 132 Commonly Occurring Health Problems 1
6 credits; 3 class hours; 2 skills lab hours; 6 clinical hours
The focus of this course will be on care of adult clients with commonly occurring health problems. The course continues to build on the concepts and principles presented in Fundamentals of Nursing Practice. Emphasis is continued on pharmacology, drug calculation, and medication administration. There will be a recurring focus on the application of the nursing process and the ongoing development of competencies in providing care for individuals and families. Pre-requisite: NUR 130, BIO 252, BIOL 252, ENGL 150/ Pre/Co-requisites: BIO 261, BIOL 261, NUR 131/Co-requisite: NURS 132, NURL 132
NUR/NURL/NURS 271 Commonly Occurring Health Problems II
8 credits; 3 class hours; 2 skills lab hours; 12 clinical hours
This course explores commonly occurring health problems that impact on alterations in the gastrointestinal, renal, neurological, musculoskeletal, reproductive, immune and integumentary systems. Students are expected to integrate and synthesize knowledge from pharmacology and the systems. Students are expected to integrate and synthesize knowledge from pharmacology and the behavioral, physical and social sciences when using the nursing process to plan client centered care. Conceptual learning is reinforced to strengthen critical thinking and problem solving skills. The effects of long-term health problems on the client, family, and community are discussed. Learning opportunities are provided in the classroom, skills laboratory, and acute care facilities. Pre-requisites: NUR 130, NUR 131, and NUR 132/Pre/co-requisite: CIS 101 or CL 101/Co-requisite: NURL 271, NURS 272

NUR/NURL/NURS 272 Care of Childbearing/Childrearing Family
8 credits; 3 class hours; 2 skills lab hours; 12 clinical hours
This course combines the fundamental principals underlying the nursing care of the childbearing family before, during, and after parturition with the major health care needs of the child as he/she evolves from infancy to adolescence. Aspects of childbearing in the developing family at different stages of the life cycle are introduced. Students build on their problem solving and critical thinking skills when planning nursing care of the mother and/or child. They are expected to integrate and synthesize knowledge from nutrition, pharmacology, growth and development, and biological, physical and behavioral sciences into the plan of care. Learning opportunities are provided in the classroom, college skills laboratory, and a variety of settings such as acute care, comprehensive health care centers, clinics, family planning centers, head start programs, and day care centers. Pre-requisites: NUR 130, NUR 131, NUR 132, and NUR 271, CIS 101 or CL 101/Co-requisite: NUR 273, NURS 272, NURL 272

NUR 273 Transition to Nursing Practice
2 credits; 2 class hours; 2 computer lab hours
This course introduces the student to current issues and trends in healthcare delivery. It is designed to facilitate the transition from the role of nursing student to that of beginning practitioner. Components of the course focus on nursing as a profession, and incorporate principles of management, legal and ethical issues, current legislative, and political trends in nursing and health care. The leadership role is explored within the context of nursing practice in a variety of structured settings. Students will perform a self-assessment to determine readiness for the NCLEX-RN Examination. The course will include didactic and computer exercises providing students the opportunity for individual preparation for the national exam. An important component of the course requires that the student take the NLN Diagnostic Test to determine student’s readiness to take the NCLEX. Learning experiences are provided in the classroom and College skills laboratory. Students will be required to use the computer labs for required practice and self-paced learning and to further develop their computer skills as well as to familiarize themselves with computer technology that will be used to take the certifying examination. Additionally, the student will register to take the NCLEX-RN to ensure the student the best opportunity to be successful the first time taking the examination. Pre-requisite: NUR 130, NUR 131, NUR 132, NUR 271, CIS 101 or CL 101/Co-requisite: NUR 272

NUR 304 Perspectives on Professional Nursing: Past and Present
3 credits; 3 class hours
This course traces the history of nursing from its ancient beginning and monastic movement to the establishment of organized nursing and post Nightingale era. Emphasis is placed on the social climate of the times and the impact of development of nursing as a profession. The history evolves through the leadership of early nursing pioneers, extending to modern day reformers in health care. Pre-requisites: Current New York State RN license and Medgar Evers College admission requirements.

NUR/NURL 316: Health Assessment of the Adult
4 credits; 3 class hours; 3 lab hours
This course provides students the skills for further refinement in the assessment of the health status of individual adults in the context of the family for early case finding, referral and follow-up skills. Drawing on the conceptual framework of growth and development, the nursing process is utilized in the collection and recording of relevant data, especially health history and complete physical assessment to identify normal and deviations from wellness in the adult client. Guided college laboratory experience provides opportunity for practice and refinement in the necessary hands-on skills and techniques. Pre-requisite: NUR 304/Co-requisite: NURL 316

NUR/NURL 318 Community Health Nursing in Diverse Populations
5 credits; 3 class hours; 6 lab hours
This course integrates the knowledge of professional nursing and concepts of family and community client systems in developing comprehensive community nursing care skills. Emphasis is placed on health promotion, health maintenance, health teaching and disease prevention. Principles of epidemiology and the nursing process provide a framework for maximizing the health of the community. Clinical laboratory experience in diverse community health settings enable students to reify relevant concepts and apply principles of teaching in family and community environments. Pre-requisites: MTH 209, NUR 304, NUR 316, NUR 322, ENGL 210/Co-requisite: NURL 318

NUR 321 Introduction to Nursing Research
4 credits; 4 class hours
This course is designed to promote the student’s understanding of the research process, using critical appraisal. Upon completion of the course, the student can review, and use research findings in nursing and other disciplines which are applicable to clinical practice. Emphasis is placed on using research as the basis for clinical decision-making that demonstrates quality and cost-effective outcomes of nursing care. Ethical, moral, and legal issues are considered in relation to nursing research. Pre-requisites: MTH 209, NUR 304, NUR 316/Co-requisite: NURL 321
NUR 322 Psychosocial Health in Groups
3 credits; 3 class hours
Students are introduced to group dynamics concepts within the context of generate systems theory. The concept of health and the relativity of mental health as a function of cultural and environmental factors are explored. A number of specific group dynamics with implications for increased awareness of self and others in goal development, decision-making, and leadership functions are examined with a view to enhancing individual effectiveness and mental health in group settings. Pre-requisites: NUR 304, NUR 316/Co-requisite: NURL 322

NUR/NURL 421 Nursing Leadership and Management
4 credits; 3 class hours; 3 lab hours
This course explores contemporary leadership and management concepts, models, and strategies and the functions of managers, leaders, and professional colleagues in nursing. Management theories and their applicability to nursing are examined with the technological developments that contribute to managerial role taking. Leadership concepts, principles and management skills, those external socioeconomic and ethno-political factors that influence health care delivery are further examined. To enhance the pragmatic appreciation of the theoretical component of this course, students are provided an opportunity to understudy a nurse manager as a preceptor in an assigned clinical nursing setting. Pre-requisites: NUR 304, NUR 316, NUR 321/Co-requisite: NURL 421

NUR 422 High Risk Families Across the Lifespan
3 credits; 3 class hours
This course explores the role and functions of the nurse in facilitating change and promoting family wellness in high risk situations across the life span. The student learns how to assess growth and development patterns of the individual and family units, assists in reducing or eliminating risk situations and facilitates adaptation as necessary. The course provides an overview of caring within the intergenerational family, including challenges, decision making and transitions that occur in the life span. Pre-requisites: NUR 304, NUR 316, NUR 322

NUR 425 Professional Nursing and Trends in Health Care Delivery
3 credits; 3 class hours
This course describes health care services and how they are delivered according to different national and global systems, intergenerational relationships, allocation of resources and the effect of technical advances. Emphasis is on the impact of trends in various models of health care delivery, the roles and functions of professional nurses and their responsibilities for ethical, legal, and cultural issues. Pre-requisites: NUR 304, NUR 316, NUR 322, NUR 321, NUR 316

HSA 300 Principles of Health Services Administration
3 credits 3 class hours
This course is designed to provide an overview of the role of health services administration (HSA) in today’s complex and competitive markets. The scope of HSA and its interrelated components will be described, analyzed, defined and illustrated. The delicate balance between cost and services and how it pertains to the individuals’ health and well-being will also be addressed. This course will be presented in four parts: Part I - Health Services administration in the United States; Part II - Who provides the services and in what settings; Part III - Cost, Regulations and Ethics; Part IV - National Health Care Policy and Reform. Pre-requisite: MAN 200 or MAN 211

HSA 302 Health Perspectives in the U.S. A
3 credits 3 class hours
This course provides an overview of the health status of different populations in the United States and examines the determinants of health among diverse groups. Concepts of epidemiology, health promotion and disease prevention are discussed. Students will explore the efforts of health beliefs and the impact of different life styles on the health of populations across the life span. Pre-requisite: CIS 211

HSA 304 Human Resource Management and Labor Relations in HSA
3 credits; 3 class hours
This course is designed to provide insight into the human dynamics or psychology behind the management of human resources; to present an overview of the functional activity areas of people engaged in personnel work, including the legal ramifications of this work; to examine the role and responsibilities of the human resource manager as he/she relates to four key organizational variables: productivity, morale and satisfaction, the organizational system and cost effectiveness. Pre-requisites: MAN 200 OR MAN 211, CIS 211 AND HSA 300, MAN 314 OR PSYC 325

HSA 310 Health Planning and Policy Issues
3 credits; 3 class hours
This course is designed to introduce students to current issues and trends in the area of health planning and policy administration. Knowledge of major theoretical applications policy and practice issues will be addressed as they apply to a conceptual framework. This course is organized to present information about the types of institutional planning, obstacles and resources. Contemporary public health issues and social problems will serve as a focal point for understanding the relationship between the planning environment and health policy implementation. Pre-requisites: (CIS 211 and HSA 300) and (MAN 314 or PSYC 325)

HSA 400 Issues and Trends in Health Services Administration
3 credits 3 class hours
This course is designed to present information about the historical antecedents, characteristics of earlier movements, basic concepts and definitions, ethical standards and the role and function of law in the practice of health services administration. Pre-requisites: HSA 300 and MAN 314 or PSYC 325
**HSC 210 Nutrition: Concepts and Principles**
3 credits 3 class hours
This course will focus on the application of principles of nutrition that relate to health and illness in a diverse urban population. Students will compare traditional dietary practices within cultures with scientific facts in order to assist individuals, families and communities in attaining healthier lifestyles. **Pre-requisite: None**

**HSC 301 Fundamental Concepts of Gerontology for Health Professionals**
3 credits 3 class hours
This course provides allied health students with a comprehensive overview of the interrelated biological, intellectual, spiritual, psychological, socio-cultural and environmental issues related to the aging process in a rapidly changing technological society. **Co-requisite: ENGL 150**

**HSC 302 Health Issues Throughout the Aging Process for the Health Professions**
3 credits 3 class hours
This course utilizes a multi-disciplinary approach in exploring issues relevant to the health care team members approach to care of the culturally diverse and rapidly increasing aging population in society and particularly in the inner city. Issues such as developmental issues in middle and older adulthood, demographics, economics, epidemiology, health care policy and practices, and advocacy are among those topics to be addressed. **Pre-requisite: HSC 301**
4. to prepare students to create their own position in society (e.g. consulting, entrepreneurship) regardless of the economic climate.

Academic Standards
Students in the Department must pass all departmental required courses with a grade of "C" or better.

NASA and NSF Programs
NSF New York City Louis Stokes Alliance for Minority Participation (NYC-LSAMP) Program is a consortium of sixteen baccalaureate and Associate degree granting CUNY campuses and the Graduate School and University Center. It funds activities such as:
1. Smaller Science and Mathematics Classes
2. Curriculum Development
3. Student Support through Learning Centers
4. Students' Stipends for Tutoring
5. Undergraduate Research
6. Student Research Stipends

NASA Goddard Institute for Space Studies (GISS) Institute on Climate and Planets (ICP) is a collaboration between the Goddard Institute for Space Studies, the NYC-AMP project at CUNY, and the New York Public Schools. It involves college and high school students, their faculty, and GISS scientists in a team approach to carry out research projects in climate and planetary research. A summer institute provides an intensive academic and research experience with scientific collaboration continuing during the academic year both at GISS and on campus.

NASA Atmospheric/Ocean and Environmental Science Research Program is a collaboration between PECS and GISS. This campus based research program provides undergraduate and high school students the opportunity to be part of the NASA Earth Science Enterprise.

NASA Science and Technology Teachers for the Next Millennium Program is a collaborative effort between Medgar Evers College (CUNY) and the City College of New York (CUNY), which provides science and technology majors with the opportunity, knowledge, and skills to become teachers of secondary school science and technology in an urban, multicultural environment.

NASA Minority University Information (MU-SPIN) CUNY Network Resources and Training Site (NRTS) Network is a collaboration involving City College, Medgar Evers College, LaGuardia Community College, York College, and Queensborough Community College in order to develop an information infrastructure on each campus that may be applied to research and education activities.
activities for students in the introductory chemistry and physics courses.

The New York City Space Science Research Alliance (NYC-SSRA), funded by the NASA Office of Space Science, is initiating and enhancing multiple collaborations in Space Science research and has developed a BS Degree in Space Science in The City University of New York City University of New York Baccalaureate Degree Program. The Alliance is a coalition of CUNY Colleges, Hayden Planetarium of the American Museum of Natural History, NASA Goddard Space Flight Center, and NASA Goddard Institute for Space Studies.

Undergraduate research includes:
1. Planetary Science
2. Earth-Sun Connection
3. Astrophysics

Bachelor of Science in Environmental Science
This Baccalaureate Degree Program in Environmental Science stresses that environmental science is about much more than science. It is also about ethics, responsibility, and values, as well as sociology, politics, law, and business. For graduates to be effective in the work place, this interdisciplinary perspective must always be in focus. Numerous job opportunities are available for Environmental Science graduates in industry and at various levels in local, state, regional and federal governments. Environmental Science graduates may find immediate employment in areas indicated below, as businesses both large and small continue to comply with regulations.

1. Industrial Hygienist
2. Chemical Hygiene Officer
3. OSHA Officer
4. Waste Management Consultant
5. Training Consultant

Responding to new laws and regulations, most of which emanate from federal agencies such as the Environmental Protection Agency (EPA) and the Occupational Safety and Health Administration (OSHA), businesses are now preoccupied with compliance. This program also emphasizes environmental law which is the forerunner for environmental management and environmental policy. The program also addresses conservation through courses in Natural Resource Conservation and Management and Ground Water. The relationship with The Museum of Natural History and the Prospect Park Alliance will afford additional depth on the issue of conservation.

The BS in Environmental Science Program requires 120 credits consisting of the following category of courses and credits:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-wide core</td>
<td>28</td>
</tr>
<tr>
<td>Departmental</td>
<td>86</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

This program of study includes the required College-wide Curriculum.

Major Requirement Details for BS in Environmental Science
See Chair or Academic Advisor

THE COMPUTER SCIENCE PROGRAM

“Time, Effort, Integrity”
The discipline of Computer Science requires a great deal of time and an honest effort on the part of those who study it! Our motto is: “Time, Effort, Integrity.” Computer Science is concerned with computers, their organization, the theory which underlies their existence, and their application. The Computer Science Program at Medgar Evers College prepares students with the core theoretical and applied knowledge, incorporating national computer science curriculum standards required for a professional or research career in a dynamic and evolving discipline. The program follows the guidelines of the Association for Computing Machinery (ACM) and the Computer Society of The Institute of Electrical and Electronics Engineers (IEEE- CS) Joint Curriculum Task Force, and combines rigorous academic study with the opportunity for a “hands-on/minds-on” experience.

Students enrolled in the Computer Science Program are provided with a strong mathematics, science, and core computer science background. In addition to an Advanced Computer Science concentration, the BS Degree Program in Computer Science offers concentrations in the areas of Telecommunications, and Computational Science. An important component of the Computer Science Program is the requirement for student internships and/or undergraduate research to develop the skills and expertise needed for success in industry and graduate school. The AS Degree in Computer Science is awarded to students who successfully complete the first two years of the BS Degree requirements in Computer Science. Dr. William C. Harris is Coordinator of the Computer Science Program.

Computing Facilities
The Medgar Evers College Research and Computing Facility, used by students and faculty, consists of several advanced microcomputer labs utilizing Microsoft Windows 2000, Windows XP, UNIX, Macintosh based machines, and the campus Local Area Network. The LAN provides campus computers with high-speed communications and a gateway to other CUNY computer resources and the Internet. There are twenty-one (21) computer labs supporting over 400 machines with support for various academic applications. Selected labs contain computerized projection-based systems for instructor-led courses.

The advanced computing lab, in the Department of Physical, Environmental and Computer Sciences, serves as an instruction and problem-solving lab for Linux systems research, education and practice. The graphics workstations in this lab enable faculty and students to use advanced data visualization techniques, including Computer-Aided Design (CAD) software, Image Definition Language (IDL), Advanced Visualization System (AVS), MATLAB, and IRAF. Additionally, the Medgar Evers College Computing Center interfaces with the City University Computing Center, one of the nation’s most powerful university computer installations.

The Computer Science Minor
Students from other disciplines may minor in computer science. A minor in computer science consists of twelve (12) credits including CS 151, CS 244, CS 260, CS 381, and a three (3) credit computer science elective, which must be at the 300 level, or selected from
a course requiring data structures as its prerequisite. All 12 credits must have a grade of ‘C’ or better. Courses that substantially duplicate material covered in other courses for which credit has been granted are not acceptable.

Minor Requirement Details for Computer Science
See Chair or Academic Advisor

Note: CS 100 may not be applied toward the BS or AS Computer Science degrees, or the CS minor. All 16 credits must have a grade of “C” or better.

Bachelor of Science in Computer Science
The BS in Computer Science Program requires 120 credits consisting of the following category of courses and credits:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-wide core</td>
<td>31</td>
</tr>
<tr>
<td>Departmental</td>
<td>82</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

The satisfactory completion of one hundred twenty (120) credits of prescribed courses is required for the BS Degree in Computer Science.

Major Requirement Details for BS in Computer Science
See Chair or Academic Advisor

Associate of Science in Computer Science
This Associate Degree Program is designed to encourage AS Degree graduates to enter into our BS Degree Program in Computer Science, and related programs in Computer Engineering, Telecommunications, or Applied Sciences. The program integrates seamlessly with our BS Degree Program in Computer Science and serves as its foundation. The AS Degree in Computer Science is awarded to students who successfully complete the first two years sixty (60) credits of the BS Degree requirements in Computer Science. These requirements include:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Core</td>
<td>25</td>
</tr>
<tr>
<td>Computer Science</td>
<td>22</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science Concentration/Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Major Requirement Details for AS in Environmental Science
See Chair or Academic Advisor

Computer Science Concentration / Elective
The one (1) credit computer science elective may be satisfied by completing either: a 300-level computer science course, a course requiring data structures as its prerequisite, or by completing a course chosen from one of the following areas:

Computer Science Areas of Concentration
1. General Computer Science
2. Telecommunications
3. Computational Science

Students should consult with an Academic Advisor in the PECS Department when choosing their twelve (12) credits of computer science electives. Courses may be chosen from upper-level Computer Science, Telecommunications, and Computational Science courses listed below:

COURSE DESCRIPTIONS

AST/ASTL 103 Astronomy
3 credits; 3 class hours; 1 lab hour
This course is an introductory study of the structure of the universe from the Earth to the limit of the observable universe. Topics include stellar structure and evolution, the solar system, the Milky Way, galactic structure, and theories of the universe. Recent topics such as extraterrestrial life, neutron stars and pulsars, black holes, quasars, and background radiation are also discussed. Pre-requisite: Completion of developmental skills courses

AST 121 Introduction to Space Science I: Planets and Stars
2 credits; 2 class hours
This course is a specially designed introduction to the Cosmos in two parts: planets and stars; galaxies and the universe. The syllabus targets the frontier of modern astrophysics. Subjects include gravitation, orbits, the planets and minor objects, the birth, life, and death of stars; the search for extra-solar planets and for extraterrestrial life (intelligent or otherwise). The course emphasizes concepts over memorization, and will use quantitative reasoning freely. This course is taught at the Hayden Planetarium of the American Museum of Nature History. Pre-requisite: Completion of developmental skills courses

AST/ASTL 215 Space Science I
4 credits; 3 class hours; 3 lab hours
This course covers the fundamental concepts in Space Science. Topics include: Newton’s laws of motion and universal law of gravity, vector algebra; the solar system, celestial mechanics, comparative planetology; Earth-moon system, Terrestrial planets, Jovian planets, atmospheres and geology, small bodies, exploration and water-life, electromagnetic radiation and atomic structure, telescopes and detectors; the Sun: structure, solar magnetism and energy transformations; Earth-Sun connection and geospace. Part of the course may be held at the Hayden Planetarium of the American Museum of Natural History or the NASA Goddard Institute for Space Science. Pre/Co-requisite: MTH 202/Co-requisite: ASTL 215

AST/ASTL 216 Space Science II
4 credits; 3 class hours; 3 lab hours
This course covers the fundamental concepts in Space Science. Topics include: Multiple wavelength astronomy: radio, infrared, optical, UV, x-ray and gamma ray; stars: energy transport, magnitude and distance modulus; variable and binary stars, Hertzprung-Russell diagram; interstellar medium, stellar structure and evolution; Milky Way galaxy: stellar distribution and population; galactic structure and evolution: active galaxies and quasars; Hubble’s law; large scale structure of the universe: galaxy clusters and cosmology. Part of the course may be held at the Hayden Planetarium of the American Museum of Natural History or the NASA Goddard Institute for Space Science. Pre-requisite: MTH 202/Co-requisite: ASTL 216
AST 390 Advanced Topics in Space Science I
3 credits; 3 class hours
This course analyzes in depth contemporary topics in Space Science and is offered according to the latest developments in the field and the needs of the students. Students are taught the underlying principles of analysis, design, and implementation issues involved in Space Science. Several examples and applications, using NASA and other scientific data, illustrate the theory and concepts covered. A detailed description for each special topic offering may be obtained in the Department office prior to registration. Pre-requisite: AST 215 or AST 216 or permission of the chairperson/Pre/Co-requisite: MTH 202

CHM 104 Chemistry and Our World
4 credits; 3 class hours; 1 lab hours
This is an introductory chemistry course intended for non-science majors. It will introduce students to the basic concepts of chemistry with an emphasis on the role the subject plays in the world around us and in the service of man. Pre-requisite: None

CHM/CHML 105 Chemistry for Health Professionals I
4 credits; 3 class hours; 3 lab hours
An introductory course for the health professional student covering the fundamentals of general and organic chemistry with applications in biological sciences. Topics include the structure, properties, and states of matter, chemistry bonding and reactions, chemistry of solutions, and the chemistry of major groups of organic compounds. This is not the Pre-requisite for organic chemistry. Pre-requisites: Completion of all developmental skills courses/Co-requisite: CHML 105

CHM 112 Basic Chemistry
3 credits; 4 class hours
An introductory course designed for students who plan further study in chemistry. The course presents those areas of chemistry which are essential and which students find most difficult in general college chemistry. These include the mole concept, nomenclature, stoichiometric calculations, gas laws, and solution concentration calculations. Co-requisite: MTH 136 or MTH 138

CHM/CHML/CHMW 201 General Chemistry I
4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours
An introduction to the basic principles and theories of chemistry including atomic theory, laws of chemical combination, periodic classification of the elements, states of matter, and kinetic molecular theory. The aim of classroom and laboratory work is to prepare the student for advanced study in chemistry. Pre-requisite: CHM 112/ Co-requisite: CHML 201 and CHMW 201

CHM/CHML/CHMW 202 General Chemistry II
4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours
A continuation of CHM 201. Topics include the study of liquids, solids and solutions, chemical kinetics, equilibrium, acids and bases, thermodynamics and electrochemistry. Pre-requisite: CHM 201/Co-requisite: CHML 202 and CHMW 202/Pre/Co-requisite: MTH 151

CHM/CHML/CHMW 303 Organic Chemistry I
4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours
The structure, preparation and properties of organic compounds with emphasis on reactivity, reaction mechanisms, stereochemistry and synthesis. Laboratory studies include modern experimental and research techniques for preparing, purifying and identifying organic compounds, and the use of polarimeter, infra-red and ultraviolet spectrometers, NMR, and chromatography. Pre-requisite: CHM 202/ Co-requisite: CHML 303 and CHMW 303

CHM/CHML/CHMW 304 Organic Chemistry II
4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours
The structure, preparation and properties of organic compounds with emphasis on reactivity, reaction mechanisms, stereochemistry and synthesis. Laboratory studies include modern experimental and research techniques for preparing, purifying and identifying organic compounds, and the use of polarimeter, infra-red and ultraviolet spectrometers, NMR, and chromatography. Pre-requisite: CHM 303/ Co-requisite: CHML 304 and CHMW 304/Pre/Co-requisite: MTH 203

CHM/CHML 311 Quantitative Analysis
4 credits; 2 class hours; 6 lab hours
Basic methods in quantitative analysis; theory and techniques of calorimetric, volumetric, and gravimetric determinations. Instrumental analysis using spectrophotometers, gas chromatograph, and NMR. Co-requisite: CHML 311

CHM/CHML 341 Biochemistry
4 credits; 3 class hours; 3 lab hours
This course concerning the chemical characteristics of living matter. Topics include general concepts of the cell, biomolecules, carbohydrates, amino acids, peptides, protein structure and function, lipids, enzymes, citric acid cycle and nucleic acids. Laboratory studies include modern experimental and research techniques in Biochemistry. Co-requisite: CHML 341

CHM/CHML 405 Advanced Organic Chemistry
5 credits; 3 class hours; 4 lab hours
The well-motivated organic chemistry student is in desperate need of a course that may serve as a transition between undergraduate and graduate organic chemistry. Such a course must be designed to take full advantage of the spirit, energy and enthusiasm that descends upon these students as they near completion of the second half of their undergraduate organic chemistry. This course has a research component. Co-requisite: CHML 405

CHM/CHML 421 Inorganic Chemistry
5 credits; 3 class hours; 6 lab hours
This is the first of three courses in modern inorganic chemistry. It serves to introduce the challenged student to an ever expanding and important field of chemistry. This new course will involve a detailed discussion of the chemistry of selected ‘Main Group’ elements, covering the reactions of the elements and their compounds, as a well as structure and bonding. Students who register for the course must also register for the laboratory part of the course. Co-requisite: CHML 421

CHM/CHML 523 Inorganic Chemistry III (Organometallic Chemistry)
5 credits; 3 class hours; 3 lab hours
This is the third and last of three courses in modern inorganic chemistry. It serves to expose the students to a branch of chemistry which bridges the traditional fields organic and inorganic chemistry. This new course will entail a study of the organometallic chemistry of the first transition series (3d) elements, covering the synthesis, reactions and bonding of selected compounds. Industrially important reactions involving organometallic compounds will be dealt with in
**CHM 561 Spectrometric Identification of Organic Compounds**  
4 credits; 4 class hours; 3 lab hours  
This course is designed to teach the Organic Chemistry student how to identify organic compounds from the supplementary information afforded by mass spectra, infrared spectra (I.R.), nuclear magnetic resonance (nmr) spectra and ultraviolet (U.V.) spectra. The modern undergraduate chemistry student requires a somewhat modest level of expertise and sophistication in each of these four levels of spectrometry. This course would further prepare students for the techniques and methodologies they would encounter in graduate programs.  *Pre-requisite: CHM 304*

**CS 100 Internet and Web Technologies**  
3 credits; 3 class hours  
This course provides students with practical knowledge about computer hardware and software, and a basic understanding of the underlying telecommunications technology of the Internet. Students learn to navigate and search the Internet, while exploring numerous research-related web sites using E-mail, FTP, WAIS and Telnet services. After exploring and using HTML to create Web pages, JavaScript is introduced and used for developing client-side applications for Web browsers. These markup and script languages are used to introduce computer programming fundamentals. Students produce a publishable home page or other Web document as their final course project.  *Pre-requisite: MTH 138 or MTH 136 or Higher*

**CS 102 Introduction to Electronic Game Design and Development**  
3 credits; 3 class hours  
This course is a hands-on introduction to Computer Science concepts using the design and development of electronic games as the primary application. Students will be introduced to game environments, architectures and design issues. The course will survey related Computer Science concepts in hardware, software, graphics, human-computer interaction and artificial intelligence. The software component will include high-level programming engines, and introduce both imperative and object-oriented programming. The course will use high-level drag-and-drop programming engines and game scripting languages that can be used to create animations and computer games.  *Pre-requisites: MTH 138 or higher and the completion of all developmental basic skills.*

**CS 140 Computer Science Seminar**  
1 credit; 1 class hour  
Computer science seminar is designed to provide incoming freshman students an overview of the field along with specific examples of problem areas and methods of solution. Students learn about the computer science degrees and the computing resources available at MEC-CUNY. Each section is taught by a computer science faculty member, includes the use of computers, and covers issues and opportunities in computer science. Special academic speakers and field trips to professional sites are also included. Students will learn individual and team study skills required for success in a computer science degree program, and professional ethics.  *Pre-requisite: Completion of all developmental basic skills.*

**CS 151 Introduction to Computing**  
3 credits; 3 class hours; 1 lab hour  
This course introduces the fundamental concepts of the discipline of computing, emphasizing elementary facts concerning computer architecture, programming languages, software methodology, and algorithms. Students learn how to solve problems using an appropriate block-structure high-level programming language. Programming topics include: basic data structures, control structures, data and procedure abstractions, functions and function parameters, recursion, pointers, classes and file processing.  *Pre-requisite: MTH 136 or MTH 138*

**CS 241 Discrete Structures**  
3 credits; 3 class hours; 1 lab hour  
The objective of this course is to introduce the elements of discrete mathematics systems pertinent to the field of computer science. Through computer programming examples, exercises and case studies, students are taught the following mathematical concepts: sets and binary relations, functions, first-order logic, proof techniques, algebraic systems, graph theory, vectors and matrices, elementary probability theory, combinatorial computing and counting arguments. Definitions and analysis of algorithms are also introduced.  *Pre-requisite: CS 151*

**CS 244 Object Oriented Programming and Design**  
3 credits; 3 class hours; 1 lab hour  
This course presents an object-oriented approach to software development used in large-scale programming projects. A software engineering methodology, such as the Unified Modeling Language (UML), will be used for object, dynamic, and functional modeling. Students learn how to implement a system using an appropriate object oriented programming language. Programming topics include: Classes and data abstraction, operator overloading, inheritance, virtual functions and polymorphisms, templates, exception handling, and class libraries including GUI applications.  *Pre-requisite: CS 151*

**CS 246 Data Structures and Algorithms**  
3 credits; 3 class hours; 1 lab hour  
This course introduces the different ways that data is organized and stored in computer memory and the relevant procedures used in the manipulation of that data. The idea of abstract data types (ADTs) is first introduced, and then reinforced through the characterization of fundamental data structures in the discipline - stacks, queues, and trees. Other topics are recursive algorithms, dynamic storage, and complexity. Algorithms for searching and sorting are also implemented.  *Pre-requisite: CS 244*

**CS 252 Assembly Language and Architecture**  
3 credits; 3 class hours; 1 lab hour  
In assembly language and architecture, students are exposed to the register level architecture of a modern processor and gain experience programming in the assembly language for that processor. ALU, memories, and interfaces are covered. Emphasis is placed on machine language, instruction formats and executions, addressing and indexing, computation and control instructions, and digital representation of data. Program segmentation, linkage, subroutine calling conventions, and floating-point operations are also discussed.  *Pre-requisite: CS 244*

**CS 260 Digital Systems**  
4 credits; 3 class hours; 3 lab hours  
This course presents the theoretical principles and mathematical
techniques involved in the hardware design of digital systems. Topics include: number systems and codes, Boolean algebra, Boolean functions, canonical forms, logic gate realization, universal gates, combinational and sequential circuits, and minimization of functions using Karnaugh maps, the Quine-McCluskey method and basic computer organization. Interactive circuit design software is used for laboratory experiments. Pre-requisite: CS 252

**CS 265 UNIX Systems Programming**  
3 credits; 3 class hours; 1 lab hour  
This course provides an in-depth study in the programming of UNIX systems. Topics include: UNIX commands, the UNIX File System and its related structures, Editors, the UNIX Command Interpreter, System Administration, Shell Programming, UNIX Applications Operating environments, communicating and networking through UNIX. Pre-requisite: CS 244

**CS 280 Artificial Intelligence**  
3 credits; 3 class hours; 1 lab hour  
This course examines the ideas and techniques underlying the design of intelligent computer systems. Topics include knowledge representation, heuristic versus algorithmic search methods, problem solving, game playing, logical inference, planning, reasoning under uncertainty, expert systems, learning, perception, natural language understanding, and intelligent agents. A functional programming language appropriate to Artificial Intelligence will be introduced. Pre-requisite: CS 246

**CS 300 Theoretical Computer Science**  
3 credits; 3 class hours; 1 lab hour  
This course focuses on fundamental issues of Computer Science Theory, Automata and Formal Language Theory, and the Theory of Computational Complexity. Topics include formal languages, finite state automata, push down automata, Turing machines and the languages they recognize. This course also examines computability by recursive functions, Church’s Thesis, undecidability, the classes P and NP, NP-complete problems and intractable problems. Pre-requisite: CS 241

**CS 302 Algorithms for Bioinformatics**  
3 credits; 3 class hours; 1 lab hour  
This is an interdisciplinary course that combines Molecular Biology, Chemistry, Mathematics, and Computer Science. It teaches (a) Bioinformatics computer skills, including, but not limited to searching, accessing, and analyzing public biological databases, (b) Applications of statistics to molecular biology, and (c) Bioinformatics algorithms and programming. Pre-requisite: (BIO 101 or BIO 111) and BIO 102 and CS 151 and MTH 202

**CS 305 Data Communications and Web Technologies**  
3 credits; 4 class hours  
This course is designed to provide the students with a fundamental technical and practical background in data communications with the context of network technologies. Topics include fundamental concepts of data communications; data transfer modes; the OSI model; transmission mediums and the physical layers; modems and modern standards; local area networks (LANs) and wide area networks (WANs); communications standards including communications codes, application support protocols, and network architecture; and intranet/Internet routers. Pre-requisite: CS 246

**CS 307 Local and Wide Area Networks**  
3 credits; 2 class hours; 2 lab hours  
This course covers computer network analysis and design and its applications. A variety of network topologies for centralized, decentralized and distributed networks will be discussed. Topics include LAN fundamentals, evaluating LAN cabling systems, switching techniques, routing algorithms, flow control, survey and comparison of existing commercial Local Area Networks. Students will learn to configure, install, operate, troubleshoot and administer networks. Co-requisite: CS 305

**CS 309 Network Programming**  
3 credits; 2 class hours; 2 lab hours  
This course focuses on interconnecting Local Area Networks (LAN) into larger private and public networks including Enterprise and Wide Area Networks (WAN). Topics include network programming with Sockets, TCP/IP protocol stack, server side/client side applications programming. Students will have the opportunity to take Microsoft, Novell and Netscape examinations towards certification as Web Masters. Pre-requisite: CS 305

**CS 310 Special Topics in Computer Science**  
3 credits; 3 class hours  
Courses on contemporary topics in computer science to be offered according to the latest developments in the field and the needs of the students. Students are taught the underlying principles of analysis, design, and implementational issues involved in computing. Several examples and applications are used to illustrate the theory and concepts covered. A detailed description for each special topic offering may be obtained in the Department office prior to registration. Students are also required to submit a research paper on an approved topic. Pre-requisite: CS 246

**CS 312 Analysis of Algorithms**  
3 credits; 4 class hours  
This course covers measuring algorithmic complexity (ONotation); searching and sorting algorithms and their complexity; tree and graph algorithms and their complexity; classes of algorithms, such as divide-and-conquer, backtracking, greedy, probabilistic, etc. Computational complexity; the classes P and NP. Pre-requisite: CS 246

**CS 315 Operating Systems**  
3 credits; 3 class hours; 1 lab hour  
This course is an introduction to operating systems. Topics include task management and scheduling, process and data management, resource allocation, interrupts, time sharing, concurrent processing, linear and tree-structured address space, resource allocation for multiprogramming, and queuing and network control policies. This course includes several detailed case studies that covers today’s most widely used single-user, multi-user, and network operating systems. Pre-requisite: CS 246

**CS 319 Geographical Information Systems**  
3 credits; 3 class hours; 1 lab hour  
This course examines the automated systems for the capture, storage, retrieval, analysis and display of spatial data. Topics include automated geography, spatial analysis, map as model, GIS data structures, GIS data input, storage and editing, classification, statistical surfaces, spatial arrangements, cartographic modeling,
output from analysis, and GIS design and implementation. Pre-requisite: CS 151

3 credits; 2 class hours; 2 lab hours
This course emphasizes the scientific principles of satellite data analysis and efficiency of computer methods for carrying out this analysis and convert raw data into meaningful physical quantities. Topics include: concepts and systems, electromagnetic energy, photographs from aircraft and satellite, remote sensing in the visible and IR spectrum, active and passive remote sensing, thermal IR images, Earth resources, image processing and interpretation, meteorological, oceanographical and environmental applications, and monitoring natural hazards, geographic information system and overview of scatterometry. Course includes Hands-on demonstrations and data analysis of satellite data. Pre-requisite: CS 151

CS 325 Computer Architecture
3 credits; 3 class hours; 1 lab hour
Topics include instruction formats and addressing schemes, arithmetic and logic unit design, control unit design, main memory technology, virtual, high speed, associate and read only memories, programmable logic arrays, computer organization including stack, parallel and pipeline, and system structures: time sharing, multiprocessor and networking. Pre-requisite: CS 260

CS 345 Scientific Programming I: Data Analysis
3 credits; 4 class hours
This course is an introduction to numerical algorithms for scientific computation. It covers basic concepts of numerical error, interpolation, quadrature, vectors and matrices, solution of linear systems of equations, non-linear equations. Computer implementation aspects are also investigated. Student programming applications will involve real-world datasets from NASA missions, EPA and NOAA using C++ and Java. Pre-requisites: CS 246 and MTH 202

CS 350 Programming Language Paradigms
3 credits; 3 class hours; 1 lab hour
This course provides an overview of the key paradigms used in modern programming languages and illustrates those paradigms with several programming languages. It also provides sufficient formal theory to demonstrate the role of programming language design in the context of the general computer science research agenda. Pre-requisite: CS 246

CS 360 Software Engineering
3 credits; 3 class hours; 1 lab hour
This course introduces students to the phases, methodologies and tools involved in the software production process. Topics include the software life cycle, specifications and design, quality assurance and testing, maintenance as well as related economic aspects in the production of software. Students are also introduced to design and documentation tools utilized by software engineers and issues related to portability and reusability. The course is also an introduction to technical writing. Pre-requisite: CS 246

CS 381 Database Systems
3 credits; 3 class hours; 1 lab hour
This course provides the basis for a solid education in the fundamentals of database technology. Topics include Database Management, Database System Architecture, Relational Data Base Systems (Query Languages, Application Development Systems), Software Specific (Self Contained) and Hardware Specific (Data Base Machines). Data manipulation language studied include: SQL, relational calculus, Query-By-Example, and natural languages. Pre-requisite: CS 246

CS 390 Scientific Programming II: Modeling and Simulation
3 credits; 4 class hours
Simulation of dynamic, physical systems using models involving numerical and logical processes. Modeling concepts, description in terms of entities, attributes, and activities, time flow mechanisms, queues, event-oriented vs. particle-oriented models. Collection and evaluation of statistics. Simulation languages. Computer projects using a general-purpose language (e.g. C++) and at least one simulation language (e.g. GPSS) will be assigned. Pre-requisite: CS 345

CS 392 Advanced Topics in Computer Science
3 credits; 4 class hours
This course investigates the latest developments in the fields of Computer Science, Space Science, Earth Science and/or Environmental Science. Students are taught the underlying principles, data acquisition and analysis. Several examples and applications are used to illustrate the theory and concepts covered. A detailed description for each special topics offering may be obtained in the Department office prior to registration. Students are required to submit a research paper on an approved topic. Pre-requisite: CS 345

CS 401 Computer Science Internship/Research I
3 credits; 6 class hours (minimum)
Students are required to participate in an internship or complete a significant research project during their senior year. This research and internship experience must involve project management: planning, scheduling, and production of a computing system. In addition to these technical skills, student should also develop an understanding of the social, ethical and economic considerations of project management. Students are required to attend weekly seminars, write an in-depth report, and give an oral presentation. Pre-requisite: Permission of chairperson

CS 402 Computer Science Internship/Research II
3 credits; 6 class hours (minimum)
This course is a continuation of CS 401. Pre-requisite: CS 401

ENVS 200 Environmental Health Issues
3 credits; 3 class hours
This course provides the basis for understanding the widespread health problems that are linked to environment and occupational concerns. Topics include the identity and sources of air and water pollutants, the spread of these pollutants, and the harmful effects of these pollutants. These responsibilities of those involved with urban health and the measures private industry is taking in addressing environmental health concerns is discussed. Special emphasis is given to health problems facing urban communities. Pre-requisite: Completion of math and language developmental skills

ENVS 203 Environmental and Occupational Laws
This course introduces the wide range of local, state, regional, federal, and international laws and regulations pertaining to environmental and occupational concerns. How the various governmental agencies interface is discussed, as well as compliance, violations, and penalties. This course also focuses on the federal environmental justice initiative.  

Pre-requisite: ENVS 200

### ENVS 301 Air, Water Pollution

3 credits; 3 class hours  
This course will provide a detailed outline of the sources and types of air pollutants and the ways in which these pollutants are dispersed. The course will also outline the established national goals for air and water quality needed to protect public health and welfare. This course will also address the topic of indoor air quality. This course will provide a more detailed treatment on the Clean Air Act, as amended, and the Clean Water Act as amended, to which students were previously introduced in the course entitled Environmental and Occupational Laws and Regulations (ENVS 200).  

Pre-requisites: ENVS 200 and CHM 201

### ENVS 302 Measurement and Instrumentation

4 credits; 2 class hours; 6 lab hours  
This course includes numerous laboratory exercises that familiarize students with methods of air, water and soil monitoring to determine the concentration levels of airborne, waterborne and soil contaminants. This course will stress the guidelines established by the New York City Department of Environmental Protection, the New York State Department of Environmental Protection, the Environmental Protection Agency and the National Institute for Occupational Safety and Health, for analyzing, documenting and reporting air and water pollutants. Instruments include HPLC, TOC, GC/MS, UV-vis-IR & AA spectrophotometry and FTIR.  

Pre-requisites: ENVS 301 and CHM 311

### ENVS 313 Waste Management

3 credits; 3 class hours  
The main objective of this course is to present a very detailed account on collection, treatment, and disposal of solid waste, waste water, and hazardous waste. The course will also draw attention to the improved technology on which the waste generator must rely as land becomes more limited and regulations increase. The course touches upon the causes and effects of the three basic types of waste: solid waste, waste water and hazardous waste. The treatment and reuse of water is also addressed. In the United States, the management of hazardous waste is significantly regulated. This course addresses the subjects of direct hazardous waste treatment, categorical remedial action requirements, and low level radioactive waste handling.  

Pre-requisites: ENVS 200 and ENVS 302

### ENVS 319 Geographical Information Systems

3 credits; 3 class hours; 1 lab hour  
This course examines the automated systems for the capture, storage, retrieval, analysis and display of spatial data. Topics include automated geography, spatial analysis, map as model, GIS data structures, GIS data input, storage and editing, classification, statistical surfaces, spatial arrangements, cartographic modeling, output from analysis, and GIS design and implementation.  

Pre-requisite: CS 151

### ENVS 390 Special Topics on the Environment

3 credits; 3 class hours  
This course is designed to facilitate timely incorporation of current environmental issues, particularly issues that may have a disproportionate impact on urban communities. The course will therefore focus on initiatives such as green businesses, green construction, green communities, and green buildings stressing at all times their connection to environmental sustainability and energy efficiency. The course will further outline the significance of green certification as it applies to businesses, products and professions.  

Pre-requisite: ENGL 211

### ENVS 400 Natural Resource, Conservation and Management

3 credits; 3 class hours  
This course is designed to provide the interdisciplinary perspective that is required for devising solutions to today’s many natural resource management problems. The course will outline the efforts of Americans and people worldwide to conserve natural resources. The course also touches on the many successes and failures of policies, laws, organizations, conservation, and protection of our natural resources.  

Pre-requisites: ENVS 200 and ENVS 203

### ENVS 401 Ground Water

3 credits; 3 class hours  
This course will outline the scientific foundations for the study of groundwater and the technical foundations for the development of groundwater resources. The course will also address the subject of groundwater contamination and the growth of groundwater technology.  

Pre-requisite: MTH 204

### ENVS 404 Internship

3 credits; 3-6 class hours  
For the final semester, students are required to work at least three hours per week with an environmental concern providing one of the following services: Air Quality and Pollution Control, Energy Development, Conservation, and Recovery, Environmental and Ecology Studies, Environmental Impact Analyses, Facility Operation and Management, Hazardous and Toxic Waste Management, Industrial Waste Control and Treatment, Human Settlements and Environmental issues, Laboratory Services, Marine Waste Disposal and Nearshore Oceanography, Regional Water Pollution Control Planning, Sewage Treatment and Disposal, Sludge Handling and Disposal, Solid Waste Management, Storm Drainage and Flood Control, Water Supply, Treatment and Distribution, and finally, Research.  

Pre-requisites: ENVS 313, CHM 303 and CHM 311

### ENVS 405 Pollution Control and Prevention

3 credits; 3 class hours  
This course focuses on the rapidly developing new technology for the control of pollutants. It therefore provides very detailed discussion on such topics as source and emission controls. The course will draw attention to the following subjects: particulate and gas controls for stationary and mobile sources of air quality, and water treatment. The only effective way to prevent air pollution is to prevent the release of pollutants at the source. This course will outline modifications on combustion and the technology for the treatment of industrial exhaust gases before they are released into the atmosphere will also be addressed.  

Pre-requisites: ENVS 301 and ENVS 303
ENVS 413 Field Study
3 credits; 9 class hours
In this course students will be required to plan, complete and report on actual environmental projects. Environmental projects may be drawn from the following examples: the pollution of beaches, parks and other recreational facilities in New York City and surrounding areas, illegal dump sites, the stock piles, and abandoned sites in New York City; the level of compliance of small businesses in central Brooklyn with federal, state, and local environmental and occupational laws; the effectiveness of New York City Department of Environmental Protection (DEP) in poor neighborhoods; pollution and contamination linked to businesses operation in central Brooklyn, and finally the compliance of area residents with new recycling laws. Students will be taught how to design and implement projects and how to prepare environmental reports. Three to four students will be assigned to each environmental project. Pre-requisites: ENVS 302 and ENVS 400

PHS 101 Introduction to Physical Sciences
3 credits; 3 class hours; 1 lab hour
This course is designed to study the basic laws that govern the universe and how these laws are revealed to us. The topics covered include motion, atoms energy, forces, the interaction of atoms, the physical properties of substances, and the study of objects in the universe. Laboratory exercises are an integral part. Lectures are supplemented by demonstrations and hands-on experiments. Visits to scientific museums and centers are required. Pre-requisites: Completion Math and Language Basic Skills

PHS 201 Research Methods and Laboratory Instrumentation
2 credits; 3 class hours
This course is an introduction to the nature of scientific investigation and the skills needed to develop a research problem. Topics include the scientific process, research design, library and computer resources for literature review, analysis and presentation of data, use of computer for communications and data analysis, and the theory, design and operation of laboratory instrumentation. Co-requisites: CS 241 or CHM 201 or PHY 211

PHS 203 Atmospheric Science (Meteorology)
3 credits; 4 class hours
This course is an introduction to the principles and phenomena of the atmosphere, weather and climate. Topics include clouds, sky color, greenhouse effect, precipitation, storms, hurricanes, storm tracks, climates and the Ice Ages, weather analysis and forecasting. Pre-requisites: PHY 212 and CHM 201

PHS 205 Ocean Science (Oceanography)
3 credits; 4 class hours
Course Description: This course is an introduction to the basic concepts of the hydrosphere. Topics include: bathymetric features, origin of the hydrosphere, sea-level changes, wave formation, temperature, salinity, and density of the ocean, and principles governing atmosphere-coast-ocean interactions. Pre-requisites: PHY 212 and CHM 201/Pre/Co-requisite: MTH 202

PHS 221 Introduction to Telecommunications
3 credits; 4 class hours
This course is an introduction to the essentials of the transmission of information. Topics include historical development, basics of data transmission, audio, structural and pictorial information; use of computers in transmission, coding and decoding; technical aspects of cable, telephone, radio, television, satellite and fiber optics, storage and retrieval of data; computer networks, synchronous and asynchronous transmission, modems and interfaces, analog and digital switching. Pre-requisites: PHY 114 or CS 151

PHS 301 Special Topics in Climate and Planets
3 credits; 3 class hours
This course examines topics of current interest in the field of atmospheric science and planetary sciences, which are not covered in the regular curriculum. Topics vary from semester to semester, and reflect the interest of students and faculty. The course description may be obtained in the department office prior to registration. Issues examined may include storms and storm tracking, cloud structures, planetary atmospheres, meteorology, fluid dynamics and turbulence, atmospheric environmental changes. Pre-requisites: PHY 212 and CHM 202

PHS 306 Hydrology
3 credits; 3 class hours; 1 lab hour
This course emphasizes the interaction of various processes in the hydrologic cycle. Topics include precipitation, stream flow, evaporation, run-off, the occurrence of ground water, concepts of ground water flow, equations for ground water flow and an introduction to modeling ground water systems. Pre-requisite: PHY 212

PHS 331 Special Topics in Telecommunications
3 credits; 3 class hours
This course covers contemporary topics in telecommunications to be offered according to the interest of faculty members and students. The course description may be obtained in the Department office prior to registration. Independent study and seminars are required. Students are also required to submit a paper on an approved topic. Pre-requisite: Permission of chairperson

PHS 401/402/403 Independent Research I, II, III
3 credits each; 10 class hours each
Students are engaged in a minimum of nine (9) hours of conference and independent research per week. Library and computer or laboratory investigation of a problem in the Physical Sciences, Computer Science or Environmental Sciences, which is selected by the Department and pursued under the guidance of a faculty mentor in the Department. Students will present research (oral and/or poster presentations) at Department, CUNY-Wide or national seminars; in addition students will submit a written report of the research carried out. Only three of these credits may be applied to the Bachelors degree. Pre-requisites: Completion of 48 credits towards degree, and completion of courses appropriate to the research project as determined by the faculty mentor and permission of chairperson

PHY 114 Basic Physics
3 credits; 3 class hours; 1 lab hour
This is a one semester survey course covering the fundamentals of Physics. Emphasis will be placed on the basic concepts and meaning of physical laws. Topics include force, vectors, velocity and acceleration, Newton’s laws of motion, gravitation, work and energy, thermal energy, electrostatics, electric current, magnetism, atomic structure of matter, and wave phenomena. Co-requisite: MTH 151
PHY/PHYL 205 Introduction to Physics I
4 credits; 3 class hours; 3 lab hours
This is the introductory course in physics designed for students majoring in the biological sciences. The course includes the basic laws of mechanics, energy and momentum conservation, and thermal properties of matter. Pre-requisites: MTH 151 and PHY 114/Co-requisite: PHYL 205

PHY/PHYL 206 Introduction to Physics II
4 credits; 3 class hours; 3 lab hours
This is the continuation of the introductory course in physics designed for students majoring in the biological sciences. Topics include properties and propagation of sound, wave motion, light and fundamental concepts of electrical phenomena, electrostatics, electric circuits, electromagnetism, and a.c. circuits. Pre-requisite: PHY 205/Co-requisite: PHYL 206

PHY/PHYL/PHYW 211 University Physics I
4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours
This course is the first part of the four semester calculus physics sequence. Topics include vectors, kinematics and dynamics of particles, work, energy conservation, linear and angular momentum conservation, rotational kinematics and dynamics, harmonic motion and fluid statics and dynamics. Pre-requisite: PHY 114/Co-requisite: MTH 202/Pre/requisite: PHYL 211 and PHYW 211

PHY/PHYL/PHYW 212 University Physics II
4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours
This course is the second part of the four semester calculus physics sequence. Topics include gravitation, special relativity, heat, laws of thermodynamics, kinetic theory, entropy, plane and spherical waves, sound, geometric optics, light, interference, diffraction and polarization. Pre-requisite: PHY 211/Co-requisite: MTH 203/Pre/Co-requisite: PHYL 212 and PHYW 212

PHY/PHYL/PHYW 213 University Physics III
4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours
This course is the third part of the four semester calculus physics sequence. Topics include electrostatics, electric potential and fields, Gauss's law, dielectrics, current, moving charge, magnetic fields, circuits, fields in matter, Maxwell's equations, electromagnetic waves and spectrum. Pre-requisite: PHY 211/Co-requisite: MTH 203/Pre/Co-requisite: PHYL 213 and PHYW 213

PHY 303 Modern Physics
3 credits; 4 class hours
This course is the final part of the four semester calculus physics sequence. Topics include special and general relativity, photoelectric effect, black-body radiation, quantum effects, Bohr atom model, quantum theory, many electron atom, X-rays, atomic spectra, nuclear structure, and nuclear reactions. Pre-requisites: PHY 212 and PHY 213/Co-requisite: MTH 204

PHY/PHYL 309 Electronics
4 credits; 4 class hours; 3 lab hours
This course is an introduction to analog and digital electronics for students of the natural sciences with emphasis on modern electronic instrumentation. Experiments include use of function generators, power supplies, operational amplifiers, transducers, programmable analog switching, solid state amplifiers and switches, logic gates, flip-flops, latches, registers, counters, digital devices and signals, introduction to microcomputers, interfacing, microprocessors, and signal processing and noise reduction techniques. Pre-requisite: PHY 212/Pre/Co-requisite: PHYL 309

PHY 315 Introduction to Astrophysics
3 credits; 4 class hours
This course is an introduction to modern astrophysical problems with an emphasis on the physical concepts involved: radio, optical and x-ray astronomy; the solar system; stellar structure and evolution; white dwarfs, pulsars and black holes; galactic structure and evolution, quasars; gravitation and cosmology. Pre-requisite: PHY 303

PHY 351 Electromagnetic Theory
3 credits; 4 class hours
This course is a comprehensive study of electromagnetism. Topics include electric field and potential, Gauss' law, electrostatic potential energy, Laplace's equation, boundary value methods, electric dipole and multipoles, electric fields in matter, dielectric theory, magnetic field and potential, Ampere's law, Faraday's law, inductance, electric fields from time-varying magnetic fields, magnetic fields in matter, Maxwell's equations, Poynting's theorem, wave equation for vector and scalar potentials, plane wave propagation, wave guides and radiation. Pre-requisites: PHY 212, PHY 213 and MTH 204/Pre/Co-requisite: MTH 202

PHY 355 Gravitation and Cosmology
3 credits; 3 class hours; 1 recitation hour
This course is a comprehensive study of classical dynamics of particles and systems. Topics include Newtonian mechanics of single particle, oscillations, nonlinear oscillations, gravitation, motion of moon and planets, Ergodic theorem, Kepler and elliptic motion, Euler's equation, Hamilton's principle, Lagrangian mechanics, Hamiltonian mechanics, central force motion, dynamics of a system of particles, motion in a noninerial reference system, rigid bodies, coupled oscillations, continuous systems and waves, special relativity theory. Pre-requisites: PHY 351 or PHY 315 or MTH 324 or MTH 358


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College of Freshman Studies
College of Freshman Studies

The College of Freshman Studies (CFS) integrates academic and academic support units to provide instruction, advocacy, and academic advisement, to improve student retention, persistence and student success. The curriculum integrates leadership development in the academic experience while engaging students in critical issues. CFS departments provide coordinated academic support services that reinforce and encourage student success during the first year experience and beyond. The configuration of the College of Freshman Studies consists of: The Academic Foundations Division (developmental reading, writing and mathematics); the Freshman Year Program; the Department of Special Programs/SEEK; The Academic Support Center; Testing Center; Student Advocacy and Support Services Center (Centralized Academic Advisement Center); Office of Academic Transformation and Success (Academic Warning, Probation & Dismissal); Evening-Weekend Degree Program and College Now.

MISSION:
The mission of the College of Freshman Studies is to prepare students to be successful in their chosen field of study. This will be achieved by:

• Guiding freshmen students successfully into a major course of study;

• Developing in freshmen students an ardent desire for intellectual growth and development in their pursuit of self actualization;

• Inculcating in freshmen students an understanding and appreciation of their place in history as well as their position as role models in the community; and

• Developing in freshman students’ leadership skills that would allow them to serve as change agents in their respective communities.

VISION:
The vision of the College of Freshman Studies is to provide a comprehensive array of curricula, co-curricular, extra-curricular programs, and student support services to ensure that freshmen students acquire the requisite tools, skills, and competencies needed to successfully matriculate in their major course of study. The College, through its faculty, counselors, academic advisors, and program support staff, customizes its programs and services to meet the individual needs of each student. For this reason, the CFS provides the foundation to operationalize the educational philosophy of Medgar Evers College, Creating Success, One Student at a Time.
Academic Foundations

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Herbert Odunukwe
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The mission of the Academic Foundations Division, (formerly the Post Secondary Readiness Center, PSRC) is to enable students from diverse educational and ethnic backgrounds to acquire the developmental skills they will need to pass the requisite CUNY examinations and to gain the self-confidence and critical thinking capabilities that characterize independent learners.

For the academic preparation of students, the Academic Foundations Division provides instructions in English reading and writing, and in Math, to students who failed to obtain a satisfactory score on the CUNY Assessment Tests.

In addition, the Division addresses the needs of at risk students, enabling them to tackle college level work and to succeed in college. Academic Foundations interfaces with the Math and English Departments, as well as the SEEK and Freshman Year programs to facilitate assessment of student readiness for degree granting course work.

The Division utilizes various instructional strategies and methodologies to achieve its goals and to maximize students’ achievement. The strategies include:

1. Development of curriculum frameworks with standards that apply to all students regardless of their experiential backgrounds, capabilities, developmental and learning differences and interests or ambitions;
2. Small class sizes to facilitate individual attention;
3. Teaching Assistants help in the classrooms;
4. Learning activities that take place in large and small group configurations;
5. Supplementing classroom instruction with laboratory and tutorial activities;
6. Utilization of team teaching, Teacher Advisories and Discussion Groups

The Academic Foundations Division’s faculty and staff include a Director who handles the overall day-to-day coordination, an Administrative Assistant, a Lab Tech who oversees the computerized reading lab and Teacher Assistants, and Lecturers of English and Mathematics.

More than 30 faculty members, comprised of full time and part time Lecturers, teach at the Academic Foundations Division. The instructors and teaching assistants are competent, committed individuals who have educational background experience, and interpersonal skills appropriate to the target population. They also have track records of working with at-risk, economically and/or educationally disadvantaged students.

To insure success in their academic endeavors, the Academic Foundations Division’s faculty and staff provide students with the most efficient and effective educational and support services. The Division also strives to deliver the best customer service possible to students through friendly communication and interaction, coupled with accessibility and responsiveness. To effectively “Create Success One Student at a Time,” students are encouraged to observe and comply with the regulations and classroom and lab rules, and to develop good time management skills and good study habits. They are taught to take their education seriously, thus creating pride and maintaining self-esteem.

The Academic Foundations Division, in collaboration with qualified and trained counselors from the Freshman Year Program, the SEEK Program, the C.O.P.E. Program, and the Student Advocacy Support Services Center, provide a referral system that addresses the numerous learning challenges; personal, educational, career, family and peer issues that today’s students face.

The Summer Skills Development and Winter Intersession Academies, components of The College of Freshman Studies, are offered to continuing and incoming freshmen students to excel in developmental English-reading and writing and Math skills. The academies are a collaborative effort with Academic Foundations Division, the Freshman Year Program, the SEEK program, the Academic Support Center, the Testing Center and other academic disciplines.

The office hours for the Academic Foundations Division is weekly from 9:00 a.m. to 7:00 p.m. Appointments may also be made at other times. For more information, you may contact the Director in Room B-2032S of the Bedford Building at 718 270-4977, or his assistant in Area B2015 at 718 270-5139.

All entering students must take the Mathematics and the English
The Academic Foundations Division offers the following courses:

**COURSE DESCRIPTIONS**

**MTHP 009 Arithmetic and Basic Algebra: Math I**
0 credits; 4 class hours
This course is designed to provide a foundation in the principles and methods of arithmetic and an introduction to basic algebra. Topics include number line concepts and diagrams, the arithmetic of whole numbers, integers, common fractions, decimals and percents, applications of integers, common factors, basic geometry, formulas, evaluation, ratio and proportions and solving simple equations in one variable. Furthermore, applications of fractions and percents to everyday problems as well as introduction to word problems are included. Computer aided instruction and calculators will be integrated into the classes; however, no calculators are used during exams. **Pre-requisites: Incoming Student and Placement by CUNY/COMPASS Assessment Test**

**ENGW 005 Composition I**
0 credits; 3 class hours; 1.5 lab hours
This first level of writing is an intensive course that focuses on fluency and clarity in writing by requiring students to become aware of their own writing process and to learn to use that process to shape, revise and perfect their writing. Students will read and discuss narrative and personal essays and/or works of fiction as a basis for extensive personal writing, including journals, culminating in their ability to write logical and well organized personal (narrative) essays. Students own writing will be used as the primary basis for instruction in paragraph development, major areas of grammar, including verb tense and subject-verb and pronoun-verb agreement. The major competency for this course is the ability to write a well-organized narrative or personal essay, which demonstrates the capacity to write standard written English fluently and with clarity. This competency is evaluated through a timed two-hour final essay examination. **Pre-requisites: Incoming Student and Placement by CUNY/COMPASS Assessment Test**

**ENGW 006 Composition II**
0 credits; 3 class hours; 1.5 lab hours
This course focuses on improving students’ composition skills along with enriching their college experience by exposing them to the arts through classroom lectures, museum visits, plays, selected movies, various other forms of written literature and by familiarizing them with library and campus support services. The course emphasizes students’ intellectual growth, analytical and writing skills. Its primary focus is on the writing of the persuasive essay. To this end, students compose essays incorporating a full range of rhetorical devices of narration, description, cause and effect, comparison and contrast and persuasion. Assignments will involve interpreting persuasive questions to determine fact from opinion to facilitate thesis development (position statement). The course will also focus on drafting, revising, editing and students’ norming sessions of persuasive essays. Among the language arts skills to be focused on are fluency, logical expression, paragraphing, essay organization, sentence structure, appropriate use of certain parts of speech, major areas of grammar, comma usage, subject-verb agreement, pronoun-antecedent agreement, past & present participle, proper usage of verb tenses and the apostrophe. There will be periodic tests and/or quizzes, midterm and an end of semester departmental examination to assess students’ progress and readiness to sit for the final CUNY Placement Assessment Test in writing - the ACT. Upon passing of the ACT, students will exit basic skills in writing. **Pre-requisites: ENGW 005 or Incoming Students and Placement by CUNY/ACT Assessment Test**

**ENGR 005 Critical Reading I**
0 credits; 3 class hours; 1.5 lab hours
The primary focus of this course is on comprehension of written materials. Students receive considerable practice in analyzing paragraphs and expository texts in various academic disciplines. They identify the main idea, supporting details, and cohesive devices. Emphasis is also placed on extending students’ vocabulary. Although this course focuses on the comprehension of written texts, an integrative learning model involving listening, speaking and writing is used to help students become more competent readers of Standard American English. Students develop an understanding of the relationship between reading and writing through writing responses to varied readings. They also gain a multicultural perspective as a means of better understanding the American culture by reading and discussing at least one novel and several selections from different cultures. **Pre-requisites: Incoming Student and Placement by CUNY/ACT Assessment Test**

**ENGR 006 Critical Literacy II**
0 credits; 3 class hours; 1.5 lab hours
The primary focus of this course is on improving critical reading and college level study skills. Students in this course are guided to be more competent and critical readers of Standard English expository and literary prose. Students read, interpret, and discuss college level expository and literary prose articles on current events. Although this course focuses on critical and college study skills, an integrative learning model involving listening, speaking, reading, and writing is used to help students become more competent and critical readers of Standard English. This course prepares students to pass the CUNY/ACT exam in reading. Using a college reading skills textbook, students learn skills in vocabulary development and reading comprehension as well as basic study and test taking strategies. Students read selected narratives, essays, and biographies reflecting different cultures and engage in class discussions of themes and other aspects of the text. Students are assigned informal written responses. The major competency for ENGR 006 is to become an active reader while becoming competent in fundamental college reading and study skills. This competency is ‘evaluated through a two-hour end of semester departmental examination that integrates reading and writing to assess students’ progress and readiness to sit...
ENRW 005 English Reading & Writing I
0 credit; 7.5 class hours
The English reading/writing 005 is a hybrid course that focuses on students diagnosed as requiring first level English reading and writing competencies. This course concentrates on developing students’ critical reading, writing and analytical thinking skills; the program of study focuses on assisting students in developing their ability to read various topical texts and determine main idea, supporting details, making inferences and drawing conclusions and transferring these skills to summarizing and analyzing readings and critically responding to them in short essays. Types of essays studied in this course include personal narratives, descriptive, expository and persuasive essays. Upon successful completion of this course students are expected to demonstrate competency in reading and facility in the use of the written English language, emphasizing eloquence, clarity, a diverse vocabulary, sentence variety, and satisfactory grammar and mechanics. Pre-requisite: None

ENRW 006 English Reading & Writing II
0 credit; 7.5 class hours
This course focuses on improving students’ composition skills along with enriching their critical reading skills necessary for college work. Reading, composition and study skills are applied to college level texts from literature, social science, or other content courses. An integrative reading/writer model is used; students are required to improve vocabulary, pursue clarity in their writings, write formal essays and informal critical responses to varied readings of college-level materials. Students are taught how to summarize readings, locating main idea, supporting details and inferences. Pre-requisite: ENRW 005 or Incoming Student and Placement by CUNY/ACT Assessment Test

ESLR 005 Reading English as a Second Language I
0 credits; 4.5 class hours
This first level ESL reading course is a hybrid course that focuses on students diagnosed as requiring first level English reading and writing competencies. This course concentrates on developing students’ critical reading, writing and analytical thinking skills; the program of study focuses on assisting students in developing their ability to read various topical texts and determine main idea, supporting details, making inferences and drawing conclusions and transferring these skills to summarizing and analyzing readings and critically responding to them in short essays. Types of essays studied in this course include personal narratives, descriptive, expository and persuasive essays. Upon successful completion of this course students are expected to demonstrate competency in reading and facility in the use of the written English language, emphasizing eloquence, clarity, a diverse vocabulary, sentence variety, and satisfactory grammar and mechanics. Pre-requisites: ENGR 006 or Incoming Student and Placement by CUNY/ACT Assessment Test

ESLR 006 Reading English as a Second Language II
0 credits; 4.5 class hours
ESLR 006 is one level above the 005. Students entering this level are guided to become more competent and critical readers of Standard English expository and literary prose. This second level reading course is for students whose writing placement exams contain ESL patterns. The primary focus of this course is on improving critical and college study skills. Students read, interpret, and discuss college-level expository and literary prose and articles on current events. Although this course focuses on critical and college study skills, an integrative learning model involving listening, speaking, reading, and writing is used to help students become more competent and critical readers of Standard English. Students must pass the departmental final to exit this course. Pre-requisites: A placement score of 45-65 on the COMPASS reading exam and evidence of ESL writing patterns.

ESLW 005 Writing English as a Second Language I
0 credits; 4.5 class hours
This first level ESL writing course is for students whose first language is other than English and whose placement scores demonstrate that they have achieved a degree of fluency in writing Standard English. The primary focus of this course is on sentence clarity and basic essay organization. However, the approach utilized will be an integrative learning model, emphasizing listening, speaking, reading, and writing, to help students become more linguistically competent in the writing of Standard English. Students read expository texts from various academic disciplines and compose, revise, and edit short essays. Academic Foundation Division Students must pass the departmental final to exit this course. Pre-requisites: A placement score of 4 or lower on the CUNY ACT writing test and show evidence of ESL writing patterns.

ESLW 006 Writing English as a Second Language II
0 credits; 4.5 class hours
This second level writing course is for students whose first language is other than English. The primary focus of this course is on students’ mastery of the essay form. An integrative learning model is used to:

a) enable students to read and analyze literary and expository essays, and

b) use a variety of rhetorical models as they compose, revise, and edit essays.

In addition, students review diction, word order, use of tenses, control of articles and prepositions, and idiomatic expressions. Students must pass the departmental final to exit this course. Pre-requisites: A placement score of 5-6 CUNY ACT writing test and show evidence of ESL writing patterns.
The Academic Support (Learning) Center’s mission is to provide academic support to meet the needs of our students. Through its various programs and services, the Academic Support Center aims to empower students to become independent learners.

The Academic Support Center is the central unit for the recruitment and referral of tutors to on and off campus academic support programs.

The Academic Support Center collaborates with academic departments for the recommendation, approval and training of tutors. Our tutors range from peer tutors with outstanding grades in the subject areas they are selected to tutor, to tutors with baccalaureate, graduate and post graduate degrees. Tutors must have an overall GPA of 3.0 and above and must have at least a “B” in the area they are selected to tutor.

The Academic Support Center generally has a staff of 60 tutors providing flexible hours of tutoring to day, evening and weekend students, and 6 days per week.

**Monday to Thursday**  
9:00 a.m. to 9:00 p.m.

**Friday**  
9:00 a.m. to 8:00 p.m.

**Saturday**  
12:00 noon to 5:00 p.m.

Services provided to Medgar Evers College students include tutoring, supervision of peer study groups, study skills instruction, computer, CD and video-assisted learning, preparation for standardized exams and accommodations for Differently Abled students. The Academic Support Center also provides tutors for some supplemental lab classes and teacher assistants for specific courses.

Scheduled and walk-in tutoring is available. Tutoring is done in small groups of two to four students, scheduled tutoring for Differently Abled students and students on probation, where suited, and in workshops of five or more students.

Access to the Academic Support Center’s services is through self-referral or referral from an instructor or counselor.

The Academic Support Center provides academic support in several subject areas, which include computer literacy, computer science, accounting, chemistry, biology, economics, finance, Spanish, French, psychology, political science, physical science, physics, mathematics, logic, college English, English as a Second Language, nursing exam (NLN and RN) Workshops for pre-nursing and nursing students, and CUNY American College Tests (ACT) reading and the CAAW writing and CUNY math workshops for floating and transfer students. The Academic Support Center also works with academic and counseling departments to provide other support services to students who need them. Some of these services are scheduled tutorials for students on academic probation, academic support services for Differently Abled students, which include readers, note takers and proctors.
Academic, Warning, Probation & Dismissal (AWPD)

Students whose cumulative Grade Point Average (GPA) falls below the university required for good academic standing, 2.00 will be placed in a category of early alert, academic warning, or academic probation. Subsequently, students are notified in writing of their academic status as per the college policy and a stop is placed on their academic record until they meet with their respective Advisement entity.

Students not in good academic standing are advised of different intentional interventions based on the level of probation status. Students may be directed to seek out their Academic Advisor immediately, given an academic prescription for student contract by the Office of Academic Transformation & Success (OATS), or advised to register and attend the College’s Academic Improvement & Management Seminar (AIM) facilitated by the Counseling Department. A SEEK student on probation must register for SPAE 001 (Special Programs Academic Enhancement Seminar) at the time of registration.

Course Description

RTS 001 Re-admit Transitional Seminar
0 credits; 0 class hours
The Re-admit Student Seminar is designed to address the needs of students returning to MEC who were previously on academic probation when they departed the College. Emphasis will be placed on reinforcement of college academic policies and procedures which will include workshops on transcript review and strategies to improve student records and increase grade point averages (GPA). Such strategies include but are not limited to information on the student petitioning process; services to assist students in exiting developmental skills; strategies to defeat adverse grades on a student record. Other topics that will be covered in the seminar are time management strategies, effective study skills strategies and more. These activities will be interactive and many will be performed using online tools employed by reputable higher education authorities whose focus is student success strategies. Pre-requisite: None
Freshman Year Program

FRESHMAN YEAR PROGRAM (FYP)
The overall intent of the Freshman Year Program is to assist Medgar Evers College in its effort to retain students and to help ensure that their academic experiences at the College are positive. The primary goal of the Freshman Year Program is to assist first and second semester freshmen with many of the transitional issues they face during their first academic year in college. This goal encompasses academic, personal and career advisement. In addition to instructional activities within their freshman seminar courses, academic advisors provide crisis intervention, referrals and follow-up.

Freshman Seminar I (FS 101) focuses on five interdisciplinary modules (Bonding, Orientation, Study Library Skills, Wellness and Education/Careers), an extensive orientation to Medgar Evers College, and how to successfully meet the demands of college and personal responsibilities while maintaining physical, emotional and social health.

Freshman Seminar II (FS 102) primarily focuses on the Education/Careers module introduced in FS 101 and enhancing students' critical thinking and problem solving skills in written and oral expressions.

First time freshmen, who are not part of the SEEK Program, second semester freshmen, re-admit students who have not completed the freshman seminar sequence, and transfer students with less than twenty-four (24) transferable credits and have not been exempted from FS 101 and FS 102 work with an assigned FYP academic advisor for one academic year. Additionally students are required to meet with their academic advisor throughout the semester.

COURSE DESCRIPTIONS

CPL 001 Credit for Prior Learning
0 credits; 0 class hours
The Portfolio Development Seminar is designed for students who wish to receive credit for prior learning experiences. In this seminar, students will document evidence of prior learning in a "portfolio" which will enable faculty to evaluate and award credit for specific Medgar Evers College coursework. The student will learn to collect, organize, document and verify evidence of prior learning. Pre-requisite: None

FS 101 Freshman Seminar I
1 credit; 3 class hours
Freshman Seminar is designed to provide first-time college students and first and second semester Re-Admit students with the necessary skills required for a successful college experience. Five interdisciplinary modules will be presented: Bonding, Orientation, Study/Library Skills, Wellness, and Education/Careers. Skills will include study habits, listening, note/test taking, library and research techniques, college/life management, and student rights and responsibilities as they relate to Medgar Evers, the institution, mission, organization and function of its offices. Library Research/Study Skills will be reinforced throughout the curriculum. This course is not to offered to SEEK students. Pre-requisite: None
FS 102 Freshman Seminar II
1 credit; 1.5 class hours
This course will continue to reinforce student awareness of college services, foster students' involvement in college, community resources and activities, and foster critical thinking and problem solving skills. The five interdisciplinary modules introduced in FS 101 (Bonding, Orientation, Study/Library Skills, Wellness, Education/Careers) will be reinforced, moving from the theoretical to a practical hands-on approach. The Education/Careers module will be the focus of FS 102. The major course emphasis is to expose freshman students to career development techniques including career exploration, job search techniques, resume preparation, interviewing strategies, self assessment awareness and graduate school exploration. Library Research/Study Skills will be reinforced throughout the curriculum. This course is not offered to SEEK students. Pre-requisite: FS 101

GLPG 001 Global Institute for Life Long Learning and Personal Growth
0 credits; 0 class hours
This workshop is designed for incoming freshmen during the Summer Academy. This workshop is dedicated to introducing students to the concepts of strengths development, the Strengths Finder Assessment, and to a discussion about validating strengths following the assessment. Topics covered during the workshop include financial literacy, personal finance / budgeting and leadership development. Pre-requisite: None

PC 100 Peer Counseling
3 credits; 1.5 class hours; 1.5 lab hours
This course will integrate the theoretical elements of counseling and advisement with role-playing and other modes of experiential learning directed at enhancing communication skills, understanding of interpersonal interaction, development of decision-making, problem solving, interviewing and counseling techniques. It will prepare students to serve as student mentors, assist with academic advising, and personal counseling. It is designed to train students who have been screened and specially selected in the skills necessary to mentor students regarding academic as well as personal concerns. Pre-requisite: None

TTS 001 Transfer Transitional Seminar
0 credits; 0 class hours
The Transfer Student Seminar is designed to address the needs of students who have transferred into MEC to continue their educational pursuits. The Seminar consists of three components. The first introduces students to the culture of the College, its resources and student activities and support services. The seminar also covers curriculum requirements for majors and even includes how to become active participants in intellectual interactions with their faculty and peers. The second component places emphasis on college academic policies and procedures to help students better navigate their educational journey as well as understand their academic record. Thirdly, interactive activities and presentations on topics such as recognizing learning styles, time management skills and other applicable concerns are provided to assist students in attaining and maintaining good academic standing within the College. Pre-requisite: None
The Department of Special Programs houses the Search for Education, Elevation and Knowledge (SEEK) Program, a major CUNY initiative. Created by the Board of Higher Education of The City University in 1964, SEEK targets students who require financial and academic support to complete a college education. SEEK students receive up to ten semesters of economic and academic support while meeting the requirements for a baccalaureate degree.

SEEK's mission is to help students overcome social, academic and economic barriers to the pursuit of their education through the provision of individual and group counseling, comprehensive academic support services and financial aid counseling and support. In addition, the program helps students develop strategies to explore academic, career and interpersonal issues related to their educational goals. Academic support services, individual and group counseling and financial aid, including a book stipend, up to three summer stipends, and additional semesters of financial aid are provided to Department of Special Programs-SEEK students through the New York State Higher Education Opportunity Program Act. SEEK’s objectives are:

1. To provide a permanent and structured program of special assistance to selected students who can utilize supportive services to assist them in their efforts to obtain a quality college education and to expand the career and social options available to them.

2. To provide, by means of the Higher Education Opportunity Act, a range of intensive supportive services to help Special Programs students to successfully meet the challenge of college study.

3. To explore, develop, and demonstrate innovative techniques to enable students to achieve their academic goals.

SEEK COUNSELING

The SEEK Program provides individual/small-group counseling to all SEEK students. First and second-year students meet with counselors once a week in SEEK Counseling Courses (SP/C, AGRO, or SPAE). These courses are structured forums in which students explore topics that facilitate their adjustment to college, provide information about career and graduate school opportunities, and promote participation in community outreach activities. All SEEK students can meet with their counselors on an individual basis for academic advisement and personal and career counseling.

The primary goal of SEEK counseling is to develop, monitor and assess programs that help students successfully meet the challenges of college level work, overcome their educational limitations and enhance their ability to perform as students and as individuals. Student achievement, retention, and satisfactory progress towards degree completion are the basic objectives of the SEEK Program.

ADMISSION

To apply for admission to the SEEK Program, an applicant should complete the “Special Programs” section of the CUNY application. In accordance with State Education Law, an individual is eligible for admission to the SEEK Program if he/she meets the following criteria:

1. Is economically disadvantaged.

2. Is educationally disadvantaged.

3. Is a graduate of an approved high school or has attained a New York high school equivalency diploma or its equivalent as determined by the Commissioner of Education of the State of New York.

4. Has not previously attended a college or university, except in the case of students enrolled in the HEOP or EOP programs, or veterans who may have earned up to 18 credits of college-level work prior to entrance into the service (except for USAFI and service-connected University of Maryland credits).

5. Has resided in New York State for one year prior to the semester for which he or she is applying and has met the test for “bona fide domicile.”

Applications are available at individual CUNY College Financial Aid Offices and on-line at: www.fafsa.ed.gov/ (see Financial Aid section in this catalog for further Information).

After acceptance into a CUNY college, SEEK applicants must submit a copy of their Federal Income Tax Return, Form 1040, and other
supporting documentation to verify income eligibility and residence.

If you are accepted into SEEK you will be required to show proof of having filed for Pell and TAP prior to being awarded any Special Programs financial assistance.

The following items are required proof:
1. Electronic notification to CUNY
2. “Student Notification” sent to you by the Pell Grant processor
3. TAP Award Certificate

**Academic Eligibility**
An applicant is academically eligible for SEEK if he/she:
1. has received a general equivalency diploma, or
2. has a high school academic average of less than 80% or ranks at the 65th or lower percentile of is/her graduating class.

**Economic Eligibility**
A student is considered economically disadvantaged if he or she is a member of:
1. a family supported by one worker whose total annual income, before taxes, is not more than the amount in the table below; or
2. a family supported by more than one worker in which the total annual income, before taxes, is not more than $5,570 above the amount listed in the table below; or
3. a family supported by one worker who is the only support for a one-parent family, in which case the total annual income, before taxes, may not be more than $5,570 above the amount listed in the table below.

**Fall/Spring 2010-2011**
Number in Household Estimated Gross Annual Family Income:
Including Head of Household:
1. $16,060
2. $21,630
3. $27,210
4. $32,790
5. $38,360
6. $43,960
7. $49,500

*Plus $5,570 for family member in excess of seven (7)*

An applicant is economically eligible if the applicant is part of a household where any member is a recipient of public assistance.

The foregoing eligibility requirements, except those relating to economic need and residency, shall not apply to students who have been determined eligible for entry to the SEEK Program by virtue of their satisfactory completion of the College Discovery Program.

In program standards, maintenance of SEEK status requires that a student:
1. registers as a full-time student each semester
2. enrolls in group counseling each semester
3. files a financial aid form, annually, and
4. attends tutoring

For further information on admissions procedures and eligibility, please telephone the University Office of Admission Services at 212 947-4800 or the Director of Special Programs at 718 270-4973.

**COURSE DESCRIPTIONS**

**ADVANCED GROUP COUNSELING/SEEK**

**AGRO 101 Financial Planning and Budgeting**
0.5 credit; 1.5 class hours
This course is designed to familiarize students with personal money management: identifying additional financial aid resources, budgeting strategies, interpreting and processing financial aid forms and identifying legal resources. Pre-requisite: SP/C 004

**AGRO 102 Development of Self-Concept**
0.5 credit; 1.5 class hours
The focus of this course is to develop inner awareness. Areas addressed are the improvement of one’s self concept, self assessment, the role of culture in self concept formation, and the role of unity in group survival. Pre-requisite: SP/C 004

**AGRO 103 Advanced Career Planning**
0.5 credit; 1.5 class hours
The focus of this course is to acquire strategies for entering the world of work. The following issues will be addressed: theories of career development, interview techniques, formulation of goals, skills for employment, job search, resume preparation, values clarification and decision making. Pre-requisite: SP/C 004

**AGRO 104 Politics, You and Your Community**
0.5 credit; 1.5 class hours
This course is designed to heighten the awareness of the political process. Issues to be covered include: the voter registration process, club house politics, the relationship between politics and the absence or presence of community resources, citizen rights and responsibilities, and city and state political personality profiles. Pre-requisite: SP/C 004

**AGRO 105 Skills for Urban Living**
0.5 credit; 1.5 class hours
This course is designed to facilitate the acquisition of survival skills needed for urban living. Issues that will be addressed are: self advocacy, consumer education, crime prevention, tenant’s rights, organized resource banks, and organizing community groups. Pre-requisite: SP/C 004

**AGRO 106 Parenting and Family Relationships**
0.5 credit; 1.5 class hours
This course will explore the areas of parenting and family relationships. The areas that will be explored are: parental care, child care, prevention of child abuse, alternative family systems, male/ female relationships, and the effect of slavery on minority families. Pre-requisite: SP/C 004

**AGRO 201 Issues in Minority Education**
0.5 credit; 1.5 class hours
This course is designed to provide information on social factors affecting minority entry into institutions of higher education. It will address issues on the roles of community based colleges, equal access to higher education, and graduate and professional school opportunities. Pre-requisite: SP/C 004
**AGRO 202 Honors/Cultural Program**  
0.5 credit; 1.5 class hours  
The focus of this course will be the study of exceptional academic achievement. Areas of concentration will center on involvement in the political process, cultural and/or social activities, research, student initiated activities, and guest lectures on current and historical events.  
*Pre-requisite: SP/C 004*

**AGRO 203 The Legacy of Medgar Wiley Evers**  
0.5 credit; 1.5 class hours  
This course will focus on structured motivational materials and it will provide opportunities for self discovery and direction. Structured motivational exercises as well as student centered activities will constitute the group’s thrust in regard to the historical context of Medgar Evers and the legacy of the Civil Rights Era.  
*Pre-requisite: SP/C 004*

**AGRO 204 Liberal Arts and Education Seminar**  
0.5 credit; 1.5 class hours  
This course will expose students to the wide range of career and study options available in the disciplines that comprise the liberal arts and education fields. The course includes educational excursions, seminars, and activities. Students are introduced to faculty from the School of Liberal Arts and Education.  
*Pre-requisite: SP/C 004*

**AGRO 205 Business Seminar**  
0.5 credit; 1.5 class hours  
This course is designed to expose students to the wide range of career and study options available in the disciplines that comprise the School of Business. Students attend educational excursions and seminars, and participate in activities designed to familiarize them with professions within the business and public administration fields. The course involves participation of faculty from the School of Business.  
*Pre-requisite: SP/C 004*

**AGRO 206 Science, Health and Technology Seminar**  
0.5 credit; 1.5 class hours  
This course is designed to expose students to the wide range of career and study options available in the disciplines that comprise the sciences. Students attend educational excursions and seminars, and participate in activities designed to familiarize them with professions within the business and public administration fields. The course involves participation of faculty from the School of Science, Health and Technology.  
*Pre-requisite: SP/C 004*

**AGRO 301 Achievement Motivation**  
0.5 credit; 1.5 class hours  
This course is designed to familiarize students with self-study exploration, development of achievement strategies, goal setting related to academic success, career actualization, and the development of interpersonal relationships and supports.  
*Pre-requisite: SP/C 004*

**SPAE 001 Special Programs Academic Enhancement Seminar**  
0 credit; 1.5 class hours  
This course is designed to assist students in developing strategies to remove themselves from academic jeopardy and to successfully confront academic challenges. Areas addressed will include self exploration, self concept assessment and motivation, personal academic assessment, time management, and study habits. A tutor is assigned to the class to provide students with additional support.  
*Pre-requisite: None*

**SP/C 001W Seek Counseling Workshop**  
0 credit; 0 class hours  
This workshop is designed to assist incoming freshmen students with the adjustment to a new academic environment and to inform them about the resources available to assist them in achieving academic and personal success. The general focus of the course will be on academic requirements, available college resources and services, self-development, goal clarification, and active engagement with learning. To facilitate this, the methods of instruction will include class discussions, group activities, field trips, presentations, guest speakers, and films.  
*Pre-requisite: None*

**SP/C 003 Transition from High School to College**  
0.5 Credits; 1.5 Hours  
This course is designed to provide an orientation to college life. It focuses on the development of skills needed to cope with academic endeavors. Topics will include: developing effective study skills, habits and attitudes, student rights and responsibilities, choosing a major, test skills, listening skills, and orientation to college structure.  
*Pre-requisite: None*

**SP/C 004 College as a Social System**  
0.5 Credits; 1.5 Hours  
This course completes the introductory core of counseling classes for SEEK freshmen. It is designed to equip students with essential skills for successful academic careers. The course serves to involve students with the "College as a Social System" by covering such modular topics as: academic divisions, administrative functions, MEC within CUNY, Special Programs, and extracurricular activities.  
*Pre-requisite: SP/C 003*
Student Advocacy and Support Services Center

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Student Advocacy and Support Services Center (SASSC)
The primary goals of the Student Advocacy and Support Services Center are to provide academic and counseling services to our students. The Center’s operation is based on a dual-model, which will entail providing academic advisement and counseling services to students via an assigned academic advisor and faculty mentor. SASSC enables Academic Advisors, Counselors, Faculty Mentors and Peer Leaders to work collaboratively to meet the needs of our students while simultaneously addressing student retention. The Center forges strong collaborative working relationships between Student Affairs and Academic Affairs in the delivery of academic and counseling services.

The Student Advocacy and Support Services Center model assigns Academic Advisors to work with students in each of the three School. The Academic Advisors provide academic advising and graduation certification services for students in the assigned disciplines within each School. Each Academic Advisor reports to the Director of the Student Advocacy and Support Services Center.

The Student Advocacy and Support Services Center is located in Room, B-2032 in the Bedford Avenue Building. The telephone number is 718 270-5170.

CONDITIONS FOR RETENTION AND ACADEMIC PROGRESS
At the end of the each semester, the Grade Point Averages (GPAs) and credits accumulated for each student are reviewed. All students who are not in good academic standing, based on the required standards listed, are placed in one of the following categories of warning, probation or dismissal.

Warning
Any time a student’s semester Grade Point Average falls below the minimum cumulative GPA (standard criteria); The student is placed on WARNING for the following semester and is sent a warning letter requesting that the student meet with a counselor for guidance. Students on WARNING may be required to:

1. Register for a restricted reduced course load.
2. Attend counseling sessions with their academic advisor to increase the possibility for improvement.

Probation
If the cumulative Grade Point Average is less than the standard criteria listed below, the student is placed on probation and is sent a letter of notification, and a written recommendation detailing the courses they must take. The following represent the required cumulative GPA standards:

Students on Probation will be required to:

1. Attain a Grade Point Average each semester, equal to or above the minimum cumulative GPA requirement. The minimum standards are based on attempted credits. For example, if the student has attempted twenty-five (25) or more credits, the
Students who make satisfactory progress during the probation period, and continue to increase their cumulative GPA are required to maintain their academic standing and will be allowed to continue.

**Students Readmitted to the College**
Students can apply for readmission if they have not been enrolled for one or more continuous semesters at the College. An application is made through the Office of Admissions.

Students applying for readmission whose cumulative Grade Point Average is less than 2.0, must be evaluated by the AWPD Committee in consultation with the Department of the prospective student’s major. If the evaluation is favorable the student is readmitted on probation, pending final clearance of all other stops on the student’s registration. The student receives a written recommendation regarding the conditions for readmission on probation. Students who are readmitted on probation and do not adhere to the AWPD recommendations, nor demonstrate academic progression will be dismissed.

**Probation and Dismissal Stops**
Probation and Dismissal “Stops” are automatically placed on the registration of all students to insure that students follow the recommendations of the AWPD and Academic Standards Committees. (Probation and Dismissal “Stop” are released only by the AWPD Coordinator.)

**Transfer of College Credits**
Students transferring from any U.S. accredited college who have successfully completed College level English and Math courses with a “C” or better grade will be exempted from taking skills assessment tests and from basic skills.
areas may enroll in the College’s Summer Skills Development Academy (SSDA), the Winter Intersession Academy (WIA), or the Prelude to Success program if they qualify. They also may opt to matriculate in an associate program and take the necessary developmental skills instruction there.

Associate Programs
1. To be admitted to an associate program as a freshman or transfer, students must demonstrate their level of basic skills proficiency in reading, writing, and mathematics. Proficiency can be established on the basis of the SAT, ACT, or the New York State Regents examinations in English and math. Individuals who do not document proficiency in a skill area on the basis of one or more of these tests may do so by taking CUNY’s skills assessment test in the appropriate areas. Based on these tests, the student is either exempted from basic skills instruction or placed into one or more developmental courses in reading, writing, math, or ESL.

Math Placement
1. Currently the University requires students who have demonstrated minimum proficiency in mathematics on the basis of the SAT, ACT, or New York State Regents examinations to take the COMPASS math assessment to be placed properly in credit-bearing math courses.

Readmission
1. Students applying for readmission are subject to the skills policies in place at the time they apply.

Non-degree Students
1. Non-degree students who wish to register for courses that require skills proficiency are subject to the same pre-requisites as degree students. Examples of such courses are freshman composition and credit-bearing math courses. A college may waive this requirement for visiting non-degree students who are matriculated at a college outside the CUNY system. All non-degree students who wish to apply for admission to a CUNY degree program are subject to the same skills requirements as transfer students.

Exit from Basic Skills
1. In order to enroll in a college-level English composition course, students must have achieved minimum proficiency in both reading and writing.
2. To enroll in a credit-bearing mathematics course, students must have demonstrated minimum proficiency in mathematics. The colleges may set standards for placement in these courses that are higher than the minimum established by the University.

Certificate and Graduation
1. SEEK Students
   Students who are eligible for the SEEK program may be admitted to a baccalaureate program without first demonstrating basic skills proficiency. SEEK students enrolled in baccalaureate programs must achieve proficiency in reading, writing, and mathematics within one year of initial enrollment. The one-year time limit is interpreted as consisting of the required pre-
freshman Summer Skills Development Academy (SSDA), two regular semesters, the winter intersession academy, and a final summer skills academy (SSDA).

2. ESL Students
Under Board policy, students “who received a secondary education abroad and who otherwise are not in need of basic skills” may be admitted to a baccalaureate program without first reaching proficiency in reading and writing in English.

The University currently implements the policy as follows:

a. ESL students are those who have received a term or more of instruction in a foreign high school (language of instruction was not English) and can demonstrate minimum proficiency in mathematics, on the basis of the SAT, Regents, or the COMPASS math assessment test.

b. In Spring 2002, the University established a second procedure for identifying ESL students.

ESL students pursuing a bachelor’s degree must pass the reading and writing assessment tests by the end of their fourth full semester of attendance. They may not repeat an ESL course after receiving either no credit or a failing grade twice previously in that course. These limitations on time and attempts do not apply to ESL student pursuing an associate degree.

3. Transfer From Outside CUNY
At this time, students transferring from outside CUNY into a CUNY baccalaureate program and who have a 3 credit college-level math course with a grade of ‘C’ or better from an accredited college or university are considered proficient in math at all colleges.

Students with a 3 credit college-level course with a grade of ‘C’ or better from an accredited college or university are considered proficient in reading and writing.

Transfer applicants to associate programs who are proficient based on the SAT, ACT, NYS Regents exams, or prior English or math courses must take the appropriate CUNY Assessment Tests. These applicants do not have to demonstrate proficiency to be admitted.

4. Prior Baccalaureate
Students who previously have earned a bachelor’s degree or higher from an accredited program verified by CUNY are deemed skills proficient. Only students who document the degree at the time of application for admission to the college they currently attend are entitled to this exemption.

Colleges may test ESL students who have completed a baccalaureate to assess their proficiency in English. The criteria for identifying ESL students are the same as those described above for transfer students. If the assessments indicate a need for ESL instruction, the college may require the student to take it and set standards for proficiency in English.

5. Students who matriculated at CUNY prior to 1978
Exemptions from the skills requirements for students who initially had matriculated at CUNY prior to September 1, 1978, are no longer in force.

Minimum Proficiency in Basic Skills
There are several ways in which minimum proficiency may be demonstrated:

1. Reading and Writing
Individuals are deemed proficient in reading and writing if they meet any of the following criteria:
   a. Score 480 or higher on the SAT verbal
   b. Score 20 or higher on the ACT verbal
   c. Score 75 or higher on the New York State Regents examination in English.

Individuals who do not show proficiency on the basis of any of these examinations must sit for the CUNY/ACT essay and the COMPASS reading assignment. Minimum passing scores on these exams are currently seven (7) or higher and seventy (70).

2. Mathematics
Individuals are considered minimally proficient in mathematics if they meet any of the following criteria:
   a. Score 500 or higher on the SAT math
   b. Score 21 or higher on the ACT math
   c. Score 75 or higher on the New York State Regents Mathematics A or B examination or the Sequential II or III Regents examinations.

Individuals who do not show proficiency on the basis of any of these examinations must sit for the COMPASS mathematics assessments. Some colleges require students to achieve higher scores before they can register for credit bearing mathematics courses.

3. Time Limits
A documented passing score on a CUNY skills assessment test, no matter when completed, qualifies the individual as proficient. Similarly, there is no time limit on SAT, ACT, and New York State Regents examination scores that qualify the individual as skills proficient. However, applicants for admission or readmission who have not met the basic skills requirements should be retested if the most recent assessment test result will be more than two years old as of the date the individual wishes to matriculate.

4. Board Policy of 1999
In the years before the implementation of the Board policy of September 1999 mandating the use of common objective tests to qualify students for exit from remediation, CUNY colleges did not consistently administer assessment tests to students in top-level remedial and ESL courses. Consequently, passing test scores may not be available for some students who successfully completed their remedial or ESL instruction before the policy was first implemented in fall 2000. Such students (that is, students who satisfactorily completed their remedial course work before fall 2000) who wish to transfer from a CUNY associate program to a baccalaureate program without the degree will be considered skills proficient in math if they have successfully completed a credit bearing math course at CUNY. They will be credited with proficiency in reading and writing if they have successfully completed freshman composition at CUNY. Those candidates who have completed a CUNY associate degree will be considered skills proficient. All other students must take the appropriate skills assessment tests at the CUNY College which they attended most recently.
**Appeals**

Students may appeal a score on the CUNY/ACT essay, but not on the COMPASS reading and mathematics assessments. Students who receive a score of 3/3 on the essay and who have demonstrated proficiency in reading may appeal the essay score within 6 weeks of the test date.

Appealed essays are reviewed by the Chief Reader of the college and by another certified reader. If both readers agree that the essay should be rescored, the essay is sent to the Borough Center, where the Borough Chief Reader masks the original scores and assigns two new readers to score the essay. If the essay achieves a passing score, the new passing score is entered on the student's record.

**College NOW Program**

College NOW students are not administered the CUNY assessment tests except as part of the admissions process. Accommodations and Waivers Based on Disability Accommodations based on disability will be granted to comply 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 of disability services.

In rare instances, when no accommodation is practicable, the student may request a waiver from the college’s Scholastic Standards/Course & Standing Committee. A student typically must demonstrate:

1. a disability, documented by a certified professional, which affects that student’s ability in the skill domain
2. a history of disability-related difficulty with the skill
3. an evaluation of the request by the office of disability services, typically indicating that despite good faith efforts to demonstrate proficiency, with all appropriate reasonable accommodations and support services in place, the student has been unable to pass the exam.

The waiver applies only at the college the student currently attends.
School of Professional and Community Development
School of Professional and Community Development

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MISSION
The School of Professional and Community Development (SPCD) believes in life long learning and provides caring learning environments to enrich the academic, social, and professional development of youth and adults. The School of Professional and Community Development provides opportunities for community residents to improve skills needed for new career opportunities, to enhance skills leading to promotional opportunities, to improve basic skills in preparation for higher education, and to explore cultural and artistic workshops that enhance ones' personal development. SPCD responds to the needs of the community through its four divisions: Academy for Youth, Academy for Career Pathways, Adult and Continuing Education, and Research and Advocacy Centers.

ACADEMY FOR YOUTH
The Academy for Youth is a coalition of youth programs designed to enrich the academic, physical, social and cultural development of students in grades K-12. The Academy offers services after school, Monday –Saturday. All students have an opportunity to participate in sports or cultural activities, educational remediation or enrichment classes, workshops or discussion groups. In addition to the regularly scheduled activities, all students are encouraged to participate in community service, service learning, or internships activities. The experiences of students are enriched through trips to educational and cultural institutions in the city. Periodic showcases and demonstrations are scheduled to give students an opportunity to demonstrate the skills that they have learned to their families, their school community, and to the general community.

Beacon Programs
The Academy for Youth administers four school-based Beacon Community Centers: the Flatbush Beacon at M.S. 2, the Crown Heights Beacon at P.S. 138, and the Progressive Youth Empowerment Beacon (PYE) at P. S. 181 and the Oasis Beacon at IS 323. These Beacon Community Centers partner with the school community, neighborhood businesses, and other community based organizations to provide after-school programs that incorporate a wide variety of activities. These activities include academic remediation and enrichment; recreational and cultural activities such as art, dance, drama, chorus, double dutch, stepping, martial arts, basketball, and soccer; weekly workshops and discussion groups relating to social issues such as conflict mediation/resolution, community service, resisting peer pressure, substance and alcohol abuse prevention, and college and career awareness. The Beacon Centers also offer free High School Equivalency General Educational Development (GED) classes to community residents.

Boys and Girls High School Guidance and Academic Support Initiative
In December 2008, the NYC Department of Education contracted with Medgar Evers College to provide counseling, skill building, tutoring, literacy and educational support services to current and past Boys and Girls High School students in order to bring them into full academic and extracurricular student life. Through this grant, MEC will provide services for 400 students over a 2 ½ year period.

Educational Talent Search Program (ETS)
Educational Talent Search Program was developed through the Higher Education Act of 1965. The mission of Talent Search is to identify and encourage eligible youth, in grades six through twelve and out-of-school youth up to the age of 27, to finish high school and to enroll in post-secondary education. Services include small group tutoring, academic and personal counseling, college campus tours, test taking, time management skills training and counseling, workplace tours and job shadowing opportunities.

Liberty Partnership Program (LPP)
The Liberty Partnership Program was established in 1988 to ensure that students in grades 5-12 who are at risk of dropping out of school achieve academic and personal excellence, graduate from high school and enter post-secondary education or the workforce as highly competent young adults. The program provides supportive interventions for these students such as skills assessment; tutoring; academic, family, and personal counseling; regents prep and SAT prep; and other enrichment activities.

Medgar Initiative to Leverage Knowledge (MILK)
This program is sponsored by The After School Corporation and operates in PS 138. This after-school program is dedicated to supporting the academic needs of students. MILK combines sports and arts instruction, individualized peer tutoring and homework assistance to enrich the academic and social development of youth.

Prep for Success (ISY)
This is an in- school youth (ISY) program sponsored through the Workforce Investment Act (WIA) via the New York City Department of
Youth and Community Services (DYCD). Prep For Success provides year-round services to at-risk high school juniors and seniors who meet eligibility requirements. The In-School Youth Program is a drop out prevention program which provides activities that assists students with attainment of high school or GED diploma, career and college planning, and entrance into post secondary education. Core services include: skills assessments, individualized service strategies, counseling, work readiness, skill-building activities, tutoring and college preparation, leadership development activities, and follow-up services. All participants are guaranteed employment in the Summer Internship Program.

**Supplemental Educational Services (SES)**
The Supplemental Educational Services program at Medgar Evers College serves grades 3-12 and provides support and resources necessary to increase the positive academic outcomes of eligible New York City Public School students as outlined in the No Child Left Behind (NCLB) Act. SES fosters an ongoing process that enables students to meet their educational needs through interactive hands-on activities that build skills and competencies essential for academic growth. SES at MEC provides customized learning plans to help students on their path to academic success; academic tutoring in English Language Art, Reading and Math; and on-site services at participating schools. Progress reports are also provided throughout the year to keep parents abreast of their children’s performance.

**Science Technology Entry Program (STEP)**
The STEP program is sponsored by the New State Education Department. The mission of the Science and Technology Entry Program is to prepare historically underrepresented or economically disadvantaged secondary school students (grades 7-12) for entry into postsecondary degree programs in scientific, technical, and health-related fields, and the licensed professions. The program emphasizes educational enrichment class work related to careers in the targeted fields. Some courses include, robotics, hydroponics, physics, SAT prep, regents prep etc. Additional activities include academic advisement and counseling to apprise students of the opportunities and prerequisites for the pursuit of their career goals.

**Summer Youth Employment Program (SYEP)**
The Summer Youth Employment Program is sponsored by the New York City Department of Youth and Community Development. Through a lottery selection process, New York City youth between the ages of 14 through 21 are provided with seven weeks of summer employment and educational experiences that build on their individual strengths and introduce them in the world of work.

**The Oasis After-School Team (TOAST)**
Based at Public School 181, TOAST is a collaboration Serving grades 3 – 12 between The After School Corporation and the School of Professional and Community Development. One of its special features is the provision of individual homework assistance to youth. Additionally, the program’s athletic and art components improve the academic skills and confidence of its participants. TOAST also increases youth awareness of the importance of post secondary education, provides a strong foundation for academic success, and fosters a positive attitude toward school. The program also seeks to reduce violence by involving students in positive activities within a safe environment and by encouraging parental involvement. TOAST operates Monday through Friday from 3:00 p.m. - 6:00 p.m.

**Upward Bound Program**
The Upward Bound program is funded by the US Department of Education. It provides fundamental support to students in their preparation for college entrance. The program serves high school students from low-income families, high school students from families in which neither parent holds a bachelor’s degree, and low-income first-generation military veterans who are preparing to enter postsecondary education. Grades 9-11

**The Young Adult Borough Center/Learning to Work Center (YABC)**
The Young Adult Borough Center/Learning to Work Center (YABC) are part of the Department of Education’s commitment to provide multiple pathways to graduation for overage and under-credited students, ages 17 ½ and up. The Learning-to-Work program assists students in overcoming some of the obstacles that impede their progress toward a high school diploma and assists them with pursuing post-secondary employment and/or education. The program provides enhanced academic supports and youth development support services, meaningful career and educational exploration experiences, work preparation and skill development, and internships. After students complete all required course work and achieve required scores on the regents examinations, they receive a diploma from their sending school.

**ACADEMY FOR CAREER PATHWAYS**
The Academy for Career Pathways assists displaced, untrained, or undertrained workers and community residents to re-enter the job market or obtain a college degree. The Academy works closely with businesses to ensure that the training provided meets workforce standards and trainees are prepared to be exceptional employees.

**POISED for Success**
POISED for Success (Perfect Opportunity for Individual and Educational Development) is an exciting program sponsored by the NYC Human Resources Administration (HRA) and The City University of New York (CUNY). POISED for Success is a program created specifically for women who are recipients of family assistance benefits, are between 3 and 6 months pregnant, or have a child under three years old. GED and job training skills are provided.

**The College Opportunity to Prepare for Employment Program (COPE)**
The College Opportunity to Prepare for Employment Program (COPE) is designed to assist public assistance recipients of Temporary Aid to Needy Families (TANF) who are pursuing vocationally oriented associate degrees. COPE provides academic advisement and assistance throughout the registration process; individual counseling and case management services on an ongoing basis; employment assistance on a part or full time basis; and job readiness workshops.

**Beta Academy**
Bridge to Education, Training and Advancement or BETA Academy was established to help out-of-school youth between the ages of 16-21 to prepare for employment by providing occupational skills training, academic preparation for college entrance, and job placement assistance.
CUNY Catch
In cooperation with the N.Y.S. Department of Corrections, Medgar Evers College provide services designed to support a successful reintegration into the community for formerly incarcerated individuals ages 16 – 21. CUNY CATCH provides: Pre-GED and GED classes, college options workshops, college admissions assistance, ACT/ CUNY Skills Entrance Examination Preparation classes, tutoring, counseling, academic advisement and access to occupational skills training. Class schedules vary.

GED Center
The College has been serving the communities of Central Brooklyn and its environs with outstanding literacy programs for more than 19 years. The Center is part of the CUNY Constituents and offers English to Speakers of Other Languages (ESOL), Adult Basic Education (ABE), and High School Equivalency (GED) services.

Jobs for Youth Apprenticeship Program (JFYAP)
JFYAP is sponsored by the State University of New York and is a pre-apprenticeship, educational and job readiness training program for youth between the ages of 16-21. JFYAP prepares youth for post secondary education, apprenticeship and full-time careers.

Welfare to Careers
Welfare to Careers is a collaborative program between Medgar Evers College and Metropolitan College that is designed to help low-income parents receive a free college education. Participants can earn an associate and/or bachelor degree.

ADULT AND CONTINUING EDUCATION
Adult and Continuing Education provides courses, certificate programs, workshops and professional training services to advance community residents, businesses, government agencies, unions and community-based organizations. Programs and training opportunities are provided through our eight institutes, which include Business, Health Care, Computer Technology, Corporate Training, Legal & Criminal Justice, Language Training, Education, and Personal Development. Customized training for organizations will be provided onsite upon request. Certificate Programs and select courses for each institute include the following:

Business Institute
Bookkeeping & Accounting, Non-Profit Management, Advanced Construction Management, Sustainable Architecture, LEED Green Associate Exam Prep, Administrative Assistant, Real Estate Licensing (75 hrs), and more.

Health Care Institute
Accelerated CASAC, Medical Billing & Coding, Medical Office Assistant, Phlebotomy, Pharmacy Technician, EKG, Physical Therapy Aide, CCS Exam Review, CUNY Healthcare Interpreter Program, CPR, and more

Computer Technology Institute

Corporate Training Institute
Customized onsite training workshops, seminars and HR mandated workshops for staff development. Workshops include Conflict Resolution, Stress Management, Leadership, Team Building, Communication, Sexual Harassment training, and more.

Legal and Criminal Justice Institute
Criminal Justice Certificate and Seminars, Government 101, and From Arrest to Arraignment.

Language Training Institute
Spanish and Arabic.

Education Institute
GED, Child Development Associate (CDA), Culturally Responsive Teaching, City-Wide Test Preparation, Writing Skills, Basic Math for Adults, and more.

Personal Development Institute
Filmmaking, Natural Hair Care Braiding, Cake Craft, Creative Writing, Acting, and more.

EAST NEW YORK CAMPUS
The East New York Campus Satellite (ENY) is an extension of Medgar Evers College located at 800 Van Siclen Avenue Brooklyn, NY 11207. From it’s inception in October 1999, ENY has provided evening and Saturday college credit courses during the Fall and Spring semesters to freshman, readmit, transfer, e-permit and international students attending Medgar Evers College who reside or work in neighboring communities. The ENY campus has a computer lab for students to do research and homework assignments. Pre-GED testing, GED classes, and GED test site referrals to individuals over 18 years of age, as well as Adult Continuing Education classes are also offered at ENY. For more information, please contact our help desk at 718-270-5087 or e-mail: enycampus@mec.cuny.edu

ADVOCACY AND RESEARCH CENTERS
The School of Professional and Community Development is the home of five centers that serve the specific and diverse needs of the New York City communities as well as the international community through advocacy, research and support services:

Center for Black Literature
The mission of the Center for Black Literature (CBL) is to expand, broaden, and enrich the public’s knowledge and aesthetic appreciation of the value of black literature. Through a series of programs that build an audience for the reading, discussion, and critical analysis of contemporary black literature and that serve as a forum for the research and study of black literature, the Center convenes and supports various literary programs and events such as author signings, writing workshops, panel discussions, conferences, and symposia.

Center for Law and Social Justice
The mission of the Center for Law and Social Justice (CLSJ) is to provide quality, expert legal advocacy, training and services on racial justice issues. The Center for Law and Social Justice accomplishes this racial justice mission by conducting research and providing advocacy and litigation on behalf of community organizations and other civil society groups promoting human, civil and international rights.

Immigration Center
The Immigration Center provides free immigration services for residents in Central Brooklyn, New York. We provide assistance to the community with Naturalization, Relative petitions, Adjustment of status, Consular processing, Certificate of Citizenship, Replacement of lost/damaged immigration documents, Diversity Visa Lottery.
entries. We also offer consultation on all immigration matters, information and referrals

**Caribbean Research Center**
The Caribbean Research Center (CRC) provides a multidisciplinary understanding of the New York social environment; the diverse social, cultural and economic characteristics of the Caribbean-American community; and a comparative analysis of the immigration experience of this community in the context of the wider Caribbean Diasporas in the Americas and Europe. Through the refereed Journal, WADABAGEI, it offers a scholarly perspective on the challenges and successes of Caribbean immigrants and their impact on the Diaspora environments in which they live, as well as the Caribbean region as a whole.
Enrollment Management and Student Services
## Enrollment Management and Student Services

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### MISSION

The mission of Enrollment Management and Student Services includes developing effective and efficient services and programs for students through the various departments within the unit; integrating student affairs and academic affairs; directly involving students in the affairs of the institution; and encouraging a sense of community among students, faculty and administrators. Activities and programs of the Department are located in all Buildings.

Enrollment Management and Student Services consists of the following: Student Advocacy and Support Services Center, Counseling Services, Academic Warning and Probation, Offices of Admissions and Recruitment, Financial Aid, Registrar, Career Management Services Center, Center for Women’s Development, Differently-Abled Services, Student Life and Development, Health Services, Veteran’s Affairs and International Student Advisement.
Athletics
The Intramural and Intercollegiate Athletic Program coordinates a variety of athletic activities. The focus of intramural sports is "to promote leisure-time activities, informal instruction and sports competitions for the general student body." Activities which have been initiated in response to student interests include aerobics, aquatics, volleyball, soccer and basketball.

There are 13 intercollegiate teams that provide outlets for students with advanced sports skills. Varsity teams include men’s cross-country, soccer, basketball, indoor track & field, outdoor track & field and volleyball as well as women’s cross-country, soccer, tennis, volleyball, indoor track & field and outdoor track & field.

Students on academic probation cannot represent Medgar Evers College in intercollegiate athletics.

Information concerning intramural and varsity activities is available in the Department of Athletics, which is located in Room CP-21 of the Carroll Street Building. The department can reached on the telephone at 718-270-6071.

Career Management Services Center
The mission of the Career Management Services Center is to prepare and develop students through co-curricular programming in obtaining career and other professional opportunities. Career Management Services Center activities assist students with acquiring the skills necessary to compete in the world of work, and empowering them to be proactive with managing the development and planning of their careers, making smooth transitions from student to professional or when making a career change, and encouraging the practice of life-long learning.

To accomplish this mission, the Center utilizes innovative and technological, online tools to provide workshops in Career Development, Professional Development and Business Etiquette. The center also provides events such as the Graduate School Fair, Career Fair, Student Professional Development Conferences, Info-Sessions and Networking events. We also provide In-Center Services such as Self-Assessment, one on one career coaching; Resume/Cover Letter Preparation and Reviews, Job Internship Search Assistance, Mock Interviews and other career planning activities, along with Recruitment Services such as Employment/Internship/Volunteer Opportunities.

The Career Preparatory Plan
The Career Preparatory Plan is a tool that students can use to manage their professional progression while completing their college education. It contains a list of suggested activities students can engage in during each of their years of study.

The Career Management Services Center is located in the School of Business and Student Services building at 1637 Bedford Avenue, Room S-302. The office phone number is 718 270-6055.

Center for Women’s Development
Founded in 1982, the Center for Women’s Development (CWD) supports the self-actualization of students by providing specialized resources needed to assist Medgar Evers College female students in their pursuit of higher education. The Center’s services and programs promote the self-empowerment, self-awareness, and respect of women while encouraging them to achieve academic excellence as well as hone their leadership skills, through a collegial environment conducive to teaching and learning.

Emerging from the Center are four womens formations: Upsilon Theta Pi, an honor society; Sisters Having A Definite Excellent Strategy (S.H.A.D.E.S.), a student organization; as well as Women of Distinction and the Role Model Program which recognize students’ various contributions through community service. Each formation through its respective methods promotes the Center’s mission of providing direct services, support and programming to female students by: offering specialized services that support personal development and self-actualization; assisting students in addressing issues affecting self-actualization and quality of life; actively engaging the College, University, and Community in proactively addressing issues faced by female students; and promoting equal access to higher education through institutionalized support including counseling, advocacy, referrals, and the development and implementation of educational forums.

Additionally, the Center for Women’s Development fosters the publication of both printed and audiovisual materials on women, families, and gender issues, compiles resource information, and maintains a mini-library as well as an extensive Resource Directory. Its services also encompass sponsoring on-going individual and group counseling regarding issues of self-esteem, stress, family violence, parenting, and other quality-of-life issues for male and female students and community residents. The Center for Women’s Development is located on the 1st floor of the Bedford Building in Room B1005. The telephone number is 718 270-5127/5155 and the fax is 718 804-8249.

Ella Baker/Charles Romain Child Development Center
The Ella Baker/Charles Romain Child Development Center was established in October 1982 to provide child care services to the children of students, staff and the College’s surrounding community. Since 1984 when the State began to fund the child care centers of The City University of New York, enrollment of the Children Centers was limited to the children of the college students.

Medgar Evers College Child Development Center is located in the Carroll Street Building, Room 100. The program consists of child care for children from 2 to 5 years old and offers an after-school program for children from 6 to 12 years old. The Center operates on a subsidized fee schedule which is based on public funding eligibility. Due to limited space children are accepted on a first come, first served basis.

The Center operates on Monday - Friday from 8:00 a.m. until 10:00 p.m. and follows the College’s calendar with regard to holidays and other College normal days of operation.

Health Services
The Office of Health Services (OHS) educates students to become preventive health consumers in order to meet the health challenges of today. We are diligent in our quest for quality health care by seeking the best services our community based organizations offer. Since “prevention is the key to good health or wellness,” the OHS with other collaborations was instituted various preventive health programs that will benefit students on campus such as college-wide
Department of Student Services

health fairs, referrals (medical/dental), first-aid treatment, NYC Health Insurance Plans and the Preventive Health Library/Resource Center. Our Library/Resource Center, located in the OHS, was sponsored by NAFEO/CDC and contains all types of health and wellness information. The OHS provides CUNY sponsored immunization clinics which assist students to comply with NYS PHL2165 (MMR), and NYS PHL2167 Meningococcal Meningitis information. The Health Service Office is located in Student Service building Room S-217.

Male Development and Empowerment Center
The Male Development and Empowerment Center (MDEC) provides a holistic approach to male development by ensuring that males students are immersed in a comprehensive array of curricular, co-curricular, and extra-curricular programs; activities and services to broaden their educational experience; facilitate an intensive orientation to higher education and the world of work; and provide them with an understanding of themselves and their place in history by harnessing their potential to become role models and change agents in their communities.

MDEC was formally established in 2001, as an outgrowth of the Dr. Edison O. Jackson Single Fathers Scholarship Fund, which awards students who are single custodial fathers and possess superior academic records.

The mission of MDEC is to prepare young males to take their rightful place in society by becoming productive members of their respective communities. This is done by:

- Guiding young men successfully through their primary and secondary education experience into higher education and/or the workforce.
- Developing in young men an ardent desire for intellectual growth and development in their pursuit of self-actualization.
- Inculcating in young men fundamental values and traits of good character.
- Providing young men with an understanding and appreciation of their place in history as well as their position as role models in their respective communities.
- Developing leadership skills and an entrepreneurial mindset that will allow them to become change agents in their respective communities.

Veterans’ Affairs Services
Veteran’s Affairs is located within the Office of Admissions and Recruitment, and we are dedicated to providing exceptional service to all of our students. We are available to assist veteran students with obtaining educational benefits to help pay for school. Veteran Affairs also hosts a variety of events in order to improve relationships with veteran students on campus and CUNY wide. If you have any questions, or concerns please make an appointment to see one of our representatives in the Office of Admission and Veteran Affairs located at 1665 Bedford Avenue. Students must notify the certifying official of all changes in their course load every semester in order to ensure their eligibility for future benefits. Contact the Veteran Certifying Official at 718-270-4915. Forms completed by the Veteran Affairs Office in the Office of Admission are submitted to the regional VA office. Veteran’s educational benefits are available from federal and state sources.

To ask any general education benefit question or to inquire concerning the status of an education claim, veterans should contact the VA Education Service through its website at www.gibill.va.gov or call 888-GI-BILL-1 (888-442 4551) to speak with a veterans benefits counselor. Current rates of payment for any of these programs, as well as late-breaking news regarding VA benefits, can be obtained by calling the toll-free number above or via Internet at www.gibill.va.gov/education/benefits.htm.

CUNY Policy on Veterans’ Admission, Registration, Grades and Tuition
The following policies apply to students who leave CUNY to fulfill military obligations. Military personnel for whom these provisions apply must register each semester with the Veterans Certifying Official.

Students Called Up to the Reserves or Drafted Before the End of the Semester
A. Grades: In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).

B. Refunds: A student called up to the reserves or drafted who does not attend for a sufficient time to qualify for a grade is entitled to a 100% refund of tuition and all other fees except application fees.

Students Who Volunteer (Enlist) for the Military
A. Grades: Same provision as for students called up to the reserves. In order to obtain a grade, a student must attend for 13 weeks (five weeks for summer session).

B. Refunds: The amount of the refund depends upon whether the withdrawal is before the 5th week of classes.
1. Withdrawal before the beginning of the 5th calendar week (3rd calendar week for summer session): 100% refund of tuition and all other fees except application fees.

2. Withdrawal thereafter: 50% refund. Other Provisions for Military Service Resident Tuition Rates: These lower rates are applicable to all members of the armed services, their spouses and their dependent children, on full-time active duty and stationed in the State of New York.

A. Re-enrollment of Veterans: Veterans who are returning students are given preferred treatment in the following ways:

1. Veterans, who were former students with unsatisfactory scholastic records, may be readmitted with a probationary program.

2. Veterans, upon their return, may register even after normal registration periods, without late fees.

3. Granting of college credit for military services and armed forces of instructional courses.

4. Veterans returning too late to register may audit classes without charge.
B. Late Admissions: Veterans with no previous college experience are permitted to file applications up to the date of registration and are allowed to begin classes pending completion of their application and provision of supporting documents.

C. Readmission Fee: Upon return from military services, a student will not be charged a Readmission Fee to register at the same college.

D. Veterans Tuition Deferrals: Veterans are entitled to defer the payment of tuition pending receipt of veterans’ benefits.

E. New York National Guard Tuition Waivers: Active members of the New York National Guard, who are legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.

Veterans Administration Educational Benefits: Federal Programs
The Veterans Administration Education Service is the organization within the federal Veterans Benefits Administration charged with administering the education programs designed for veterans, reservists, National Guard persons, widows, and orphans. The administration of these programs is accomplished through four regional processing offices (in Atlanta, Buffalo, Muskogee, and St. Louis). Application forms are available at all VA offices, active-duty stations, and American embassies.

Montgomery GI Bill - Active Duty (MGIB)
The MGIB program provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for ten years following the veteran’s release from active duty. This program is also commonly known as Chapter 30.

Montgomery GI Bill - Selected Reserve (MGIB-SR)
The MGIB-SR program may be available to veterans who are members of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, Army National Guard, and Air National Guard. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

Post-9/11 GI Bill – Chapter 33
In July of 2008 the Post-9/11 GI Bill was signed into law, creating a new robust education benefits program rivaling the WWII Era GI Bill of Rights. The new Post 9/11 GI Bill, which goes into effect on August 1, 2009, will provide education benefits for service members who have served on active duty for 90 or more days since Sept. 10, 2001. These benefits are tiered based on the number of days served on active duty, creating a benefit package that gives current and previously activated National Guard and Reserve members the same benefits as active duty service members.

Reserve Educational Assistance (REAP)
REAP is a Department of Defense education benefit program designed to provide educational assistance to members of the reserve components called or ordered to active duty in response to a war or national emergency (contingency operation) as declared by the President or Congress. This new program makes certain that individuals who were activated after September 11, 2001, are either eligible for education benefits or eligible for increased benefits.

Veterans Educational Assistance Program (VEAP)
VEAP is available to those who first entered active duty between January 1, 1977, and June 30, 1985, and elected to make contributions from their military pay to participate in this education benefit program. The veteran’s contributions are matched on a $2 for $1 basis by the government. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

Survivors’ and Dependents’ Educational Assistance Program (DEA)
DEA provides education and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition or who died while on active duty or as a result of a service-related condition. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

Work-Study Program
This program is available to any student receiving VA education benefits who is attending school three-quarter time or more. An individual working under this program may work at a school veterans’ office, a VA regional office, VA medical facilities, or approved state employment offices. Work-study students are paid at either the state or federal minimum wage, whichever is greater.

Veterans Administration Vocational Rehabilitation and Employment Program
Veterans who have at least a 10 to 20 percent disability as a result of active service may apply for Vocational Rehabilitation. The Vocational Rehabilitation and Employment Program is the element within the VA that assists veterans with service related injuries achieve suitable employment or enhance their ability to function independently at home and in the community. Program services may include educational training, such as certificate or two- or four-year college programs.

Programs for New York State Residents Child of Veterans Award
The Child of Veterans Award is a financial aid program for students whose parent(s) served in the U.S. Armed Forces during specified periods of war or national emergency and, as a result of service, died or suffered a 40% or more disability, is classified as missing in action, or was a prisoner of war. The veteran must currently be a New York State resident or have been a New York State resident at the time of death, if death occurred during or as a result of service.

Child of Veterans Award
Child of Veterans Award recipients may receive up to $450 each year without consideration of income or tuition cost. The tuition award may be granted for 4 years of full-time undergraduate study (or for 5 years in an approved 5-year baccalaureate degree program). A special application for the Child of Veteran Award must be filed with the New York State Higher Education Services Corporation (NYSHECS). Applications may also be obtained by contacting the Higher Education Services Corporation’s Scholarship Unit at 1-888-
New York State Veterans Tuition Award (Supplement)
Vietnam veterans, Afghanistan veterans, and veterans of the Persian Gulf War (including current Iraq veterans) who are either undergraduates or graduates may be eligible for up to $1000 per semester for full-time attendance and up to $500 per semester for part-time attendance, to a maximum of $10,000. Students must meet specific state residency and service requirements to be eligible for this state award. Veterans can obtain an application from the New York State Higher Education Services Corporation (NYHESC).

Office of Student Life and Development
The Office of Student Life and Development serves as a resource center to all students and provides administrative leadership for the planning and development of student activities and programs. In addition, referrals are made to other related college services that help students to clarify and fulfill their needs and objectives and encourage students to contribute to a constructive campus learning environment. Clubs, organizations and students who plan activities are required to utilize the college services and resources available through the Office of Student Life Development. This Office coordinates student activities in collaboration with the Student Government Association, clubs and organizations, fraternities and sororities, the academic departments and other administrative units.

The Office of Student Life and Development serves as a general point of contact for students and their families regarding student life on campus and in the larger community. It is located in the Room S-212 in the School of Business and Students Services building, 1637 Bedford Avenue and it can be reached at 718 270-6050.

Student Clubs
Approximately thirty student clubs and organizations are actively engaged in various campus activities. Many of these clubs reflect the integration of extra-curricular and class activities. Political, special interest, and departmental organizations represent a variety of purposes and interests.

Student organizations and the Student Government Association are advised and assisted in the planning of their activities by the Director of Student Life and Programs. These planned activities may be of a social, cultural, or recreational nature and may take the form of discussions, seminars, plays, dance performances, talent shows, concerts, and sports events. To enable all student organizations to schedule the activities as well as hold weekly meetings, the College schedules Club Hours during the week. No classes are scheduled during these periods, which are usually on: Mondays, Wednesdays, Saturdays 12:00 Noon until 1:16 PM

Student Activities Policy Advisement
There are several University and College Policies that apply to student organizations. Students should reference the following sources: MEC Student Handbook, MEC, Student Activities Guide, CUNY Policy on Sexual Harassment, MEC Faculty-Student Disciplinary Policy & Procedures Handbook and the MEC Student Government Association Constitution. Copies of these documents are available in the Office of Student Life & Programs, Student Government Association, and the Office of the Dean of Student Affairs/Services.
Services for the Differently Abled

Coordinator: Anthony Phifer  
718 270-5027  
anphifer@mec.cuny.edu  
Office: B-1011

Student Services  
Prospective students who are differently abled should plan a visit to the campus to arrange for any special services they may require. To plan a visit and to discuss services available please contact our office for Services for the Differently Abled.

Federal law prohibits discrimination because of disabilities. Information is requested voluntarily, kept confidential, and is used solely for the purpose of furnishing counseling services and assistance. Dr. Sylvia Kinard, Esq. is the College's Affirmative Action Officer & ADA/504 compliance officer under the guidelines of the Americans with Disabilities Act, which prohibits discrimination on the basis of disability.

The Office of Services for the Differently-Abled provides a full range of services to differently-abled students to enable them to meet their long-range educational goals. Among these services are counseling, priority registration, alternative testing, tutoring, adaptive equipment, note-takers and readers. Workshops and seminars are also offered by the Office to educate the College community about disabilities and the needs of differently-abled students. For further information please call Anthony Phifer.

Dr. Sylvia Kinard, Esq. is The College’s Affirmative Action Officer & ADA/504 compliance officer under the guidelines of the Americans with Disabilities Act, which prohibits discriminations on the basis of disability. As the ADA/504 Compliance Officer, Dr. Kinard collaborates with Mr. Phifer in order to ensure that the College remains in compliance with the Americans with Disabilities Act.
College Resources
College Resources

Campus Facilities
The center of the College campus is located in four buildings. The main building, a 204,000 GSF, three-story structure that was built in 1988 is located at 1650 Bedford Avenue. It houses the School of Liberal Arts and Education, College of Freshman Studies, Library, Founders Auditorium and Presidential Conference Center, Lecture Hall, Psychology Lab and the administrative offices of the President, Provost and Vice President of Finance, Administration and Capital Projects. In addition, this facility provides 16 classrooms, 7 computer labs, a snack bar, a student lounge and the testing Center.

The 1150 Carroll Street building is a brick, 209,000 GSF, four-story building that was originally built as the Brooklyn Preparatory School in 1906. Currently, it is the home of the School of Science, Health and Technology, Child-Care Center, gymnasium, cafeteria, 4 computer labs, 10 teaching labs, TV and Radio studios, Center for Law and Social Justice, Print Shop, Mailroom, thirty-two classrooms (which includes 16 modular units) and the administrative offices for Facilities Maintenance and Security departments.

The 1637 Avenue Building is a brick, 44,500 GSF, was completed in September 2006. It is the home of the School of Business and administrative offices for the Vice President of Enrollment Management and Student Affairs, Registrar, Career Development, Financial Aid, Student Life, Student Government, Adaf, Health Services and Bursar. Additionally, it provides 13 classrooms, a computer lab and a 74-seat lecture hall.

The newly constructed Academic Building I, a 191,000 GSF, 5-story building is expected to be completed by October 2010. This addition will be the new home of the School of Science, Health and Technology and will feature 11 high-tech class rooms, 6 seminar rooms, 14 instructional labs as well as 36 research and instrument modules for the physical and biological sciences, biology, nursing, and mathematics; a 50-seat lecture hall with distance learning capabilities; 100 seat Edison O. Jackson Lecture Hall; and 6 computer labs. The building also features new administrative offices for faculty and staff, information technology services, and Public Safety; numerous student areas; a faculty dining room; a glass pavilion, 264-seat dining hall; and a multi-purpose room to be used for lectures, concerts, and social functions.

The building is also equipped with state of the art technological infrastructure for security and internet service. All classrooms will be equipped with smart classroom technology and ergonomically designed furniture.

The administrative offices of the Vice President of External Relations, Comptroller, Procurement, Budget, Accounts Payable, Human Resources, Gifts & Grants and Government Relations are located downtown Brooklyn, at the College's suite of offices at One Metro Tech Center (North).

Campus Security and Public Safety Office
Personnel of the Office of Public Safety at Medgar Evers College are on duty 24 hours a day, seven days a week. The 24 hour security operations number is 718 270-6003. All criminal actions or other emergencies occurring on campus must be reported immediately to Medgar Evers College Public Safety personnel by telephone or in person. Reports of crimes may also be made in writing.

Under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act the college is required to disclose certain timely and annual information about campus crime and security policies, such as campus and hate crime statistics and the college’s annual security report which can be found on the college’s website at http://www.mec.cuny.edu/public_safety/.

To ensure a safe and secure campus, photo identification cards are required to gain access to campus facilities. Except during recess and holiday periods, the Campus Public Safety Office is open as indicated below:

Campus Public Safety Hours:
Monday - Sunday 24 hours per day

Administrative Office Hours:
Monday – Sunday 24 hours per day
Monday - Tuesday 10:00 a.m. to 7:15 p.m.
Wednesday - Thursday 10:00 a.m. to 6:00 p.m.
Friday 9:00 a.m. to 12:00 noon
Saturday - Sunday Office is closed

College ID card
College I.D. cards must be obtained from the Public Safety Office within a reasonable time following first-time registration. This card must be validated every semester and must be kept on the student’s person while on campus.

Other Public Safety services include lost and found, supervision and security of campus parking lots, special services to disabled students and those requiring medical attention, and security escort service to the campus parking lot.

College Bookstore
The College Bookstore is located at 1665 Bedford Avenue. Hours of operation are:
Monday – Thursday 10:00 a.m. to 6:00 p.m.
Friday – Saturday 10:00 a.m. to 2:00 p.m.

The College Bookstore carries textbooks and supplies needed for courses offered at Medgar Evers College as well as children's books, best seller authors, and much, much more. You may reach the Store Manager at 718 774-5060 or fax 718 735-0491 or email: sm010/bncollege.com

College Cafeteria
Medgar Evers College Cafe is located in the School of Science, Health and Technology - AB1 and operates as follows:
Monday – Friday 8:00 a.m. – 5:00 p.m.
The Cafe serves breakfast and lunch and provides a wide variety
of hot and cold foods, desserts, salads, fruit, and hot and cold drinks. The Cafe also provides soda, snacks and ice cream vending machines throughout the Carroll Street and both Bedford Buildings. Any problems with the machines or refund request should be directed to The Cafe at 718 270-6013.

Division of External Relations
The Division of External Relations is concerned with activities that contribute to the promotion and support of the College through communications, partnerships, fundraising, alumni affairs, government relations, and events management. External Relations functions and activities are designed to bring about:

- Better collaboration to support the long term goals of MEC;
- Greater capacity from the external community, including donors, community partners, government officials, and corporate stakeholders; and
- Greater ability to motivate local residents to achieve higher levels of performance for themselves and for the College.

As such the core functions that are basic to External Relations include:
- Communications
- Development
- Alumni Relations
- Government Relations
- Events Management

Communications Department
The Communications Department includes the Offices of Public Relations, Graphic Services, and Television and Radio.

The Office of Public Relations provides communications, public relations, and marketing services for Medgar Evers College’s academic and administrative units. The Office is responsible for media relations and is the principal contact for all communication between the College, and media representatives, as vested by the Office of the President.

The Office is responsible for extending the institutional visibility and image of the College. The Office also provides strategic marketing and public relations planning as well as internal, executive, and marketing communications for the College in accordance with need and institutional priorities. The Office generates media coverage by identifying opportunities in breaking news and by placing news features, and other information supporting the mission of the College in international, national, and local media outlets. It also manages the placement of faculty experts in various media to discuss College research, projects, or other newsworthy events. Additionally, it works with the University’s Office of Communications & Marketing to enhance the image of the College as a unit within The City University of New York.

The Office of Television and Radio (OTR) specializes in bridging the gap between theory and practical application by providing our students with hands-on training in media/broadcasting production. The Radio Station broadcasts daily on Brooklyn Cable Access Television (BCAT) and once a week on WNYE 91.5FM. Students produce various formats of radio programs and public service announcements which are broadcast to the Tri-State area. The Television Studio affords students the opportunity to record, edit and broadcast original programming ideas along with various campus activities. The facility is a professional three camera production facility and has both analog and digital image gathering capabilities. The Studio also has a non-linear editing suite in which it has five Final Cut Pro editing bays. Students are exposed to both traditional and experimental production techniques and professional practices and encouraged to develop and produce original television programs. The Studio broadcasts over BCAT and WNYC-TV.

Using a workshop model, students are given the opportunity to learn basic production techniques including scripting, lighting, shooting, editing, producing and directing; as well as the technical operation and understanding of all studio equipment including cameras and audio equipment.

Development Department
The Office of Development partners with the Medgar Evers College Educational Foundation, Inc. to serve as the lead fundraising unit for the College. The Office of Development is responsible for garnering sustained financial support and other resources from public, private, community, alumni, and individual philanthropic sources to fulfill the College mission. In the broadest sense, the purposes of College Development are (1) to create awareness within the private sector of the financial needs of Medgar Evers College which are not met by state or federal support, and (2) to implement a plan by which the financial needs can be met through private gift support. To fulfill these purposes, it is the responsibility of the Office of Development to institute an organized program for obtaining gift support from alumni, friends, deans, faculty and staff, corporations, organizations, and private foundations for both annual and long-term needs based upon the College priorities as established by the President and his executive leadership team. In addition, the Office of Development partners with other offices within the Division of External Relations to promote the image and communicates the value and impact of the College mission to internal and external constituencies in a manner that maximizes an understanding of the College’s role in educating and elevating the lives of students, faculty, staff, administrators, alumni and the community we serve throughout New York and, in particular, Central Brooklyn.

Alumni Relations
The Office of Alumni Relations seeks to engage all MEC alumni in a mutually beneficial, lifelong connection to each other, their school, and community, and encourage alumni support and guidance to advance MEC’s eminence for now and future generations. The Office of Alumni Relations works closely with the Alumni Association membership group. The Alumni Relations Office is committed to keeping current and former members of the College in touch with each other and with the College today. The Office Alumni Relations encourages support from all alumni to ensure that the College remains in the forefront of education for generations to come.

Government Relations
The Office of Government Relations is created to advance and represent the interest of Medgar Evers College on the local, state and federal levels of government. It is the responsibility of this office to maintain and cultivate relationships with elected and appointed public officials on all three tiers of government. The primary mission of this office is to build strategic relationships or alliances with a wide range of stakeholders within government and non-governmental sectors. The premise of this office is that communication is more than an end-product and must, in fact, be a critical component of the strategic process. It is the responsibility of this office to monitor higher education issues and policies on the city, state, and federal level in order to ensure that the College benefits from appropriate legislation.

Events Management
The Office of Events Management is responsible for the strategic planning and coordination of all events at the College. The office oversees the planning and coordination of a variety of events that meet the College goals. Events Management works with College units and executives, student groups, and outside organizations to develop college-wide event concepts, strategies, plan detailed programs, and orchestrate successful logistical arrangements to enhance program success. The office coordinates with marketing, communications, development, and public relations staff to develop and effective event marketing plans.

Office of Information Technology (OIT)
OIT maintains computing facilities for the use of Medgar Evers College students, faculty and staff and is responsible for campus computing services and telecommunications.

Open Computer Labs are available for student and faculty use upon presentation of a MEC user ID in the following central locations.

Open Computing Labs:
Monday-Friday 7am – Midnight, Saturday 8am – 11pm and Sunday 12 noon to 8pm.

Bedford Building
Charles Inniss Memorial Library
School of Business – S Building
Academic Building 1
East New York – hours vary
Reserved Computing Labs

Academic Building 1 – contains 2 labs that are reserved for the Department of Mathematics
Open Computer labs may be reserved for scheduled classes.

Departmental Labs

Some departments provide specialized computing facilities. For usage and schedules check with individual departments.

Smart Classrooms
Smart classrooms are located in the Bedford Building, Academic Building 1, and The School of Business – S Building. Media Services provides roving media carts to all other campus locations including Carroll Street. Distance learning theatres are available in Academic Building 1 and the Bedford building.

Wireless Access
Wireless access is available in all Medgar Evers locations. Students, faculty and staff can log in using their Medgar Evers ID to access their college email accounts, as well as college web applications and university resources including Blackboard Learning Management System.

Campus guests may use the wireless facilities to access the internet.

Copy and Print Services
Copy and Print services are available to students in the Library and in Computing Lab facilities. Copy services are available for 10 cents per page. For print services, students are granted a 300 page print allowance per semester.

Computers for Public Use
The Charles Evans Inniss Memorial Library provides guest pc access to community members upon registration.

Laptop Loans
The Charles Evans Inniss Memorial Library has launched a laptop loaner program to assist students who need access to a pc for short term use.

Student Email
By logging in to the Medgar Evers College student email system you will receive information regarding registration, financial aid, billing, deadlines, college announcements and other important information.

CUNY Portal
The CUNY portal is the doorway to CUNY services and information: college websites, information about applying to CUNY, registering for classes, check the status of your financial aid applications, events, and campus information. The CUNY portal makes it easier and faster use these services:

In addition, with CUNY portal account you can access
Blackboard: where you can read posted course materials on the web, take part in threaded discussions, and use other course management tools.

- eSIMs: where you to pre-register, register, drop a course, view financial aid information, pay your bills, review grades, and more.
- EduTrac: (also known as DegreeWorks) is the computerized degree audit program to track your progress toward graduation, as well as an academic advising tool.
- eJournals: source of electronic databases.
- ePermit: where you can apply to take courses at other CUNY colleges.
- CUNYAlert: sign up to receive emergency alerts and
Institutional Research and Assessment (IRA)
Since its inception in January 1999, Institutional Research & Assessment (originally named Institutional Assessment & Accountability) is responsible for carrying out overall assessment and research and providing information for improvement, planning and decision-making at the college. These responsibilities are performed by conducting institutional research and student assessment; evaluating college programs; monitoring personnel efficiency; disseminating information throughout the college, university and state; and serving as a general institutional data warehouse. The Office develops and produces various semester and annual reports and publications, including the Medgar Evers College Snapshot, the Medgar Evers College Fact-book and various informational monographs.

The Office communicates with the CUNY Institutional Research and Assessment Office to understand the computational aspects of the University’s requirements for evaluative measures, as well as to provide the College’s feedback. The Office participates in the College performance management process to study institutional effectiveness in meeting stated purposes, so the College can use the results to improve college programs, services and facilities.

Another major responsibility of IRA is to create and administer institutional level surveys at various points of the student experience, and conduct college-wide assessment of student academic preparedness and progress. The Office further works with an array of academic departments to assess student performance and goals, and prepare for departmental reviews. The Office seeks to study institutional effectiveness in meeting stated purposes and use the results to improve university programs, services, and facilities.

The office is charged with two primary functions:

1. Institutional Assessment
2. Institutional Research

Institutional Assessment
The Office is responsible for the creation and administration of assessment surveys and the analyses and reporting of results. This function includes the creation and administration of in-house student surveys and the coordination of national and commercial surveys. The Office collaborates closely with administrative offices, academic departments and instructors in the design, administration and collection of the surveys. Additionally, the Office provides all levels of support to academic departments and administrative offices for departmental level assessment, and produces the annual departmental and program portraits and outcomes report as data support for the annual reports.

Institutional Research
The Office serves to enhance the college’s capabilities in institutional research and provide support in outcomes assessment and departmental reviews. Specific responsibilities include preparing student, faculty and course information for the college Fact Book and Snapshots; producing and distributing departmental portraits (also see assessment function); responding to internal and external information requests; preparing routine and ad hoc statistical and narrative reports; processing student evaluation of teaching; preparing staff and teaching load reports; and serving as liaison to external constituencies. The Office works closely with the Central IRA Office to ensure data integrity of the “official data” routinely collected from various data sources and maintains a complex system of student tracking files.

Library and Information Services
The Charles Evans Inniss Memorial Library is located on the basement, first, and second levels of the Bedford Avenue campus building. It is equipped with modern facilities to serve all of its constituencies, including differently-abled patrons. During the semester, the Library is open seven days a week:

The Library’s total print holdings, both current and retrospective, include approximately 124,000 volumes and over 400 print periodicals. In addition, the Library subscribes to over 90 electronic databases and provides access to more than 25,000 e-journals. The library provides access to over 40,000 microforms for periodicals and special collections. These holdings encompass all academic disciplines and significant areas of advanced research in support of the college curriculum and programs. Especially well represented are materials pertaining to the humanities, health sciences, business administration, education, and African American studies. Periodic compilations of subject bibliographies highlight notable recent acquisitions in all disciplines. Well qualified librarians and staff members are available to assist library patrons, either individually or in groups, with searching, locating, and accessing desired information. Patron’s research efforts are further aided by the Librarians through Information Literacy instruction and Reference assistance.

The Special Collections unit houses the Southern Africa Collection, which reflects the social, political, and economic conditions in the countries of Southern Africa, and the Dorothy Porter Collection of African American History and Literature. A microform collection of 40,000 out-of-print books and periodicals includes the Schomburg Collection for Research in African American studies.

The Instructional Media Services unit houses more than 20,000 items of non-print resources including audio and video cassettes, slides, DVDs, and CDs, for instructional use.

Media Services also manages the equipment needed for using these resources. Kurzweil Readers and VTEK/SPECTRUM monitor/camera systems that enlarge print sixty times the original size, for visually-impaired patrons are also maintained by this unit.

Inter-Library Loan (ILL) handles various referrals, direct- borrowing, and union-list services through all the above networks. METRO, a consortium of libraries in the New York metropolitan area, provides a cooperative information-sharing network. It also offers courtesy cards to gain admission to special research and reference collections. The Library is a member of a number of library consortia and information networks that provide users with access to national and international bibliographic data for almost forty-seven million items.
including local bibliographic data provided by CUNY libraries. The Library also participates in the New York State Inter-Library Loan System (NYSILL), the Academic Libraries of Brooklyn (ALB), the New York Metropolitan Reference and Research Agency (METRO). Online access is provided to national and international commercial databases, many with full-text articles, others with abstracts only. For a complete listing of these electronic holdings, see http://www.mec.cuny.edu/library/eresources.asp.

The Library maintains an active program of outreach to the College and the community. The various educational, social, and cultural events sponsored or facilitated by the Library (i.e., The Black History Month and Women's History Month Programs, art exhibits, lectures and book signings) draw considerable interest and participation by diverse communities.

**Male Development and Empowerment Center**

The Male Development and Empowerment Center (MDEC) provides a holistic approach to male development by ensuring that males students are immersed in a comprehensive array of curricular, co-curricular, and extra-curricular programs; activities and services to broaden their educational experience; facilitate an intensive orientation to higher education and the world of work; and provide them with an understanding of themselves and their place in history by harnessing their potential to become role models and change agents in their communities.

MDEC was formally established in 2001, as an outgrowth of the Dr. Edison O. Jackson Single Fathers Scholarship Fund, which awards students who are single custodial fathers and possess superior academic records.

The mission of MDEC is to prepare young males to take their rightful place in society by becoming productive members of their respective communities. This is done by:

- Guiding young men successfully through their primary and secondary education experience into higher education and/or the workforce.
- Developing in young men an ardent desire for intellectual growth and development in their pursuit of self-actualization.
- Inculcating in young men fundamental values and traits of good character.
- Providing young men with an understanding and appreciation of their place in history as well as their position as role models in their respective communities.
- Developing leadership skills and an entrepreneurial mindset that will allow them to become change agents in their respective communities.

**Medgar Evers College Community Council**

A significant feature of the founding and subsequent development of Medgar Evers College is the fact that its establishment was a direct response to the demands of the residents of the community in which it is located. From the beginning, there has been a close affinity between the College and the Central Brooklyn community. To strengthen that affinity and ensure the continuation of community involvement with the College, community leaders were invited to join the College administration in the establishment of a Community Council that would serve in an advisory capacity.

**Medgar Evers College Education Foundation, Inc.**

The Medgar Evers College Educational Foundation, Inc. is a 501(c) (3) not-for-profit corporation established to direct the fundraising activities of the College. The Foundation is dedicated to providing scholarships to deserving students who are encountering financial difficulties to continue their pursuit of a higher education and to enhancing the research and faculty development efforts of the College.

**Study Abroad**

The Study Abroad Office offers a variety of overseas programs for undergraduate credit with partner institutions in Paris, France; Kingston, Jamaica and Granada, Spain. Other study abroad programs are available to MEC students through other CUNY institutions as well as through the College Consortium for International Studies (CCIS), which has programs in more than 25 countries. A minimum grade point average of 2.5 is required for participation in MEC-sponsored study abroad programs. There is no foreign language prerequisite required to study abroad; however, students are encouraged to study the language of the country and are placed in courses based on their fluency in the language of instruction. The Study Abroad Office staff can provide assistance and information about applications, financial aid, and program orientation and re-entry. To prepare effectively for participation in the any study abroad program, students are encouraged to investigate the overseas study opportunities early in their academic careers. Most financial aid grants and loans can be transferred to study abroad programs. In addition students can apply for several different local and national scholarships for which they are eligible. For additional information, please visit http://mecstudyabroad@mec.cuny.edu and http://www.cuny.edu/studyabroad.
Student Rights and Responsibilities
Student Rights and Responsibility

Student Conduct
“The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community.”

Students attending the College are required to obey the laws of the City, State, and Nation, and they are expected to set and observe a proper standard of conduct both within and outside the College.

Policy on Academic Integrity
Academic dishonesty of any type, including cheating and plagiarism, is unacceptable at Medgar Evers College. Cheating is any misrepresentation in academic work. Plagiarism is the representation of another person’s work, words, or ideas as your own. Students should consult the Medgar Evers College Academic Dishonesty Policy and Procedure Handbook for specific regulations and procedures related to academic integrity. Academic dishonesty is punishable by failure of the test, examination, term paper, or other assignment on which cheating occurred. In addition, disciplinary proceedings in cases of academic dishonesty may result in penalties of admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, complaint to civil authorities, or ejection.

College I.D. Cards
College I.D. cards validated for the current semester must be carried at all times and must be presented upon the request by any office. All visitors and guests of students must obtain a pass from Campus Security.

Representing the College
No student or student organization may be a self-appointed representative of Medgar Evers College or any division thereof, nor of The City University of New York.

Smoking Policy
Smoking is prohibited inside all facilities or vehicles owned, leased, or operated by Medgar Evers College. Smoking includes the inhaling, exhaling and carrying of any lighted cigarettes, cigars, or pipes. There will be no sale of cigarettes, cigars, or pipe tobacco at any facility, location or vending machine owned, leased, or operated by Medgar Evers College or its contractors.

To affect adherence, members of the Medgar Evers College community must be willing to directly and politely inform those unaware of the policy, and remind those who disregard it. If this approach and effort is unsuccessful, the individual in violation of this policy may be brought to the attention of the dean, director, senior staff member or other person in charge for further discussion and progressive counseling.

Alcohol Consumption and Illegal Drugs on Campus
Medgar Evers College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226).

The New York State minimum drinking age (21 years) is observed at all campus functions. Proof of age is required to consume alcoholic beverages and no individual appearing to be under the influence of alcohol will be served.

The unlawful possession, use or distribution of drugs is prohibited on the campus. Violators will be subject to penalties ranging from reprimand and warning for a first infraction, to separation from the College for a subsequent offense.

Legal sanctions against students alleged to be in violation of Public Law 101-226 will be determined according to Article 15 Section 3 of the CUNY Board of Trustees By-Laws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees By-Laws and Article XIV, respectively.

Students’ Rights
College regulations regarding student conduct and student activities exist to preserve order within the College. These rules and regulations are printed in this chapter to inform students of their rights and responsibilities as members of the College community.

Students’ rights are not limited by what is enumerated in this bulletin. The purpose of the information is to outline some basic principles and guidelines applicable to students. Changing conditions can result in additional rules and guidelines.

Equal Opportunity
Medgar Evers College does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, marital status, or sexual orientation. Any student who is discriminated against on the basis of any of these attributes will be afforded due process in accordance with Section 15.3 of the Student Disciplinary Procedures of the By-Laws of The City University of New York.

Rights of Students with Disabilities
Section 504 of the Rehabilitation Act of 1973, which applies to employment and education, states that “no otherwise qualified handicapped individual shall solely by reason of his (or her) handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” In this context, handicap means any physical or mental impairment that substantially limits such functions as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. It also includes such limitations resulting from a history of alcohol or drug addiction and temporary disability because of pregnancy. Section 504 requires that the college make reasonable modifications to achieve the objective of accessibility for all disabled students. Regulations that have the effect of limiting the participation of students with disabilities in the educational program, such as rules prohibiting the use of tape recorders in the classroom, or dog guides in campus buildings, are prohibited. The college must ensure that no student with a disability is denied participation in a program because of the absence of necessary auxiliary educational aids.

Students who feel that they have been discriminated against may contact Mr. Anthony Phifer, Director of Services for the Differently-Abled at 718 270-5027.
Non-Attendance Because of Religious Beliefs
Title I, Article 5, Section 224-a of the New York State Education Law

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that she or he is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination 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 his or her religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which she or he may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If classes, examinations, study or work requirements are held on Friday after 4:00 P.M. 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 his or her availing him/herself of 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 in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

6a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.

7. As used in this section, the term “institution of higher education” shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Higher Education of the City of New York or any community College.

Access to College Files
CUNY guidelines from the Board of Trustees of The City University of New York and the Federal Education Rights and Privacy Act of 1974 permit only the following information concerning current and former students to be made available to those parties having a legitimate interest in the information: name, attendance dates, most recent address, major field of study, degree(s) received, and date(s) of receipt. By filing a letter with either the Office of the Registrar of the College or the Office of the Dean of Students, a student or former student may request that any or all of the above information be released with the student’s prior written consent. This may be completed, withdrawn, or modified at any time. Students may have access to their college records by completing a request form available in the Office of the Registrar. The Office of the Registrar will inform students of the dates (when) and places where their records may be inspected. Students will be charged a fee for the duplication of records.

The parents of a student younger than 18 years of age, who is dependent within the definition of section 152 of the United States Internal Revenue Code of 1954, have right of access to those student records to which the student has right of access. Where a student has waived right of access to a particular document or record, the parent has no access right. Dependency status may be demonstrated by submitting a copy of the last filed federal income tax form or other appropriate documents.

Parents of a student 18 years of age or older have no right of access, regardless of their child’s dependent status, without the consent of the student.

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. Freedom to teach and freedom to learn are inseparable facets of academic freedom.

Students “have a distinctive role which qualifies them to share in the responsible authority on campus; the exercise of the authority is part of their education. Joint efforts among all groups in the institution - students, faculty, administration, and governing board - is a pre-requisite of sound academic government. Joint effort, to be effective, must be rooted in the concept of shared authority. The exercise of shared authority in College and University government, like the protection of (student and faculty) academic freedom, requires tolerance, respect, and a sense of community.”

The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community.

Students’ rights are not limited by what is enumerated in this statement. The purpose of the statement is to outline some basic principles and guidelines, many of which are now met. Specific implementation will have to be continuously adjusted as conditions at the College change.

Academic and Personal Files
1. Improper disclosure, even within the College, of academic, personal, and disciplinary records is a serious invasion of privacy. To minimize the risk of improper disclosure, academic, personal and disciplinary records should be kept in separate files.

2. All files may be made available only to specially authorized College staff. Express consent of the student involved is otherwise required.

3. Academic records and transcripts should contain only
information about scholastic achievement.

4. No records should be kept which reflect the political and off-campus activities or beliefs of students.

5. Non-current medical and disciplinary records should be periodically destroyed.

6. Students have the right to periodically review their academic, medical and disciplinary records and to appeal for removal of items improperly included. If the appeal fails, the student has the right to append a written rebuttal to the record.

**Standards Regarding Course of Study**

1. Students have the right, within the limits of available facilities, to pursue any course of study for which they are eligible according to College standards.

2. In order to permit eligible students unhindered access to courses, the costs of required materials should be kept within reasonable limits.

3. Students have the right to know, at the start of each course of study, the basis to be used by the instructor in determining grades.

4. Students’ grades should be based solely on academic criteria, not on opinions or conduct in matters unrelated to academic standards.

5. Students should have the opportunity to take reasoned exception to facts or points of view offered in any course of study, but they are responsible for meeting the academic standards of any course of study for which they are enrolled.

6. Students should have the protection through formally established procedures against prejudiced or capricious academic standards or evaluations.

**Participation in Academic Affairs**

1. Students have the right, individually and collectively to express their views on matters of general interest to the student body, including institutional policy, curriculum, and personnel decisions.

2. Students have the right to participate in the formulation and application of institutional policy affecting academic and student affairs.

3. Students should share in the formation of policies regarding degree requirements, courses and curriculum, academic grading systems, standards of academic standing, and calendar arrangements.

4. Students should have the opportunity, individually and collectively, to assess the value of a course and to express their views on the form and conduct of a class which they have taken.

5. The results of an institutional mechanism used for students to assess courses and faculty, such as evaluation questionnaires, should be accessible to all members of the College community, and should be weighed in all decisions affecting faculty status and curriculum.

**Extracurricular Activities**

1. Students should be free to form and join associations to promote their common interests.

2. Students have the right to express their opinions, individually and collectively, and to support causes in a manner that does not disrupt the orderly operation of the College.

**Standards of Conduct**

1. Students should participate in the formulation of standards of behavior which are considered essential to the educational mission and community responsibilities of the College.

2. The code of conduct, as a set of regulations and procedures, should be clearly stated and published in a handbook or other generally available set of institutional regulations.

3. In all cases, disciplinary procedures should protect the student from capricious and prejudicial application of the rules of conduct. Such procedures should also satisfy the requirements of procedural due process, including written notice with details of charges, sufficient time to prepare a defense, right to assistance in the defense, right to cross-examine witnesses and to present evidence, and the right to appeal the decision.

**Sexual Harassment Policy**

The following policy prohibiting sexual harassment was adopted by the Board of Trustees of The City University of New York on June 26, 1995.

It is the policy of The City University of New York and Medgar Evers College to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, handicap, and veteran or marital status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

**Prohibited Conduct**

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegations of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

**Definition of Sexual Harassment**

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:
1. submission to such conduct is made either implicitly or overtly a term or condition of an individual’s employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between faculty/staff member and student, supervisor and employee, or tenured and untenured faculty member) it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

Procedures
Each Dean, Department Chairperson, or other person with supervisory responsibility is required to report any complaint of sexual harassment. All members of the College community are required to cooperate in any investigation of a sexual harassment complaint.

Any member of the University community may report allegations of sexual harassment to any member of the Sexual Harassment Panel. Employees who are covered by collective bargaining agreements may either use their contractual grievance procedures within the time limits provided in those agreements, to report allegations of sexual harassment; or, they may report such allegations directly to a member of the Panel as provided in these procedures.

More information about grievance procedures and the panel members can be found in the Affirmative Action Office 718 270-5131.

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129 A OF THE:

Education Law
The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctity of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of The City University of New York.

With respect to enforcement of these rules and regulations we note that the Bylaws of The City University of New York provide that:

THE PRESIDENT “The president, with respect to his or her educational unit, shall:
1. Have the affirmative responsibility of conserving and enhancing the educational standards of the College and schools under his/her jurisdiction;
2. Be the advisor and executive agent of the Board and of his/ her respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws. Resolutions and policies of the Board, the lawful resolutions of any of its committees and the policies, programs, and lawful resolutions of the several faculties;
3. Exercise general superintendence over the concerns, officers, employees, and students of his or her educational unit.”

I. 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 she or he interfere with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/College when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the College.
3. Unauthorized occupancy of University/College facilities or blocking access to and from such areas is prohibited. Permission from appropriate College authorities must be obtained for removal, relocation, and use of University/College equipment and/or supplies.
4. Theft from or damage to University/College premises or property, or theft of or damage to property of any person on University/College premises is prohibited.
5. Each member of the academic community or an invited guest has the right to advocate his or her position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the College grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on campus within the University/College, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise
II. Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-9 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 tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-10 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or the Bylaws of the Board of Higher Education, or suspension with or without pay pending a hearing before an appropriate College authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and for engaging in any manner in conduct prohibited under Substantive Rule 10 may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, in the case of a tenured faculty member, or tenured member of the administrative, or custodial staff engaging in any manner in conduct prohibited under Substantive Rules 1-10, he or she shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under Substantive Rules 1-9 shall be subject to ejection and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under Substantive Rules 1-10 shall have its permission to operate on campus rescinded. Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

APPENDIX: SANCTIONS DEFINED

A. ADMONITION: An oral statement to the offender that she or he has violated University rules.

B. WARNING: Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.

C. CENSURE: Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University/College regulation within a period stated in the letter of reprimand.

D. DISCIPLINARY PROBATION: Exclusion from participation in privileges or extracurricular University/College 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 for readmission, if any is permitted, shall be stated in the order of expulsion.

H. COMPLAINT TO CIVIL AUTHORITIES

I. EJECTION


* For graduate students at the Graduate Division, the President of the Graduate Division shall, insofar as practicable, establish procedures, consistent with this Article to implement the provisions thereof. The sections on student activity fees shall apply to the Graduate Division.

SECTION 15.0.

PREAMBLE

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 based on racial, ethnic, religious, sex, political, and economic differentiations.
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.

SECTION 15.1.

CONDUCT STANDARD DEFINED

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 the laws of the City, State, and Nation, and the bylaws and resolutions of the Board, and the policies, regulations, and orders of the College. Subject to the approval of the Board, the faculty and student body at each College shall share equally the responsibility and the power to establish more detailed rules of conduct, and regulations in conformity with the general requirement of this article.

This regulatory power is limited by the right of students to the freedoms of speech, press, assembly, and petition as applied to others in the academic community and to citizens generally.

SECTION 15.2.

STUDENT ORGANIZATIONS

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 faculty 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. However, no group, organization, or student publication with a program against the religion, race, ethnic origin, or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the College or be permitted to organize or continue at any College or school. No organizations, military or semi military in character, not connected with established College or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.

b. Extracurricular 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. Any aggrieved student or group whose charter or other authorization has been refused, suspended, or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in Section 15.3. Following such hearing the duly elected student government shall have the authority to set aside, decrease, or confirm the adverse action.

c. Any person or organization affiliated with the College may file charges with an Office of the Dean of Students** (throughout these bylaws in any College or unit where the title "Dean of Students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students) alleging that a student publication has systematically attacked the religion, race, ethnic origin, or sex of a particular group, or has otherwise contravened the laws of the City, State, or Nation, or any bylaw or resolution of the Board, or any policy, regulation, or order of the College, within a reasonable period of time after such occurrence. If the Dean of Students determines, after making such inquiries as he or she may deem appropriate, that the charges are substantial, he or she shall attempt to resolve the dispute, failing which he or she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of Section 15.3 thereof. If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to

(1) reprimand the publication, or

(2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify, or overrule the recommendations.

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.

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.

**Throughout these bylaws in any college or unit where the title “dean of students” does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students.

SECTION 15.3.

STUDENT DISCIPLINARY PROCEDURES

Complaint Procedures

a. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student
to disciplinary action, must be submitted in writing in complete
detail to the office of the dean of students promptly by the
individual, organization, or department making the charge.
b. The chief student affairs officer of the College or his or her
designee will conduct a preliminary investigation in order to
determine whether disciplinary charges should be preferred. The
chief student affairs officer or his or her designee will advise the
student of the charge(s) against him or her, consult with other
parties who may be involved or who have information regarding
the incident, and review other relevant evidence. Following
this preliminary investigation, which shall be concluded within
thirty (30) calendar days of the filing of the complaint, the chief
student affairs officer or designee shall take one of the following
actions:
i. dismiss the matter if there is no basis for the allegation(s)
or the allegation(s) does not warrant disciplinary actions. The
individuals involved shall be notified that the complaint has been
dismissed;
ii. refer the matter to conciliation. If a matter is referred to
conciliation, the accused student shall receive a copy of the
notice required pursuant to Section 15.3e of this bylaw; or
iii. prefer formal disciplinary charges.

Conciliation Conference
c. The Conciliation Conference shall be conducted by the
counselor in the Office of the Dean of Students or a qualified
staff or faculty member designated by the Chief Student Affairs
Officer. The following procedures shall be in effect at this
conference:
1. An effort will be made to resolve the matter by mutual
agreement.
2. If an agreement is reached, the counselor shall report his
or her recommendation to the Chief Student Affairs Officer for
approval and, if approved, the complainant shall be notified.
3. If no agreement is reached, or if the student fails to appear,
the counselor shall refer the matter back to the Chief Student
Affairs Officer who will prefer disciplinary charges.
4. The counselor is precluded from testifying in a College
hearing regarding information received during the Conciliation
Conference.

Notice of Hearing and Charges
d. Notice of the charge(s) and of the time and place of the
hearing shall be personally delivered or sent by the Chief
Student Affairs Officer of the College to the student at the
address appearing on the records of the College, by registered
or certified mail and by regular mail. The hearing shall be
scheduled within a reasonable time following the filing of the
charges or the Conciliation Conference. Notice of at least five
business days shall be given to the student in advance of the
hearing unless the student consents to an earlier hearing.
e. The notice shall contain the following:
1. A complete and itemized statement of the charge that is
being brought against the student including the rule, bylaw he or she is charged with violating, and the possible
penalties for such violation.
2. A statement that the student has the following rights.
i. to present his/her side of the story;
ii. to present witnesses and evidence on his/her behalf;
iii. to cross-examine witnesses presenting evidence against the
student;
iv. to remain silent without assumption of guilt; and
v. to be represented by legal counsel or an advisor at the
student’s expense.
3. A warning that anything the student says may be used
against him/her at a non-college hearing.

Faculty-Student Disciplinary Committee Procedures
f. The following procedures shall apply at the hearing before the
Faculty-Student Disciplinary Committee:
1. The Chairperson shall preside at the hearing. The
Chairperson shall inform the student of the charges, the hearing
procedures and his or her rights.
2. After informing the student of the charges, the hearing
procedures, and his or her rights, the Chairperson shall ask
the student charged to plead guilty or not guilty. If the student
pleads guilty, the student shall be given an opportunity to explain
his/her actions before the Committee. If the student pleads not
guilty, the College shall present its case. At the conclusion of the
College’s case, the student may move to dismiss the charges.
If the motion is denied by the Committee the student shall be
given an opportunity to present his or her defense.
3. Prior to accepting testimony at the hearing, the Chairperson
shall rule on any motions questioning the impartiality of any
Committee member or the adequacy of the notice of the
charge(s), subsequent thereto, the Chairperson may only rule
on the sufficiency of the evidence and may exclude irrelevant,
immaterial or unduly repetitive evidence. However, if either party
wishes to question the impartiality of a Committee member on
the basis of evidence which was not previously available at the
inception of the hearing, the Chairperson may rule on such a
motion. The Chairperson shall exclude all persons who are to
appear as witnesses, except the accused student.
4. The College shall make a record of each fact-finding hearing
by some means such as a stenographic transcript, a tape
recording or the equivalent. A disciplined student is entitled,
upon request, to a copy of such a transcript, tape or equivalent
without cost.
5. The student is entitled to a closed hearing but has the right
to request an open public hearing. However, the Chairperson
has the right to hold a closed hearing when an open public
hearing would adversely affect and be disruptive of the
Committee’s normal operations.
6. The College bears the burden of proving the charge(s) by a
preponderance of the evidence.
7. The role of the Faculty-Student Disciplinary Committee is to
listen to the testimony, ask questions of the witnesses, review
the testimony and evidence presented at the hearing and the
papers filed by the parties and render a determination as to
guilt or innocence. In the event the student is found guilty, the
committee shall then determine the penalty to be imposed.

8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The College may introduce a copy of the student’s previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing.

The disciplinary record shall be submitted to the Committee in a sealed envelope and shall not be opened until after the Committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges, the records and documents introduced by the student and the College shall be opened and used by the Committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.

9. The Committee shall deliberate in closed session. The Committee’s decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

10. The student shall be sent a copy of the Faculty-student Disciplinary Committee’s decision within five days of the conclusion of the hearing. The decision shall be final subject to the student’s right of appeal.

11. Where a student is represented by legal counsel the President of the College may request that a lawyer from the General Counsel’s Office appear at the hearing to present the College’s case.

SECTION 15.4.

APPEALS

An appeal from the decision of the Faculty-Student Disciplinary Committee may be made to the President who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the Board. Any appeal under this section shall be made in writing within fifteen 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 Board Committee as the case may be. If the President is a party to the dispute, an Official of the University to be appointed by the President shall discharge his /her functions with respect to an appeal.

SECTION 15.5.

COMMITTEE STRUCTURE

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

b. The President shall select in consultation with the head of the appropriate campus governance body or where the President is the head of the governance body. Its Executive Committee, three (3) members of the instructional staff of that College to receive training and to serve in rotation as chair of the Disciplinary Committees. If none of the chairpersons appointed from the campus can serve, the President, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other Colleges. The chairperson shall preside at all meetings of the Faculty-Student Disciplinary Committee, decide, and make all rulings for the Committee. He/she shall not be a voting member of the Committee but shall vote in the event of a tie.

c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the College shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

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

e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the Committee.

SECTION 15.6.

SUSPENSION OR DISMISSAL

The Board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any College, School, or unit of the University in the use of its facilities or in the achievement of its purposes as an educational institution.

The Chancellor or Chancellor’s designee, President, or any Dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw Section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the College shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the College shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student’s presence poses a continuing danger to persons 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.
ARTICLE XVI STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES (SELECTED SECTIONS)

SECTION 16.1.

STUDENT ACTIVITY FEE

The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

SECTION 16.2.

STUDENT ACTIVITY FEES USE - EXPENDITURE CATEGORIES

Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;
11. Stipends to student leaders.

SECTION 16.3.

STUDENT GOVERNMENT FEE

The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government, or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in Section 15.2. of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

SECTION 16.4.

STUDENT GOVERNMENT ACTIVITY DEFINED

A student government activity is any activity operated by and for student governments from the elected members of the respective student governments.

SECTION 16.5.

COLLEGE ASSOCIATION

1. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fee, including student government fee allocations and expenditures for conformance with the expenditure categories defined in Section 16.2. of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform, or is inappropriate, improper, or inequitable.

2. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) members, its governing documents are approved by the college president and the following requirement are met:

   a. The governing board of the college association is composed of:
      i. The college president or his/her designee as chair.
      ii. Three administrative members appointed by the college
section 16.6.

management and disbursement of funds

The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures; one, the signature of a person with responsibility for the program; the other the signature of an approved representative of the allocating body.

section 16.7.

revenues

All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

section 16.8.

fiscal accountability handbook

The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook, to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his/her designee to protect the integrity and accountability of all student activity fee funds.

section 16.9.

college purposes fund

1. A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearmarked portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.

2. Expenditures from the college purposes fund shall be subject to full disclosure under Section 16.13. of these bylaws.

3. Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of Section 16.12. of these bylaws.

section 16.10.

auxiliary enterprise board

1. The auxiliary enterprise board shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be developed by the auxiliary enterprise budget and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.

2. The auxiliary enterprise board shall be considered approved for the purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president and the following requirements are met:

a. The governing board is composed of the college Students Rights and Responsibilities president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members.

b. The administrative members are appointed by the college president.

c. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.

d. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.

e. The auxiliary enterprise board structure provides for a budget and contract committee composed of a combined total of faculty and administrative members that is one more than the number of student members. The budget and contract committee shall be empowered to develop all contract and budget allocation proposals subject to the review and approval of the auxiliary
2. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.

2. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.

3. The chancellor or his/her designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.

4. All disapprovals exercised under this section shall be filed with the general counsel and vice chancellor for legal affairs.

5. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

SECTION 16.12.

REFERENDA
A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with student government elections.

1. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

2. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.

3. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

4. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the college president together with his/her recommendation.

SECTION 16.13.

DISCLOSURE
1. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.

2. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.

3. The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.

4. The auxiliary enterprise board shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to auxiliary enterprises.

5. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income, fund balances, reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once each year.


STIPENDS
The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the board.

SECTION 16.15

UNIVERSITY REVIEW COMMITTEE
There shall be a University Review Committee consisting of three administrators appointed by the Chancellor.

1. The University Review Committee shall have responsibility for oversight and supervision over University student activity and extramural student activity fees. Recipients of extramural fees shall present an annual report to the appropriate Board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

2. The University Review Committee may veto any proposed...
expenditure of the University Student Senate, subject to being overridden by the affirmative vote of two thirds of the total membership of the University Student Senate, in person or by mail ballot, except that a veto based upon the opinion that an item is in contravention of the laws of the city, state or nation, or bylaws or policy of the University is not subject to being overridden.

Dated: November 1999
Appendices
Appendix A

CUNY Board of Trustees

The City University of New York Administration

Board of Trustees
Benno Schmidt
Chairman of the Board

Philip Alfonso Berry
Vice Chairman of the Board

Members of the Board
Valerie Lancaster Beal
Wellington Z. Chen
Rita DiMartino
Freida D. Foster
Judah Gribetz
Joseph J. Lhota
Hugo M. Morales
Peter S. Pantaleo
Kathleen M. Pesile
Carol A. Robles-Roman
Charles A. Shorter
Sam A. Sutton
Jeffrey S. Wiesenfeld
Cory Provost
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Goldstein</td>
<td>Chancellor</td>
</tr>
<tr>
<td>Allan H. Dobrin</td>
<td>Executive Vice Chancellor and Chief Operating Officer</td>
</tr>
<tr>
<td>Alexandra W. Logue</td>
<td>Executive Vice Chancellor and University Provost</td>
</tr>
<tr>
<td>Jay Hershenson</td>
<td>Senior Vice Chancellor for University Relations and Secretary of the Board of Trustees</td>
</tr>
<tr>
<td>Frederick P Schaffer</td>
<td>Senior Vice Chancellor for Legal Affairs and General Counsel</td>
</tr>
<tr>
<td>Marc V. Shaw</td>
<td>Interim Senior Vice Chancellor for Budget, Finance and Financial Policy</td>
</tr>
<tr>
<td>Peter G. Jordan</td>
<td>Interim Vice Chancellor of Student Affairs</td>
</tr>
<tr>
<td>Pamela S. Silverblatt</td>
<td>Vice Chancellor for Labor Relations</td>
</tr>
<tr>
<td>Gillian Small</td>
<td>Vice Chancellor for Research</td>
</tr>
<tr>
<td>Gloriana B. Waters</td>
<td>Vice Chancellor for Human Resources Management</td>
</tr>
<tr>
<td>Iris Weinshall</td>
<td>Vice Chancellor for Facilities Planning, Construction and Management</td>
</tr>
<tr>
<td>Eduardo J. Marti</td>
<td>Vice Chancellor for Community Colleges</td>
</tr>
<tr>
<td>Brian Cohen</td>
<td>Associate Vice Chancellor and University CIO</td>
</tr>
<tr>
<td>Matthew Sapienza</td>
<td>Associate Vice Chancellor for Budget and Finance</td>
</tr>
<tr>
<td>University Directors and Deans</td>
<td></td>
</tr>
<tr>
<td>Richard P. Alvarez</td>
<td>University Director of Admissions</td>
</tr>
<tr>
<td>Howard Apsan</td>
<td>University Dean of Environmental, Health, Safety, and Risk Management</td>
</tr>
<tr>
<td>Michael Arena</td>
<td>University Director of Communication and Marketing</td>
</tr>
<tr>
<td>Nancy Aries</td>
<td>Interim University Dean for Undergraduate Education</td>
</tr>
</tbody>
</table>
Appendix C

College Administration

For a current listing of college administration and staff, see http://www.mec.cuny.edu/college_catalog/

William L. Pollard
President

Howard C. Johnson
Senior Vice President and Provost

Earl C. Cabbell
Senior Vice President and Chief Operating Officer (Interim)

Vincent Banrey
Vice President, Enrollment Management

Moses Newsome
Vice President, External Affairs

Claudia Schrader
Assistant Provost of Assessment, Research and Student Success

John L. Graham
Dean (Interim), School of Business

Carlyle V. Thompson
Dean (Interim), School of Liberal Arts and Education

Mohsin Patwary
Dean, School of Science Health and Technology

Gale E. Gibson
Dean, College of Freshman Studies

Simone Rodriquez-Dorestant
Dean (Interim), School of Professional and Community Development

Richard Jones
Executive Dean, Accreditation and Quality Assurance

Hector Ortiz
Dean of Students

Valerie Kennedy
Counsel to the President

Lisa K. Edwards
Assistant Vice President, Facilities

Claudia Colbert
Executive Director and Chief Information Officer
Anderson, Roy  
Director, Athletics

Anderson-Clarke, Shannon  
Director, Office of Academic Transformation

Augustin, Julie  
Director, Office of Admissions

Bandele, Safiya  
Director, Women’s Development Center

Bangura, Mohammed  
Officer, Environmental Health and Safety Officer

Brown-Fisher, Cecelia  
Director, Payroll

Chan, Eva  
Director, Institutional Research and Assessment

Chance, Michael  
Director, Academic Support Center

Coleman, Charles  
Director, Budget

Collins, Tonya  
Director (Acting), Television and Radio

Conley, James  
Director, Financial Aid

Fraser, Oswald  
Director, Human Resources

Heusner, Warren  
Executive Director, Enrollment Management

Hundley, Christopher  
Director, Communication and Web Services

Joyner-Graham, JoAnn  
Director, Counseling Services

Kennedy, Valerie  
Executive Administrator, President’s Office

Kinard, Esq., Sylvia  
Director, Affirmative Action

Lewis-Kelley, Goldene  
Director, Purchasing

Martin, Larry  
Director, Male Development Center

Martin, Louise  
Director, Staff Development and Training

McIntosh, Janet  
Director, Ella Baker Child Development Center

Mcphatter-Clayton, Dulcie  
Director, Student Advocacy and Support Services

Michel, Sharon  
Director, Testing Center

Miller, Elvert  
Director, Public Safety

Nakapodia – Ribiero, Cynthia  
Director, Office of Graphic Services

Nematollahi, Mohammed  
Executive Director, Administrative Computing

Nwasike, Chudi  
Director, Academic Foundations

Phifer, Anthony  
Director, Differently-Abled Services

Price, Fred  
Director, Alumni Affairs

Rivera, Johana  
Registrar

Rodriguez-Dorestant, Simone  
Executive Director, Academic Affairs

Serdijk, Tanya  
Director, Accreditation, Quality Assurance and Institutional Effectiveness

Sigler, Jeffrey  
Director, Freshman Year Program

Simmons, Esmeralda  
Executive Director, Center for Law and Social Justice

Softleigh, George  
Bursar

Superville-Jones, Lisa  
Director, Liberty Partnership Program

Wall, Yvette  
Director, Evening and Weekend Programs

Wymore, Stephen  
Director, Ed Tech Center

Young, Deborah  
Director, Career Management Services

Zummo, Janice  
Director, SEEK
Appendix D

Faculty Listing

For a current listing of college faculty, see http://www.mec.cuny.edu/college_catalog/

Abdul-Sayed, Mamdouh
Lecturer, MD, Assuit University, Egypt, 1974; MS, St John’s University, 1988

Granville, Ainsworth
Lecturer

Alexander, Jane B.
Asst. Professor, BS/Medgar Evers College, CUNY, MS/Brooklyn College, CUNY, MEd/Teachers College of Columbia

Amoa, Kwesi
Assoc. Professor, BS/Fisk University, MS/Fisk University, PhD/Howard University

Andrews, Carl R.
Asst. Professor, BA/University of Washington, MLS/Pratt Institute, MS/Mercy College

Austin, Shermane A.
Professor, BA/CUNY, MS/CUNY, PhD/CUNY

Awolabi, Obasegun
Asst. Professor

Bajue, Stanley A.
Professor,

Baker, Ivor
Lecturer, BA/CUNY

Barker, Kathleen
Professor, BA/City University of New York, PhD/The Graduate Center, CUNY

Barnes, Elendar
Asst. Professor

Berenbom, Joshua
Assoc. Professor, BS/Polytechnic Institution of New York, MS/Polytechnic Institution of New York, PhD/Polytechnic Institution of New York

Best, Wade
Lecturer, BA/Hunter College, CUNY, MA/Lehman College CUNY

Blackman, Terrence R.
Lecturer, BS/Brooklyn College, CUNY, M. Phil/The Graduate Center CUNY

Bottaro, Jesus S.
Asst. Professor, MFA/Brooklyn College, CUNY, MA/The Graduate Center, PhD/The Graduate Center

Brathwaite, Beatrice
Lecturer

Brown, Cory
Lecturer, BA/Medgar Evers College, CUNY, MSEd/Long Island University

Brown, Rupert
Lecturer, BS/Long Island University, CUNY, MS/City College, CUNY

Brown, Deidra
Asst. Professor

Brown, Ann C.
Professor, BS/Oakwood College, MS/University of New Hampshire, MS/New York Medical College, PhD/New York Medical College

Brown, Owen
Assoc. Professor

Bynum, Dwayne
Lecturer

Canson, Patricia
Assoc. Professor, BS/Tuskegee University, MA/California State University, PhD/Wright Institute

Carroll, Margaret A.
Professor, MA/Hofstra University, PhD/St. John’s University

Castillo, Chris
Professor, BS/Odessa Polytechnic University, MS/Odessa Polytechnic University, PhD/Odessa Polytechnic University

Catapano, Edward
Professor, BS/Fordham University, MS/Fordham University, PhD/Fordham University

Chandan, Jit Singh
Professor, BS/Punjab University Diploma, Wigan Technical College, MS/Sheffield University, MS, EM/Columbia University, PhD/University of Delhi School of Management, MBA/Baruch College, CUNY

Chang, Ching
Professor, BA/National Chengchi University, MLIS/State University at Geneseo, MBA/Long Island University

Chow, Ying
Professor, BS/Tsing Hua University, PhD/Massachusetts Institute of Technology

Cox, Paul S.
Asst. Professor, BS/Kean University, MS/New Jersey Institute of Technology; CPA

Crawford, Clinton
Professor, BA/University of Wisconsin, MA/University of California, EdD/Teachers College, Columbia University
Cuffee, Sallie
Assoc. Professor

Cunningham, Kathy
Asst. Professor

Curtis-Tweed, Phyllis
Assoc. Professor

Daniels, Shirley
Asst. Professor

Desbordes, Charles
Professor, BS/Rutgers University, PhD/University of Vermont

Díaz, Rosalina
Assoc. Professor, PhD/The Graduate Center, CUNY

Egbe, Emmanuel
Professor, BS/University of Tulsa, MBA/University of Tulsa, MA/
Washington State University, PhD/ Washington State University

Ezuma, Nathaniel
Professor, BS/New York Institute of Technology, MBA/New York
Institute of Technology, MPhil/New York Institute of Technology, PhD/
University of Manchester

Fadairo, Sikiru Adesina
Professor, BS/New York Institute of Technology, MBA(MIS)/Long
Island University, MS/The Graduate Center (CUNY), PhD/ University
of Manchester, Ph.D. – The Graduate Center (CUNY)

Ferdinand, Patricia
Professor, BA/New York University, MS/New York University, PhD/
New York University

Fischer, Susan
Professor, BA/University of Salerno, MA/University of Salerno, PhD/
University of London

FitzGerald, Michael
Professor, BA/Colgate University, PhD/New School for Social
Research

Flateau, John
Professor, BA/New York University, MPA/Baruch College, PhD/The
City University of New York, Graduate Center

Flesher, Tatiana
Assoc. Professor, MD/Tomsk State University, PhD/Moscow
Pedagogical University, Russia

Ford, Madeline A.
Assoc. Professor, BBA/Baruch College, CUNY, MLS/Rutgers
University, MS/ Baruch College, CUNY

Ford, Robin
Instructor

Franco, Oscar
Lecturer, BA/Hunter College, CUNY, MA/ Hunter College, CUNY

George-Robinson, Avril K.
Asst. Professor, BS/Medgar Evers College, CUNY, MS/Brooklyn
College, CUNY

Gibbs, John,
Professor, BS/University of the West Indies, PhD/University of the
West Indies

Gibson, Heather
Asst. Professor

Williams, Sheila H.
Asst. Professor

Gologor, Ethan
Professor, BS/City College of New York, CUNY, MA/New York
University, MA/New School for Social Research, PhD/New School for
Social Research

Grant, Tonia A.
Asst. Professor

Graham, John L.
Dean (Interim), BA/University of Maryland Eastern Shore, MS/
University of Maryland Eastern Shore, PhD/Michigan State University

Green, Verna
Asst. Professor

Greene, Roger
Distinguished Lecturer, BS/Southern Illinois University

Greene, Brenda
Professor, BS/New York University, MA/Hunter College, CUNY, PhD/
New York University

Glover, Izell
Lecturer

Gordon-Chipembere, Natasha
Asst. Professor

Gumbs, Jean
Professor

Harris, Williams
Asst. Professor, BS/City University of New York, MS/Courant
Institute of Mathematical Science, PhD/City University of New York

Harris-Hastick, Eda
Professor

Hassan, Mozaffar
Professor, MS/Patna University, India, PhD/The Graduate Center,
CUNY

Hamilton-Gonzalez, Juanita
Asst. Professor

Hatchett, David
Lecturer, BS/Indiana State University, MS/Cornell University, MS/
Indiana University

Hegamin, Tonya
Instructor

Hope, Wilbert
Professor, BS/University of Guyana, PhD/University of South Wales
Howard, Armando M.
Assoc. Professor, PhD/Princeton University

Huggins Anderson, Lystra
Lecturer, BA/Medgar Evers College, CUNY, MA/City College of New York, CUNY

Hunter, Delridge
Professor

Ien, Seymour
Professor, BA/Brooklyn College, CUNY, MS/Long Island University, MPh/ New York University, PhD/New York University

Igwegbe, Emmanuel
Lecturer, BS/London, MS/California, PhD/California

Irish, George
Professor

Isealumbe, Anthony
Professor

Jackson, Linda
Assoc. Professor, BS/New York University

Jean-Marie, Vivaldi
Asst. Professor, BA/Concordia University, MA/Brock University, PhD/ New School for Social Research

Jenkins, Jimmy
Lecturer

Johnson, Alfred
Lecturer

Johnson, James K.
Asst. Professor, PhD/Howard University

Johnson, Leon
Professor, BS/Gettysburg College, MS/New York University, PhD/ New York University

Jones, Hollie Lynn.
Assoc. Professor

Joyner, Joann
Asst. Professor

Karan, Hiroko Ito
Professor, BS/Hoshi University, MS/Wilkes University, PhD/Brown University

Kawatra, Mahendr
Professor, BS/University of Delhi, MS/ University of Delhi, PhD/ University of Delhi

Kim, Kiho
Professor, BA/Dong-A University, MA/Korea University, MBA/Iana College, PhD/Rutgers University

Kim, Hyo
Asst. Professor, MA/Fordham, MA/Stony Brook, SUNY

Klein, Silvius
Asst. Professor, PhD/University of California

Knizhnik, Leonid
Asst. Professor, MS/Moscow University of Telecommunication, MS/ Moscow University of Business Machine

Knox, Edwin
Lecturer, BS/Florida A&M University, MBA/George Washington University, MTA/George Washington University

Kuziw, Lorraine
Asst. Professor, BS/Hofstra University, MA/St. Johns University, PhD/ New York University

Lakshminarayanan, Sambhavi
Assoc. Professor, BA/Delhi University, MSTAT/Indian Statistical Institute, PhD/University of Texas at Dallas

Lashley, Maudry-Beverley
Asst. Professor

Lashley, Kay C.
Lecturer, BA/Medgar Evers College, CUNY

Leocal, Rita
Lecturer, BA/ Medgar Evers College, CUNY

Liu, Keming.
Assoc. Professor, BA/Hebei Teachers University, MA/Hunter College, CUNY, MA/Columbia University, Ed.D/Teachers College, Columbus University

Lowden, Frances Y.
Professor, BA/Brooklyn College, CUNY, MS/Queens College, CUNY, Ph.D/ University of South Carolina

Lowenstein, Andrea
Assoc. Professor

Liu, Keming.
Assoc. Professor, BA/Hebei Teachers University, MA/Hunter College, CUNY, MA/Columbia University, Ed.D/Teachers College, Columbus University

Lowden, Frances Y.
Professor, BA/Brooklyn College, CUNY, MS/Queens College, CUNY, Ph.D/ University of South Carolina

Lowenstein, Andrea
Assoc. Professor

Lucas, Hakim
Lecturer, BA/Morehouse College, MA/Tufts University, MD/ Union Theological Seminary at Columbia University

Madden, Karl G.
Asst. Professor, BM/University of Arizona, MMu/ University of Akron, MLS/ Emporia State University

Maggio, Evelyn C.
Asst. Professor, BA/Baruch College, CUNY, MBA/ Baruch College, CUNY, JD/Seton Hall School of Law, CPA

Mansouri, Khosrow
Lecturer, BA/Baruch College, CUNY, MS/New York University

Marbaille, Melissa A.
Asst. Professor
Mason, Karen A.
Asst. Professor, BA/Simmons College, MA/University of California
Los Angeles, MLIS/Rutgers University

Mayers, Gregorio
Asst. Professor

McCallum, Yvonne
Lecturer, BA/University of Guyana, Ed.D Teachers College, Columbia University

McCarroll, Eileen
Professor

McDuffie, Georgia
Professor

McLaughlin, Andree-Nicola
Professor, BS/Cornell University, MEd/University of Massachusetts at Amherst, Ed.D/ University of Massachusetts at Amherst

McMillian, Glen
Lecturer

Melendez, Ana
Lecturer, BA/Queens College, CUNY, MA/ Queens College, CUNY

Mitchell, Roman
Lecturer

Moorning, Kimberlee M.
Asst. Professor

Mouser, Christina L.
Asst. Professor, BA/The College of New Jersey, MA/New Jersey Institute of Technology, PhD/New Jersey Institute of Technology

Movasseghi, Darius
Professor, BS/University of Teheran, MA/Northwestern University, PhD/University of Toledo

Nagarkatte, Umesh
Professor, BS/Karnatak University, MS/University of Bombay, PhD/The Graduate Center

Nardi, Steven
Asst. Professor, BA/New York University, MA/ Princeton University, PhD/Princeton University

Nduka, Ebere
Professor, Bsc, MA, MS/Southern Illinois University at Edwardsville, PhD/University of Ibadan Nigeria

Newsome, Barbara L.
Asst. Professor

Nur-e-Kamal, Mohammed Shah Alam
Professor

Nwasike, Chudi
Distinguished Lecturer

Nwasike, Dominic
Professor

Obi, Wilson
Assoc. Professor, PhD/Institute of Technology

Odunukwe, Herbert
Asst. Professor, BSC/Federal Polytechnic Institute, Idah, Nigeria

Oguagha, Philip
Assoc. Professor

Okereke, Augustine
Assoc. Professor, BA/University of Nigeria, MA/University of Ibadan, PhD/ University Bielefeld

Okuahesuyi, Isoken
Asst. Professor

Oley, Nancy
Professor, BA/Barnard College, PhD/Columbia University

Olsen, Henry
Professor

Ording, Philip J.
Asst. Professor, PhD/Columbia University

Oulanov, Alexei
Asst. Professor, BA/Moskovskaja Dukhovnaja Seminarija, Russia, MLIS/C.W. Post Long Island, MBA/ C.W. Post, PhD/C.W. Post Long Island

Owens, Major
Distinguished Lecturer

Pajoohesh, Homeira
Asst. Professor, PhD/Shahid Behesti University

Parrot-Fonseca, Joan
Professor, BA/Howard University, MA/George Washington University, MPA/Harvard University Kennedy School of Government, JD/ Georgetown Law Center

Patel, Harini
Asst. Professor, PhD/Fordham University

Patwary, Mohsin U.
Professor, BS/Chittagong University, MS/ Dhaka University, PhD/ Dalhousie University

Paul, Sheila Marion
Lecturer, BA/Brooklyn College, CUNY, MA/Teachers College, Columbia University

Phillips, Moses Bernard
Lecturer

Pitt, Karen
Instructor

Pollard, Mark
Asst. Professor, BA/SUNY at Purchase, JD/University at Buffalo Law School

Ragland, Frank
Professor, BS/Loyal University of Chicago, MS/Chicago State University, PhD/Polytechnic University of New York
Ricardo, Henry
Professor, BS/Fordham College, MA/Yeshiva University, PhD/Yeshiva University

Reid, Alicia
Asst. Professor, PhD/University of the West Indies

Reid, Elaine
Asst. Professor

Ricardo, Henry
Professor, BS/Fordham College, MA/Yeshiva University, PhD/Yeshiva University

Robotham, Orandel
Lecturer, BS/York College, BB/City College of New York, MS/City College of New York

Ruiz, Maria Luisa
Assoc. Professor, BA/University of Parris, MA/University of Parris, Ph.D/The Graduate Center, CUNY

Russell, Wayne
Lecturer, BS/ Polytechnic University, MS/ Polytechnic University

Saran, Rupan
Assoc. Professor, PhD/The Graduate Center, CUNY

Saint Jean, Lavoizier
Lecturer

Sayrafizadeh, Mahmoud
Asst. Professor, BA/College University, MA/University of Minnesota, PhD/University of Minnesota

Schrader, Claudia
Assoc. Professor, BA/Rutgers University, MA/Teachers College, Columbia University, Ed.M/ Teachers College, Columbia University, Ed.D/Teachers College, Columbia University

Seay, Gary
Assoc. Professor

Shapiro, Asya
Lecturer, PhD/New York University

Skeete, Dereck
Lecturer, BS/Medgar Evers College, MS/Pennsylvania State University, PhD/University of Michigan, The Union Institute and University

Simmons, Ventura
Lecturer, BS/College of Staten Island, CUNY, MA/Brooklyn College, CUNY

Sit, Joanna
Lecturer, MFA/Brooklyn College, CUNY

Snowden, Scharlene
Assoc. Professor

Sparrow, Jennifer
Professor, BA/Michigan State University, MA/Michigan State University, PhD/Wayne State University

Spira, Issac
Asst. Professor, BS/Brooklyn College, CUNY; CPA

Sumerlin, John
Professor, BA/University of West Florida, MA/University of West Florida, PhD/New York University

Thomas, Vanrea
Asst. Professor, BA/Florida Atlantic University, MLSI/Post, MA/ Pratt Institute

Thomas, Raymond L.
Asst. Professor, BA/Queens College, CUNY, MA/The Graduate Center, CUNY

Thompson, Carlyle
Professor, BA City College of New York, CUNY, MA/Columbia University, PhD/Columbia University

Thompson, Iola
Assoc. Professor

Udeogalanya, Veronica
Distinguished Lecturer, MSc/University of Nigeria, PhD/Warnborough University

Udeogalanya, Anthony
Professor, BS/ University of Nigeria, MS/University of Whales, PhD/ Dalhousie University

Uzozie, Levi
Assoc. Professor

Van-Steirteghem, Bart
Asst. Professor, PhD/Columbia University

Vittadello, Michelle
Asst. Professor

Villafuerte, Aurora
Assoc. Professor

Vivero, Senen
Assoc. Professor, BSc/Universidad de la Republica Oriental Del Uruguay, PhD/The Graduate Center, CUNY

Williams, Rosemary
Asst. Professor, B,BA/Baruch College, CUNY, MA/Brooklyn College, CUNY; CPA

Withers, Doris
Professor, BS/Howard University, MS/University of Illinois , MEd/ Teachers College Columbia University, Ed.D/Teachers College Columbia University

Wright, Donna Marie
Asst. Professor, BA/Fordham University, MA/Columbia University, MEd/Columbia University, Ph.D/The Graduate Center, CUNY

Yazdani, Danesh
Assoc. Professor, BA/Isfahan University, MS/Pratt Institute, MEd/ Columbia University
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Directions to Medgar Evers College

Bedford (B) Building - 1650 Bedford Avenue, Brooklyn, New York 11225 (between Crown and Montgomery Streets)

SUBWAY: Take the #2, #3, #4, or #5 train to the Franklin Avenue Station. Exit the station at Eastern Parkway and Franklin Avenue. Walk one block East to Bedford Avenue. Walk four blocks West on Bedford Avenue.

BUS: #49 (either direction) on Bedford Avenue to Crown Street.

Carroll (C) Building - 1150 Carroll Street, Brooklyn, New York 11225 (between Rogers and Nostrand Avenues)

SUBWAY: Take the #4 or #5 train to Franklin Avenue, where you may change for the #2 train to President Street, walking one block South to Carroll Street or the #3 train to Nostrand Avenue, walking three blocks to Carroll Street. Make a right turn and walk down Carroll Street until you reach the college.

BUS: #44 to Carroll Street and Nostrand Avenue; or the #49 bus to Rogers Avenue and Carroll Street; or the #43 bus to Empire Boulevard and Nostrand Avenue.

School of Business and the Student Support Services (S) Building - 1637 Bedford Avenue, Brooklyn, New York 11225 (between Carroll and Crown Streets)

SUBWAY: Take the #2, #3, #4, or #5 train to the Franklin Avenue Station. Walk one block East to Bedford Avenue. The entrance to the building is three blocks West on Bedford Avenue.

BUS: #49 (either direction) on Bedford Avenue to Crown Street.

School of Health, Science and Technology (AB1) Building – 1638 Bedford Avenue, Brooklyn, New York 11225 (between Carroll and Crown Streets)

SUBWAY: Take the #2, #3, #4, or #5 train to the Franklin Avenue Station. Walk one block east to Bedford Avenue. The entrance to the building is three blocks West on Bedford Avenue.

BUS: #49 (either direction) on Bedford Avenue to Crown Street.

By automobile from Manhattan to either MEC campus

Manhattan Bridge to Flatbush Avenue Extension (proceed straight off bridge); straight onto Flatbush Avenue to Grand Army Plaza; go 270 degrees around Grand Army Plaza onto Eastern Parkway; proceed to Bedford Avenue; right on Bedford Avenue.

By automobile from Queens to either MEC campus

Grand Central to Jackie Robinson Parkway (formerly Interboro Parkway); JRP to Jamaica Avenue (becomes East New York Avenue); right onto Howard Avenue; left onto Eastern Parkway; proceed approximately 2 miles and then turn left onto Bedford Avenue.

Travel directions are available by calling (718) 270.4900 and listening for the prompt to obtain directions.