MEDGAR EVERS COLLEGE
of The City University of New York

2000-2004 Catalogue
Academic Programs and requirements, courses, and tuition and fee schedules listed in the catalogue are necessarily subject to change at any time at the discretion of the administration and/or as a 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 Catalogue 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, or fees; new course offerings; and new information or announcements. It is also recommended that students consult at least once a semester with their department academic advisors and school counselors regarding their course of study.
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From the desk of
Edison O. Jackson, Ed.D.
President of Medgar Evers College

t gives me great pleasure on behalf of the faculty, staff, students and community to welcome you to the Medgar Evers College family. Medgar Evers College – a premier institution engaged “in the relentless pursuit of excellence” – is the realization of the dream of Central Brooklyn community leaders who were the visionary founders of this noble institution. Medgar Evers College accepts nothing less than the best for its students and the community it serves, and is committed to transforming and improving the quality of lives through education. Our student body is diverse, vibrant, motivated and involved, goal oriented and friendly. Our faculty and staff are dedicated, knowledgeable, and committed to excellence and to you, the students. Medgar Evers College is a place where educational access, excellence in education, service to the community and commitment to Creating Success, One Student at a Time are at the center of all that we do. The College, which celebrated its thirtieth anniversary in 2000, continues to affirm its belief that education has the power to transform lives and that education is the steadfast and most reliable way to a better life for the greatest number of people.

The Medgar Evers College Catalogue contains information about the College, its services and resources, programs of study, academic policies and procedures and students’ rights and responsibilities. This information will assist you in planning your course of study and in understanding the responsibilities that exist between you and the College.

In our pursuit of excellence, we have internationalized the curriculum to take full advantage of the diversity and wealth of experiences in our classrooms. The College offers associate and baccalaureate degrees in business, public administration, English, education, psychology, computer science, computer information systems, biology, mathematical sciences and science. Our associate degrees articulate with our baccalaureate degrees and most of our associate level students continue their studies in applied management. All students are required to complete our Core Curriculum that is designed to provide a general education in the liberal arts and sciences that supports the development of academic and cognitive skills. The faculty are knowledgeable professionals who have obtained advanced degrees from some of the finest institutions in the country. They are excellent teachers and mentors who will facilitate your
learning, and assist you to successfully accomplish your goals. Our academic support staff and units are also available to aid and enrich your learning.

Cited in *The National Survey of Student Engagement 2001 Report*, “CUNY Medgar Evers College requires two semester seminar of all entering students with 15 or fewer hours focusing on adjustment and academic success to meet the needs of its very diverse, non-traditional student body. The faculty motto is ‘creating success, one student at a time,’ reflecting the institutions commitment to personalize the educational experience.’” Beginning with the Freshman Year Program, all students are assigned to counselors. Courses in writing, reading and mathematics are available in the Post-Secondary Readiness Center for students in need of further development of their basic skills prior to attempting courses in their major disciplines. Tutors are available in the Learning Center to provide supplementary small group instruction and to provide workshops on preparing for standardized tests. Our Library, Mass Communications Center and computer laboratories house state-of-the-art equipment. They are staffed with professionals who will help you with your studies. We recently added a state-of-the-art Digital Media Center; and expanded our distance learning capabilities at our Metrotech site.

In the second year, students are assigned faculty mentors in their majors. They also receive assistance from our Student Advocacy & Support Services Center that is staffed with highly trained counselors who assist students with academic and personal counseling issues. Our administrative offices will provide you with excellent services. In addition, to the College’s superb academic programs and services, are numerous opportunities to become involved in extracurricular and cultural activities that will enhance your education and enrich your intellectual and personal development.

I congratulate you on your decision to enroll at our College. The positive partnership between you and the College family, coupled with your perseverance and hard work, assures success in your efforts to achieve a higher education and a college degree. There are many challenges facing us with the onset of the new world order, but be encouraged. Your experiences at Medgar Evers College will prepare you to successfully meet those challenges. I am also proud to inform you that plans are underway to construct a $10 million Student Support Services building and a $128 million Science, Health and Technology building in the very near future. We look forward to the future with excitement and anticipation, in full knowledge that if your mind can conceive it, and your heart believe it, then you surely, surely can achieve it.

Sincerely,

Edison O. Jackson
President
MEDGAR WILEY EVERS

Medgar Wiley Evers was born on July 2, 1925 in Decatur, Mississippi. As a teenager, he dropped out of high school to join the army and was assigned to a segregated unit based in France where he served until the end of World War II. In 1948 he returned to Mississippi and enrolled at Alcorn A and M University. On December 24, 1951, he married Myrlie Beasley.

Medgar W. Evers graduated from Alcorn in June 1952 with a Bachelor of Arts degree in Business Administration. His first job was as an insurance salesman with the Mutual Insurance Company, formed by a group of Black business and professional men from the Mississippi Delta area. As he traveled throughout the Delta selling insurance policies, he became outraged at the despicable conditions of the poor Black families in his state. During that period, his sense of social responsibility was also being influenced by his readings about the struggles of the Kenyan people of Africa, led by Jomo Kenyatta, to gain liberation from colonial rule.

As Medgar Evers searched for a platform for positive solutions to the problems in his native state of Mississippi, he found a way for bringing about change through the National Association for the Advancement of Colored People (NAACP). He joined the Associations ranks in 1953 as a chapter organizer and in 1954 was appointed State NAACP Field Secretary for Mississippi. In 1955 Medgar, his wife Myrlie, and their three children moved to the state capitol, Jackson, Mississippi. From his NAACP headquarters based in Jackson, he continued his work registering black voters, organizing boycotts of companies that practiced racial discrimination, and fighting against racial hatred in order to promote understanding and equality between the races.

During the early sixties, our national had two leaders who embraced one common theme and shared a common end. On June 12, 1963, U.S. President John F. Kennedy – who would be assassinated only a few months later – expressed this sentiment in an address to the nation: “White resistance to civil rights for Blacks is a moral crisis.” President Kennedy pledged then his support for federal action on integration and the achievement of full civil and voting rights for African Americans. That same night, as he got out of his car in front of his home after returning from an NAACP meeting, Medgar Wiley Evers was ambushed and killed by the blast of a shotgun. He was buried in Arlington National Cemetery, Washington, DC. In 1963, the NAACP posthumously awarded Medgar Wiley Evers the Spingarn Medal, its prestigious award given annually since 1915 to outstanding African American leaders and achievers in all walks of life.
A founding member of the White Citizens Council, a Mississippi white supremacist group, was arrested and indicted for the murder of Medgar Evers. Finally, in February of 1994, after two failed trials to bring the murdered to justice, the undaunted efforts of his wife, Myrlie Evers Williams, and the passage of more than thirty years, the white supremacist, by then 73 years old, was convicted of the murder.

The dream and the work of Medgar Wiley Evers did not die that night in Mississippi when he was fatally shot in the back by a sniper’s bullet. Many are committed to his ideals and have not been discouraged or immobilized. Hours after his death, Mrs. Myrlie Evers addressed a group of 500 people at a mass meeting in Jackson and stated, “Nothing can bring Medgar back, but the cause can live on.” His older brother, Charles Evers, continued Medgar’s voter-registration drives and, in 1969, was elected the mayor of Fayette, Mississippi, becoming the first African American mayor in the history of the state. In 1986, Mike Espy became the first African American United States Congressman from Mississippi elected since Reconstruction. In 1995, Myrlie Evers Williams was elected the Chairman of the National Board of Directors of the NAACP. Medgar Evers College, CUNY, founded in 1970, is another strong, surviving expression of the spirit and legacy of Medgar Wiley Evers.
INTRODUCTION TO MEDGAR EVERS COLLEGE

History of Medgar Evers College

In the early part of the 1960s, the Central Brooklyn community recognized the need for and expressed a desire for a local public college. Through various community organizations and through their locally elected officials, the residents of Central Brooklyn approached the Board of Higher Education of The City University of New York (now known as the Board of Trustees of The City University of New York) with this request.

After many discussions and much involvement by community residents, the Board of High Education agreed in 1967 that the area should have a new college, Community College Number Seven. In February 1968, the Board of Higher Education announced that the college would be located in the Bedford-Stuyvesant area of Brooklyn.

The method of planning for the new college and selecting its president was unprecedented in the history of the Board of Higher Education. For the first time, representatives of the local community participated in the decision-making process. Seven citizens of the Bedford-Stuyvesant community represented the Central Brooklyn community on the Presidential Search Committee. Besides considering various candidates for the presidency, this committee also worked on developing the general mandate of the college. After 18 months of intensive work, the committee emerged with six statements of principle that would serve as the college’s mandate. These were that: 1) the college be a four-year institution from its inception, 2) the college develop new and better methods of teaching and pioneer innovations in education, 3) the college emphasize professional studies without neglecting liberal arts, 4) the college be responsive to serve the educational and social needs of its community, 5) the community have input into the selection of a permanent site, and 6) the community should determine the name of the college.

On January 27, 1969, the Board of Higher Education adopted a resolution changing Community College Number Seven to a four-year college of professional studies offering both two-and four-year degree programs and incorporating the six statements developed by the community committee into the new four year college’s charge. The first president of the college, Dr. Richard Trent, was appointed in February of 1970. On July 30, 1970, Governor Nelson A. Rockefeller 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 previously approved but not started Community College Number Seven.” On September 28, 1970, the Board of
Higher Education approved the recommendation of the Community Advisory Committee that the four-year college be named Medgar Evers College in memory of the courageous African American civil rights leader killed in his native Mississippi in June 1963. After a year of planning and preparation, the first class of over 1,000 students was admitted in September 1971. The College has since continued to grow and develop its governance, its academic curricula and degree programs, and its Master Plan for a permanent campus.

Despite the loss of senior college funding and status, Medgar Evers College did not stop carrying out its mission to education and service, and access and excellence. Neither did it accept the loss. Instead, it persevered and succeeded. In September 1, 1989, its third president, Dr. Edison O. Jackson, was appointed. Its students enrollment has now grown to over 5,000 and over 4,700 students have graduated and gone on to become productive professionals, active civic and political leaders, and change-agents in the Brooklyn community and in the city, state, nation, and the world. And on June 8, 1994, through the same joint efforts of the College community and the Brooklyn community that have characterized the history of Medgar Evers College, the State of New York Legislature restored senior college funding and status to Medgar Evers College.

Medgar Evers College is leading the way to the 21st Century, continuing its agenda of excellence with a vision to create innovative academic programs that meet the demands of the changing workplace, to enhance teaching and learning, expand research, promote student success, and establish linkages and provide service to the community.

**Mission of Medgar Evers College**

Medgar Evers College was founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor, and the Board of Trustees of The City University of New York. The College, named for the late civil rights leader, Medgar Wiley Evers (1925-1963), was established in 1970 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 has the power to positively transform the lives of individuals and is the right of all individuals in the pursuit of self-actualization. Consequently, 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 1: Consistent with The City University of New York Board of Trustee’s policy, the College seeks to serve the Central Brooklyn community which is comprised of students with diverse socioeconomic, political, cultural and national backgrounds.

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

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

Objective 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.

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

GOAL 2: The College seeks to provide students with essential basic academic knowledge and skills necessary for rigorous undergraduate study, entry into graduate and professional schools, career advancement and to incorporate the experiential resources of students into their attainment of skills and knowledge and academic excellence.

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

Objective 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.

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

Objective 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 3:** The College seeks to improve the 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.

Objective 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.

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

Objective 3.3: **Community Interaction** - To provide opportunities for involvement in community related programs which enhance responsiveness to community needs.

Objective 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.

Objective 3.5: **Self-concept** - To provide the educational programs and extracurricular activities that will promote and clarify students’ understanding of self and contribute to the development of their positive self-concept.

**Goal 4:** 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.

Objective 4.1: **Socio-political Understanding** - To provide opportunities designed to assist in developing a greater understanding of social and political matrices and processes.
Objective 4.2: **Leadership** - To provide opportunities for students to participate in learning situations to develop organizational, interpersonal, and leadership skills.

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

**GOAL 5:** 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.

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

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

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

**GOAL 6:** The College seeks to fulfill its mission through active interaction with community representatives.

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

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

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

**GOAL 7:** 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.

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

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

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

**GOAL 8:** 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 and goal priorities are accomplished as effectively and efficiently as possible.

Objective 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 that are essential to institutional viability.

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

Objective 8.3: To develop and maintain rigorous and effective modes of evaluation and assessment of all aspects of the College that provides a basis for institutional improvement and that meet internal and external requirements for accountability.

**IX Affirmative Action**

Dr. Charlotte Phoenix is the College Affirmative Action Officer, Title IX Coordinator, which prohibits sex discrimination in federally assisted education programs, and coordination for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs. Her office is located in 1 Metro Tech and she may be reached by telephone or e-mail at (718) 270-6944 and cphoenix@mec.cuny.edu.

Mr. Anthony Phifer is the College Coordinator for the Americans with Disabilities Act and Section 502, which prohibits discrimination on the basis of disabilities. His office is located in the Bedford Building, room B-1011 and he may be reached by telephone at (718) 270-5027 or e-mail aphifer@mec.cuny.edu.

**Accreditation**

Medgar Evers College of The City University of New York is fully accredited by the Commission on Higher Education and the Middle States Association of Colleges and Schools. The University of the State of New York and the New York State Education Department has approved all academic programs offered by the College. In addition,
the degree programs for the Bachelor of Science and the Associate of Applied Science in Nursing are accredited by the National League for Nursing.

Medgar Evers College is a member of the American Council on Education, The College Board, American Association of Colleges and Universities, and the National Association for Equal Opportunity in Education.

**DEGREE AND CERTIFICATE PROGRAMS AT MEDGAR EVERS COLLEGE**
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. They have been assigned a HEGIS code by the US 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 US Department for Administration and Oversight of Federal Student Aid Programs.

**SCHOOL OF BUSINESS**

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**SCHOOL OF LIBERAL ARTS AND EDUCATION**

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Mass Communications, Creative and Performing Arts & Speech 36
B.A. Psychology 57 2001
B.A. English 79 1051
B.A. Childhood Education (N-6) 78 0802
B.A. Middle Childhood Education:
  Generalist 70 0802
B.A. Special Education & Early Childhood Education 71 0808
B.A. Special Education & Childhood Education 72 0808
B.A. Special Education & Middle Childhood Education: Generalist 73 0808
B.A. Childhood Education 73 0808
B.S. Education (Special) 77 0808

**SCHOOL OF SCIENCE, HEALTH AND TECHNOLOGY**

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GRADUATION AND RETENTION STATEMENT
Most First-Time Freshman (FTF) at Medgar Evers College take more than two years to earn an associate degree and more than four years to earn the baccalaureate degree. The student who attends the College is not the traditional college student. Almost half of our students attend college part-time, for a variety of reasons – employment, family, and living responsibilities. In addition, many students who enter the College take one to three skills development courses. Consequently, on average, the time to graduation for FTF, for the associate degree is three and a half years and seven years for the baccalaureate degree. Students, full-time or part-time, who persist for at least the first three semesters, are more likely to earn degrees. The overall seven-year graduation rate is 16%.
About 10% of students who graduate do so in two years with the associate degree or in four years with the baccalaureate degree. These students tend to be “traditional” college students who attend full-time and require little or no non-credit skills development courses.
GENERAL INFORMATION

Where To Send Admission Applications
Applications and supporting materials should be sent to the University Application Processing Center (UAPC) at the address indicated on the application. Arrangements should also be made to send official transcripts to UAPC. All information on prior education must be indicated on these applications; failure to do so will subject the student to review the admission decision and denial of transfer credits not listed on the admission application.

Application Fees
All freshman applicants must pay a non-refundable $40.00 application fee, which is non-refundable. Advanced Standing (transfer) applicants must pay a $50.00 application fee unless they are currently enrolled at another CUNY unit. Readmit students are required to pay a $10.00 application fee.

Application Deadlines
Students are admitted to the College by the University Application Processing Center (UAPC) in several phases or “allocations”. Students allocated in earlier phases have a better chance of getting their first program choice and may have greater access to University-based financial aid funds. Since the deadline for each of the phases varies slightly from semester to semester, applicants should contact the CUNY Admissions Office for this information.

Immunization Requirements
A New York State law, effective September 1989, requires that all matriculated students born after December 31, 1956 submit proof of immunization against measles, mumps, and rubella prior to registration. Students who cannot provide evidence of previous immunization according to State requirements must be re-immunized. Information regarding these regulations may be obtained in the Admissions Office, Student Services, or the College Health Office.

Admissions requirements and deadlines are subject to change without notice.

Up-to-date information on admission procedures and requirements, filing deadlines, and transfer policies are available from the Admissions Office, 1625 Bedford Avenue or by calling (718) 270-6023.
I. FIRST TIME ADMISSIONS (FRESHMEN)

Freshmen students should obtain a copy of the booklet, "A Guide to Freshman Admissions" from high school advisors, the CUNY Office of Admissions Services, or from the Medgar Evers College Office of Recruitment and Admissions. This guide provides information about admission requirements, course offerings and application procedures for all CUNY Colleges. Students who are in their last year at a New York City Public High School should obtain the Freshman guide and a pre-printed application form from the college advisor at their school.

ADMISSION REQUIREMENTS:

A. High School Diploma and Grade Average

A transcript with an average of 80 or above for a Baccalaureate Degree or below for an Associate Degree and a diploma from an accredited high school is required of all freshman for admission to Medgar Evers College.

A High School Equivalency Diploma (GED) earned with a score of 225 or higher may be substituted for a high school diploma.

B. College Preparatory Initiative

The University has instituted a new requirement for entering students called the College Preparatory Initiative (CPI).

Students entering a community college in 1995 will be expected to have at least eleven units of high school work in academic courses, including a minimum of 1 unit of laboratory science, 2 units of mathematics, 4 units of English and 4 electives. Students entering in 1997 need 13 units (all of the above plus 2 units of Social Science).

Students entering a senior college in 1995 will be expected to have 13 units of high school work in academic courses, including 1 unit of laboratory science, 2 units of mathematics, 4 units of English and 4 electives. Students entering in 1997 will be expected to have an additional 2 units in Social Sciences for a total of 15.

Students admitted to the Community or Senior college who do not meet these requirements will be advised into appropriate courses designed to remedy this lack of preparation.

Admission to SEEK/Special Programs

SEEK (Search for Education, Elevation and Knowledge) is a program of the City University of New York designed for eligible students who require intensive academic and financial support to complete a college degree. A stipend for educational expenses is awarded to those students who are eligible.
Applicants who wish to be considered for the SEEK Program must complete page 3 of the regular freshman application.

II. ADVANCED STANDING (TRANSFER ADMISSION)

Students who have attended a college or other post-secondary institution must file an “Application for Advanced Standing (Transfer) Admission.” Transfer applications are available at Medgar Evers College Office of Recruitment and Admissions or the City University of New York Office of Admission Services.

Students who have completed credits at another college or university with a minimum grade point average of 2.0 may apply for advanced standing admission to the College. Applicants who have completed fewer than 24 college credits must also provide official copies of their high school transcripts. Applicants for the Nursing Program must meet special requirements.

A student admitted to Medgar Evers College with a GPA from another institution that is lower than the minimum required for the number of credits transferred may be admitted on probation. He/she will not be dismissed for at least one semester, but must follow the probation requirements as indicated under “Conditions for Retention and Academic Progress” section of this catalogue.

Transfer students who have completed fewer than 60 credits with less than a 2.0 grade point average and who have not been enrolled in any college for two years or more prior to the semester of application are eligible for admission under the “Two-Year Forgiveness Policy”. That is, they will enter as regular transfer students.

Transfer of Credits

The number of college credits transferred to Medgar Evers College will be evaluated and determined by the Transfer Evaluator of the Office of Recruitment and Admissions in consultation with the appropriate School and Department to which the student is applying. Most evaluations are available prior to registration.

A maximum of 30 credits may be transferred toward an associate degree. A maximum of 90 credits may be transferred toward a Baccalaureate degree. (See section on Academic Residency Requirements).

All courses for which a student has earned a grade of “C” or better at an accredited institution will be considered for transfer. “C” and “D” grades from other CUNY units may also be transferable. “C” and “D” grades are not transferable in departmental requirements or English courses. Courses taken at institutions not accredited by the Regional Accrediting Association are handled individually by departmental evaluation or exam.
Full Faith in Credit
Medgar Evers College provides students possessing associate degrees from accredited institutions with full faith in credit for previous course work and will provide upper class/junior status upon transfer. In addition, Liberal Arts and Science courses successfully completed in any City University of New York college are transferable. 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 Associates degree.

Based on a fair and reasonable evaluation of a student’s transcript, students may be asked to complete a course in a specific discipline required by an academic department that was not part of the student’s associate degree program. In such cases, all course work required will be applied towards the total number of credits required for the baccalaureate.

Students who pursue a major that departs from their associate degree program of studies and which requires a sequence of pre-requisite courses prior to course work 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.

If you have any questions regarding the evaluation of transfer credits, please contact the Admissions Office.

III. STUDENTS EDUCATED ABROAD
Graduates of foreign institutions must complete page 4, “Students Educated Abroad” of the appropriate admissions application. Foreign students who hold a temporary visa whose native language is not English must also take the Test of English as a Foreign Language (TOEFL) which measures English proficiency. Arrangements to take this test can be made by contacting the:

Office of Admission Services
The City University of New York
101 West 31st Street
New York, New York 10001
(212) 290-5600

or

Office of Testing
Medgar Evers College
1150 Carroll Street
Brooklyn, New York 11225
(718) 270-6459
IV. SECOND DEGREE STUDENTS
A second degree student is one who has completed a baccalaureate or associate degree and wishes to work toward another degree at the same level or a lower level (i.e. baccalaureate to baccalaureate, associate to associate, baccalaureate to associate.) Students who complete an associate degree and then continue to pursue a baccalaureate are working toward a higher degree and are not considered to be “second degree” students.

Students who wish to apply for a second degree must satisfy the following criteria:
1. The second degree must be in a different and unrelated discipline from the first degree.
2. The student must complete 32 credits beyond those already taken toward the first degree.
3. Second degree students must enroll for at least two full semesters in order to meet the one year residency requirement.
4. Students who have completed their first degree at a College other than Medgar Evers College must file an Application for Advanced Standing. Students who completed their first degree at Medgar Evers College must file an “Application for Re-Admission as Second Degree Student.”

V. READMISSION
Students who have been enrolled at Medgar Evers College previously but have not been in attendance for one or more semesters must apply for readmission. Readmission applicants who have not been enrolled for four or more consecutive semesters are subject to the curriculum requirements in effect at the time of re-entry. Students who return after less than two years may opt to follow old or new requirements. Students may obtain a Readmission Application from the Office of Admissions Students who graduate with a baccalaureate or associate degree and wish to pursue a second degree at the same level or lower must file an Application for Readmission as a Second Degree Student and are subject to any new curriculum requirements in effect at the date of re-entry.

Readmission on Probation
Please refer to the section on Conditions for Retention and Academic Progress (p.60) for information on the readmission of MEC students whose cumulative grade point average is less than 2.0.

VI. NON-DEGREE
Applicants who are not interested in earning a degree but who wish to enroll in courses relating to special interests, career advancement, preparation for graduate school, etc., may be admitted as non-degree students.
All non-degree applicants must fulfill CUNY and college-wide requirements by completing appropriate remediation in reading, writing, and mathematics, and must complete pre-requisites and co-requisite courses before enrolling in college-level or advanced level courses. Permit students and Baccalaureate degree holders are exempted from taking the placement tests.

Change of Status from Non-Degree to Degree
Non-degree students are encouraged to file for change of status (matriculation) through the internal transfer process in the Office of Recruitment and Admissions after completing one semester at the college. Further information regarding non-degree admission or eligibility for matriculation is available only from the Medgar Evers College Office of Recruitment and Admissions.

VII. CUNY PERMIT STUDENTS
Students from other CUNY colleges who wish to register for courses at Medgar Evers College must secure a permit from and pay their fees at their home college. They must then bring that permit to the College’s Office of Recruitment and Admissions, where they will be asked to complete either a non-degree application (if they are first time permit students) or a readmission application (if they have attended the College before.)

STUDENTS WITH DISABILITIES
Prospective students with disabilities should plan a visit to the campus to arrange for any special services that may be required. A standard form for this purpose will be provided by the College.

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.
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:
- are 18 years of age or older
- are a United States citizen or alien with permanent resident status
- have maintained their principal place of abode in New York State for a period of 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
For the 1999-2000 academic year, undergraduate students who attend any institution within The City University of New York will be charged according to the following tuition fee schedule:

A full-time undergraduate degree student is one who is enrolled for 12-18 credits or equated credits. Full-time degree students are billed one total fixed amount for 12-18 credits/equated credits (see tuition schedule below).

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

There is no full-time tuition rate for summer session students, except for those students whose tuition is paid by TAP (these students must register for no less than 6 credits).
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.

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 Hour Rule):
No student registration is final until it has been validated. After a student has had their courses entered in the computer, they are issued a bill. That bill must be signed and taken to the Bursar’s Office (Carroll Street Building Room M-10). The Bursar’s Office will exchange the student’s bill for a validated Bursar’s receipt, which is the only acceptable proof that registration has been validated. Registration for students who participate in the early registration process must have their registration validated by the “due date” indicated on the face of the bill. 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 their registration validated within these time limits-NO EXCEPTIONS.

Tuition and Fees
Tuition and fees listed in this catalog and in any registration material issued by the college are subject to change by CUNY without prior notice.

In the event of an increase in tuition and fees, any payments already made to the college will be treated as a partial payment. 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 all fees associated with registration. This includes tuition, student activity/consolidated fee, and any other fees. 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)

Notice To Financial Aid Students
All Financial Aid Students must go to the bursar’s office and validate their registration before he or she will receive a bursar receipt.
Before registration can be completed, students must have paid all tuition and fees in full unless the student has made arrangements to pay through one of the following methods: (1) a Financial Aid award (PELL or TAP); (2) student loan; (3) Academic Management Services (AMS) tuition payment plan; (4) tuition waiver; (5) voucher; (6) special registration status (i.e. veteran or other third party).

Registration dates are printed in the Schedule of Classes for each semester. During the registration process, all students' bills include payment due date. If a student's bill is not paid and the student has not made arrangements to pay within 72 hours, (i.e., Financial Aid, student loan, AMS, Tuition Waiver, special status or hard ship deferment), their registration will be canceled within 72 hours. A student who has not fulfilled all financial obligations to the college (e.g., fails to make deferred payments, fails to satisfy the deficit between projected financial aid and actual financial award) will not receive a grade report; is barred from obtaining a transcript and is not allowed to register for the subsequent semester, until his/her financial obligation to the College is fulfilled.

Method of Payment
All tuition and fees must be paid within 72 hours after the day of Registration. The Registration process is not complete until all debts have been paid and a Bursar's receipt has been issued. Payment may be in cash, money order, Certified check, Travelers Checks, credit card (MasterCard and Visa Only) and tuition payment plan (AMS).

Drop-Box
A student does not have to wait on line to make payment if he or she is paying by money order, certified check, travelers check, or credit cards. Payment can be made by the use of the drop box at the Bursar's Office.

Accelerated Fees for credits in excess of 18 (all students)

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<td>Greater than 6</td>
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NOTE - ALL students must pay a $35.85 student activity fee and a $5.00 consolidated service fee (including non-degree and senior citizen students).

If paying by check or money order, the student’s social security number and address must be written on the face of the check or money order.
When a check is returned for “insufficient funds” and/or “stop payments” the student remains liable for tuition and fees in addition to a processing fee. “Stopping Payment” on a check or withdrawing unofficially does not cancel a student’s registration or financial obligation. The student must withdraw officially within the required Refund period. (See refund section)

**Deferments**

Advance Payment: Academic Management Service, (AMS) offers advance payment plan. A student may pay his or her tuition in advance to AMS. The tuition will be available to pay the student tuition when the student registers for the semester. The advance payment plan is available for a specific semester or for the entire academic year.

AMS Student Deferment Plan: A student may be granted a deferment for the current semester or term. Generally, AMS requires that the student pay at least sixty percent, (60%) of an outstanding balance before they can use the AMS payment plan. However, on a case by case basis with the authorization of the Bursar, AMS will make an exception and accept less than the sixty percent (60%).

The number of months given to the student to pay tuition will depend on the amount of tuition and the amount of down payment paid at the time the student enters into the contract with AMS. The balance must be paid before the semester ends.

Financial Aid Students may be deferred from paying their tuition if they are receiving PELL (Federal Financial Aid); TAP (State Tuition Assistance Program) and other specified Financial Aid Programs. However, each student, except SEEK students, must pay the $35.85 Student Activity Fee and a $5.00 CUNY Consolidation Fee.

**Payment for Paraprofessionals**

Financial Aid is the first source of payment. The Board of Education will pay up to six credits for tuition cost. A voucher from the Board of Education must be presented to the bursar’s office for payment.

**Please Note:**

*Students paying cash are encouraged to purchase money orders in advance 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. Participation in the AMS Student Deferment Plan, to pay the prior balance in installments is the only exception to this policy.
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 cancel all courses and the student will have to register again 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 their bill at the Bursar’s station. All payments must be made at the Bursar’s station on the day the bill is picked up. If payment or other financial arrangement is not made within 72 hours, the college will cancel the student’s registration.

Determination for Last Semester Free
All resident first time freshmen and transfer students from other CUNY Colleges who are pursuing a baccalaureate degree at a senior college, enrolled on or after June 1, 1992 and pay the higher undergraduate tuition rate will be eligible for a tuition free last semester.

Students at Medgar Evers, who enrolled at CUNY prior to June 1, 1992 as either a degree or non-degree student and who meet the definition of a continuing student pay the lower tuition and are not eligible for the last semester free. Students not meeting the definition of a continuing student and all non-CUNY advance standing transfer students pay the higher tuition and are not eligible to the last semester free. In the case of CUNY Baccalaureate Program (CUNY BA/BS) students, the program director should be contacted in order to determine academic status.

Last Semester Free Policy
For full-time students, the last semester is any semester of full-time attendance (12-18 credits) that will result in a student receiving a baccalaureate degree. If, for whatever reason, the student does not actually fulfill the degree requirements during the semester in which the last semester free benefit is granted, the student will be required to pay the rate in effect at the time for all subsequent semesters or sessions of study.

For part-time students, the last semester begins at the point at which a student is 15 credits away from the degree completion and ends after the next 15 credits for which a student registers. That is, once a part-time student is within 15 credits of the total number required for baccalaureate degree, the next 15 credits are free. If for any reason (failure, switched major, withdrawals, etc.) those next 15 credits do not result in a baccalaureate degree and the student must, or wishes to take additional credits, then the normal charges per credit would apply from the 16th credit forward. After the first day of classes, any “last semester free” credits which are dropped will still count toward the 15 maximum allowable credits for part-time students. A student who receives the
last semester free benefit for less than the full-time credit load is not entitled to a refund of any prior semester credits.

If, for any reason, a student wishes to postpone implementation of the last semester free option, the college can, with presidential approval, seek consent from CUNY Vice Chancellor of Budget, Finance, and Computing. Students having entered between June 1, 1992, and August 31, 1997, are no longer eligible for Last Semester Free. Spring 2003 is the last semester for which a student may utilize Last Semester Free. Effective Fall 2003 semester, this benefit is discontinued.

Definitions for Last Semester Free

First-time Freshmen: For purposes of determining eligibility for the last semester free, a first-time freshman shall be defined as any student entering or a non-degree student without prior registration or credit accumulated as a college student from any accredited postsecondary institution.

The student at a senior college pays the higher undergraduate tuition rate. A first-time freshman may, however, enter a CUNY college with 25% of the credits required for the degree, up to a maximum of 32 credits, earned at any time prior to admission through any of the following mechanisms individually or combined:

- Successful scores achieved on such tests as the College Board’s Advanced Placement (AP) program for high school students, the College–Level Examination (CLEP), and the New York State College Proficiency Examinations, (CPE). College policy determines credit award per subject area test score.
- College-level work completed as a high school student through a high school/college collaborative program (whether at CUNY or elsewhere), or through the armed forces. (for those on active duty, this shall include actual enrollment in another accredited postsecondary institution.)
- Credit granted for life experience or job training/education experiences. Such credit awards are determined by the college or specific departments upon completion of a specified period of attendance.

All other students who have attended another college or accredited post secondary institution, regardless of course grade or credit award, will be considered Non-CUNY advanced standing transfer students. These students will pay the higher undergraduate rate at senior colleges and will not be eligible for the last semester free.

Residency within a CUNY Baccalaureate Program pertains to students who begin as first-time freshmen in any CUNY college on or after June 1, 1992, may earn non-CUNY credits towards the baccalaureate degree and still maintain eligibility for the last
semester free if more than 50% of credits toward the degree are earned at CUNY and in accordance the following:

- Students may attend a non-CUNY college as a “special student” for one or more specific courses, or participate in Study Abroad or Exchange programs if they have the recorded approval of their departmental or academic advisor or college registrar prior to such attendance. Such advance recorded approval shall be necessary to protect eligibility for the last semester free.

- Students who are otherwise eligible for the last semester free but who leave a CUNY college and enroll in any number of credits elsewhere without having received specific approval from the “home” college will be considered as advanced standing (non-CUNY transfer) students upon their readmission to CUNY and will have forfeited their eligibility for the last semester free.

- Students who are otherwise eligible for the last semester free and who leave a CUNY college, but do not engage in any other college-level work for which credits are awarded, can return to the “home” college as a readmitted student or apply for admission to any other CUNY college and will still maintain eligibility for the last semester free. These students are not required to meet the six year requirement since they are not continuing students (see the section on definition of continuing students).

- Medgar Evers College students or CUNY community college graduates who were first-time freshmen on or after June 1, 1992, who do not seek immediate enrollment within a baccalaureate program will, upon future admission to such a program, be eligible for the last semester free provided they do not engage in any other college-level work for which credits are awarded inconsistent with provisions 1 and 2 above.

- Students with breaks in attendance may participate in educational or “life” experiences previously defined that lead to the awarding of college credits and still be eligible for the last semester free.

**Definition of New York State Residency for Eligibility of the Last Semester Free:**
Documented New York State residency at the time of enrollment as a first-time freshman shall qualify a student for the last semester free regardless of subsequent changes in residency. However, if at the time of the last semester free (or semester in the case of a part-time student) the student is determined to be a non-resident, then the last semester free benefit shall only be at the resident rate and the difference between the resident and non-resident tuition rate shall be charged to the student.

Students who enter the University claiming residency status for the last semester free, but not having documented such residency by the time of initial course registration, will have one year from initial registration to do so. If a student demonstrates that at the time of initial registration he or she was a New York State resident, that student will be deemed eligible for the last semester free (assuming all other conditions are satisfied).
The definition of New York State residency used to determine the last semester free is different from the definition used to determine whether a student pays the resident or non-resident rate of tuition. A student may satisfy the residency requirement for the last semester free since it is based upon fulfilling New York State residency before initial course registration; however, the same student may not satisfy the residency requirements for tuition purposes since it is based upon being a New York State resident twelve consecutive months immediately preceding the first day of classes. Such students shall be required, however, to pay the nonresident tuition rate until the first semester or session following satisfactory documentation of the University’s current one year State residency requirement (for tuition rate purposes).

**Definition of Continuing Students:**
A continuing student is one who registers on or after June 1, 1992, and whose previous college attendance, either as a degree or non-degree student, was a CUNY institution. This student must have attended CUNY before June 1, 1992. Such previous attendance must have occurred within the six-year period immediately prior to the start of the semester.

This continuing student pays the lower senior college undergraduate tuition rate and is not entitled to the last semester free. If any non-CUNY college was attended for purposes of degree study as the most recent previous institution of attendance, then said student is not a continuing student at CUNY upon return, but a non-CUNY advanced standing undergraduate tuition rate and is not entitled to the last semester free.

### MISCELLANEOUS FEES AND CHARGES

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</thead>
<tbody>
<tr>
<td>Transcript Request</td>
<td>$4</td>
<td>Each (except for copies going to other CUNY colleges for which there is no charge)</td>
</tr>
<tr>
<td>Make-up Exams</td>
<td>$15</td>
<td>For the first, $5 each additional to a maximum of $25 a semester</td>
</tr>
<tr>
<td>Duplicate ID Card</td>
<td>$10</td>
<td>Effective date July 1, 1997</td>
</tr>
<tr>
<td>Duplicate Diploma</td>
<td>$15</td>
<td></td>
</tr>
<tr>
<td>Duplicate Bill</td>
<td>$5</td>
<td></td>
</tr>
<tr>
<td>Student Activity</td>
<td>$35.85</td>
<td>All students are required to pay this fee</td>
</tr>
<tr>
<td>Consolidated Service</td>
<td>$5</td>
<td>All students, including non-degree students and senior citizens, are required to pay this fee</td>
</tr>
<tr>
<td>Library Fines (Overdue Books)</td>
<td></td>
<td>General circulation 10¢ a day, including days on which the Library is closed to a maximum of the current price of the item.</td>
</tr>
<tr>
<td>Technology Fee as of July 1, 2002</td>
<td>$75 /semester</td>
<td>Non-degree, Full time matriculated, Non-matriculated.</td>
</tr>
<tr>
<td>Technology Fee as of July 1, 2002</td>
<td>$37.50 /semester</td>
<td>Non-degree, Full time matriculated, Non-matriculated.</td>
</tr>
<tr>
<td>Technology Fee</td>
<td></td>
<td>Senior Citizens and College Now Students are exempt as of July 1, 2002.</td>
</tr>
</tbody>
</table>

**Damaged Books - Library**

The student must pay any overdue fines up to and including the date the item is reported as being damaged plus 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 Items**

The student must pay a $10 processing charge in addition to the current price of the item.
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 what a student could spend on expenses:

- **Student Living Away From Parents**
  - **Books & Supplies**: $500 | $250
  - **Transportation**: 810 | 405
  - **Housing**: 3,802 | 1,901
  - **Food**: 1,091

- **Student Living With Parents**
  - **Books & Supplies**: $500 | $250
  - **Transportation**: 810 | 405
  - **Housing**: 1,500 | 750

**Refund**
In order to receive a 100% tuition refund, including accelerated fees, a student must withdraw from course(s) prior to the first day of classes, or withdraw from the college. To register at another unit of The City University of New York during the same academic year, the student must withdraw from all courses at Medgar Evers College. Students should consult the Schedule of Classes for additional information on the refund schedule.

In other cases, tuition refunds are made only under certain circumstances, (e.g., military or Peace Corps Service) in accordance with Board of Trustees’ regulations.

When a student initiates a withdrawal, the date on which the student dropped their 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. Any questions regarding financial aid should be asked in the Financial Aid Office.

The number of months given to the student to pay their tuition will depend on the amount of tuition and the amount of down payment paid at the time the student enters into the contract with AMS. However, if students drop their courses, the student is still liable to AMS for a portion or the entire balance.
FINANCIAL AID

After having identified their educational costs and matching them to their own personal resources, most students discover that, in order for them to enter into or to continue college, they need some form of financial assistance. The role of the financial aid staff at Medgar Evers College is to help students receive all of the financial aid for which they are eligible. This they do through the provision of information, advice and services and in accordance with Federal and State financial aid regulations. However, students must bear in mind that the basic premise in financial aid is that the responsibility for meeting educational costs rests with the student and, when relevant, with the student’s family.

APPLYING FOR FINANCIAL AID
The Free Application for Federal Student Aid (FAFSA) is available in the Financial Aid Office and must be completed each academic year. The academic year begins with the summer semester and concludes with the subsequent Spring semester.

The Financial Aid Information Supplemental Request (FASIR) must also be completed in order to be considered for the Tuition Aid Program (TAP). The application is generated and sent to the student’s home by the University Application Processing Center (UAPC) once the FAFSA information is received electronically from the Federal processor. Students should fill out the FASIR and return it to UAPC. International and non-degree students are not eligible for Federal or State financial aid.

Students may file their Financial Aid application via the Web at the Medgar Evers College FAFSA Lab located in Room 222 of the Carroll Street building. The lab coordinator will assist all students. Students can also apply on any available computer throughout the College or at home 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 US Department of Education, the student may be required to document their household size, number 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.

Financial Aid Transcripts (FAT)
Financial Aid transcripts are required for all mid-year transfer students. The U.S. Department of Education has defined a mid-year transfer as an applicant for Federal
Aid at one institution who attended another eligible institution during the same award year. Students must request the FAT from the prior institution even if no aid was received and the student does not wish to transfer any credits.

**FEDERAL FINANCIAL AID (TITLE IV) PROGRAMS**

**General Eligibility Requirements**

To be eligible for Title IV assistance, an applicant must meet the following general eligibility requirements:

- be enrolled or accepted for enrollment
- be a matriculated student
- have a high school diploma or GED
- meet enrollment status requirements
- be in an eligible program
- be a US citizen or eligible non-citizen
- not be a member of a religious community that directs the program of study or provides maintenance
- be registered with the Selective Service System and sign a Statement of Registration Status
- not be in default on a Title IV student loan borrowed for attendance at any institution
- not have borrowed in excess of Title IV loan limits
- not owe a repayment on a Title IV grant or scholarship received for attendance at any institution
- maintain satisfactory academic progress
- not be enrolled concurrently in an elementary or secondary school

**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 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. The current interest rate is 5 percent. 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 rather than academic achievement.

William D. Ford Federal Direct Loan Program
The William D. Ford Federal Direct Loan (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 loans are also available).

Direct Loan are subsidized (that is, 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 to determine eligibility or ineligibility for a FPELL Grant prior to certification for a loan application. 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:

\[
\text{Cost of Education} \quad (\text{Minus}) \quad \text{– Expected family contribution} = \text{Financial need}
\]

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. The loan may be counted as part of the expected family contribution and is referred to as non-need-based. 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, veterans should contact any regional department of veteran’s affairs office in your area or call 1-800-635-6534.

STATE FINANCIAL AID PROGRAMS
General Eligibility Requirements
- meet one of the United States citizenship requirements
- meet New York State residency requirements
- enroll as a full-time student
- enroll in an approved program of study in a New York State postsecondary institution
- be in matriculated status
- be in good academic standing
- not be in default on any student loan
- have a minimum tuition liability of at least $200 per academic year ($100 per semester).

Tuition Assistance Program (TAP)
The TAP program 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. Students in associate degree or certificate programs are eligible for up to three years of assistance (36 payment points). Students in bachelor degree programs are eligible for up to four years of assistance (48 payment points). 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. At Medgar Evers, the minimum award is $100 and the maximum is 90% of the cost of tuition.

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; and
4. At least a fifth-semester TAP eligible recipient but not have 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.

**Vietnam Veterans Tuition Awards**

Awards are available for veterans who served in the US Armed Forces in Indochina between January 1, 1963 and May 7, 1975, and have been discharged under other than dishonorable conditions. Applicants must have been a resident of New York State on April 20, 1984, or at any time of entry into service and resumed residency by September 1, 1987.

Awards are available for both full-time and part-time study, but cannot exceed the cost of tuition. Students must file both TAP and Federal Pell applications.

A special application may be obtained by contacting New York State Higher Education Services Corporation at (518) 473-7087.

**Regents Awards for Children of Deceased or Disabled Veterans**

This award is available to the child of a veteran who died or who has a current disability of 50 percent or more or who had such a disability at the time of death, resulting from US military service during one of the following periods: April 16, 1917 -
November 11, 1918; December 7, 1941 - December 31, 1946, June 27, 1950 - January 31, 1955, October 1, 1961 - May 7, 1975; and (2) a legal residence in New York State. Legal residence in New York State on the part of the parent is also required at the time of entry into military service and at the time of death. Award amounts are based on tuition and non-tuition costs of attendance. Students must file a TAP application in addition to the appropriate CV or CO award supplement. Forms may be obtained by contacting New York State Higher Education Services Corporation at (518) 473-7087.

Memorial Scholarships for Children and Spouses of Deceased Police Officers and Firefighters:

Awards are available to a child or spouse of a deceased police officer, firefighter, or volunteer firefighter who died as a result of injuries sustained in the line of duty. Award amounts are based on tuition and non-tuition costs of attendance. Students must file a TAP application in addition to the appropriate award supplement. Forms may be obtained by contacting New York State Higher Education Services Corporation at (518) 473-7087.

State Aid to Native Americans

Aid is available to applicants who are:
1. A member of one of the Native American tribes within NYS; and
2. Have graduated from an approved high school or have earned a general equivalence diploma or be enrolled in a program in an approved postsecondary institution in NYS.

The award is $1,350 per semester for a maximum of four years of full-time study. Students registered for less than 12 credits will be funded at approximately $46 per credit. Remedial programs are not fundable.

Students are responsible for notifying the Native American Education Unit in writing of any change in student status or program or institution enrollment. Student must also submit semester grades, at the end of each semester, showing satisfactory progress toward completion of degree or certificate requirement. Application forms may be obtained from the Native American Education Unit, New York State Education Department, Albany, NY 12234.

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 your 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 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.

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**State Standards for Academic Performance**

State eligibility standards require students to complete a certain percentage of course work, accrue a certain amount of credits and have an appropriate cumulative grade point average at the beginning of each semester of state supported study. Please refer to the chart below which outlines these requirements.

**STATE ACADEMIC PERFORMANCE CHART**

<table>
<thead>
<tr>
<th>TAP</th>
<th>Pursuit</th>
<th>Credits Completed</th>
<th>Prior Semester</th>
<th>Minimum Cumulative Credits Earned</th>
<th>Progress</th>
<th>Minimum Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Payment Number</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>0 6 6 9 9 12 12 12 12</td>
<td>1 6 18 31 45 60 75 90 105</td>
<td>0 0 1 1.2 2.0 2.0 2.0 2.0 2.0</td>
<td></td>
</tr>
</tbody>
</table>
For example, to receive your fifth payment of TAP, you would have completed 9 credits the prior semester for a total of at least 31 cumulative credits with a minimum grade point average of 2.0.

Federal Standards for Academic Progress
Federal satisfactory academic progress and program pursuit standards require a student to have a “C” average (2.0 GPA) by the end of their second academic year. Further, to be eligible to receive assistance from all Title IV programs, students, after their fourth semester of study, must complete a certain number of credits in relation to the credits they attempted, and have the appropriate grade point average at the beginning of the semester in which they are seeking payment. Students are required to complete their coursework in no more than 150 percent of an academic program’s published length.

**AA Degree (64 credit degree x (1.5) = 96 attempted credits)**

<table>
<thead>
<tr>
<th>Credit</th>
<th>12</th>
<th>24</th>
<th>36</th>
<th>48</th>
<th>60</th>
<th>72</th>
<th>84</th>
<th>96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reg. Cumulative Credits</td>
<td>8</td>
<td>16</td>
<td>24</td>
<td>32</td>
<td>40</td>
<td>48</td>
<td>55</td>
<td>64</td>
</tr>
<tr>
<td>Conditional Credits</td>
<td>0</td>
<td>0</td>
<td>10.5</td>
<td>21</td>
<td>31.5</td>
<td>42</td>
<td>52.5</td>
<td>64</td>
</tr>
</tbody>
</table>

**BA Degree (126 credit degree x (1.5) = 189 attempted credits)**

| Credit | 12  | 24  | 36  | 48  | 60  | 72  | 84  | 96  | 108 | 120 | 132 | 144 | 156 | 168 | 180 | 189 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Reg. Cumulative Credits | 8   | 16  | 24  | 32  | 40  | 48  | 55  | 64  | 72  | 80  | 88  | 95  | 103 | 111 | 119 | 126 |
| Conditional Credits | 0   | 0   | 9   | 18  | 27  | 36  | 45  | 54  | 63  | 72  | 81  | 90  | 99  | 108 | 117 | 126 |

The charts above outline the Federal requirements students are measured by to maintain Title IV eligibility for the associate.

**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
A waiver of Good Academic Standing requirements by which students are measured to academically proficient students who experience a “bad semester.” The waiver 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 Financial Aid 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) Waivers; (2) TAP; (3) FPELL; (4) Loans; (5) College Deferrals; and, (6) Contracts and 3rd party providers. 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 Financial Aid 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 can be obtained from the Office of Institutional Advancement, Public Affairs/Cultural Attache’s Office, the Office of the Dean of Student Affairs/Services, 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.
REGISTRATION INFORMATION

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, and appropriate administrative offices. They should also refer to such college publications as the Catalogue, Schedule of Classes booklet, Student Handbook, and program worksheet.

The registration process for a student begins with filling out the advisement form, a document used to keep track of their program of study. It then proceeds to the selection and registration of courses and concludes with the payment of tuition and fees. If students have not met the requirements for admission or have 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, 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.

Courses at Medgar Evers College are held Monday through Sunday. Day courses are identified by section numbers ranging from 001-049, and are held from 7:30 a.m. to 5:50 p.m., Monday through Friday. Evening courses, are identified by section numbers which range from 050-059, and are held Monday though Friday from 6:00 p.m. to 10:50 p.m. Saturday courses are identified by section numbers ranging from 060-069 and are generally held from 9:00 a.m. to 5:50 p.m. Classes held off-campus may meet days, evenings, or weekends and are identified by sections ranging from 080-089. Courses are also offered on Sundays for nursing majors. These will be held at hospitals throughout the metropolitan area of New York and are identified by section numbers ranging from 090-099.

STUDENT 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 catalogue.
Registration for new students occurs during Freshman Registration which takes place on the Saturday before regular registration for the Fall and Spring semesters. The Freshman Year Program Director 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 Registration process. Students seeking readmission must contact the Admissions Office or the Registrar’s Office to inquire about the final dates to file readmission applications for the upcoming semester.

Students who have been readmitted can usually register approximately one week after the Admissions Office has activated their SIMS file. In the event that registration is not completed before ‘Late Registration’ begins, the late registration fee ($15.00) will be waived by the Registrar’s office.

**Transfer Students**
Students entering the college on an advanced standing basis and whose advanced standing credits have not been evaluated by the Admissions Office 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. Registration for transfer students usually takes place the first two days of Regular Registration. If for any reason the registration process is not complete before the first day of ‘Late Registration’, the late registration fee will be waived by the Registrar’s Office.

**Continuing Students**
Registration for continuing students is usually the last two days of the Regular Registration. Although a percentage of our continuing students register early, registration is heaviest during this time. Continuing students are also more likely to have stop(s) placed on their record, therefore delays in registration is probable. A few weeks before Registration, the Registrar’s Office sends each continuing student a notice which lists the stop(s) that are on record. If for any reason a student does not receive this notice, he or she can call the Office of the Registrar to be informed of what stop(s) are placed on his or her record.

**Academic Probation Students**
Students whose overall grade point average falls below a 2.0 will receive a warning letter from the APD Committee explaining the procedures that are followed if the grade point average does not improve. If the student’s academic grade point average does not improve for (2) or more consecutive semesters, a probationary stop is placed on the student’s record. A student who has a probation stop on 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.

CUNY Permit Students
Students from another CUNY college must go through an admissions process at MEC before they can register. They must register for the actual course, and at their home college register for the permit credit(s) equivalent to the course.

MEC students who register for courses on Permit at another CUNY college, and do not participate in the CUNY BA Program, must obtain approval from their departmental chairperson. MEC Students registering at other CUNY colleges must go through an admissions process at that college. In addition, the student must register for the actual course or its equivalent at the host college, and register for the permit credits that are equivalent at their home college. Permit credits are not limited or closed in the same manner as regular courses, nor are these credits recorded in the same manner as regular course credits. Unlike regular college courses, permit credits are not reflected at the time of registration. They are reflected only after a student has successfully completed the course. Transferring permit credits is not an automatic process. Students who are taking permit credits must request to have their permit credits transferred to the home college.

REGISTRATION PROCEDURES
Before the registration period, students should:

a. Consult an Academic Advisor
b. Plan a schedule of courses and an alternative schedule
c. Remove all stops and get financial aid clearance
d. Be sure they have all the necessary forms and bring them on their 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. In addition, it shortens lines at the Bursar and cuts the registration process time in half. 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. 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 indicating the date and time they may register. If they do not receive a letter indicating their registration date and time, continuing students should contact the Registrar’s Office, and new, transfer and readmitted students should contact the Admissions Office.

Late Registration
Late registration usually begins the final days in which 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 for registering late ($15.00). However, students whose admissions process is delayed may have this fee waived if the original registration dates extend into the late registration period.

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 regular 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 the regular registration period will incur a $10.00 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 withdraw from all courses, and complete a Refund Petition 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.
COLLEGE RESOURCES

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.

The Community Council is composed of representatives from community organizations, community residents, faculty, students, and all of the elected officials of the Central Brooklyn area. The President and staff of the College meet regularly with the Community Council to give Council members an opportunity to share in the achievements, problems and concerns of the College. The Community Council in turn offers suggestions and provides supportive action whenever and wherever the College needs it. Each year the Community Council awards several scholarships to students who exhibit outstanding academic achievement and leadership.

INSTITUTIONAL ASSESSMENT & ACCOUNTABILITY (IAA)
Since its inception in January 2000, Institutional Assessment & Accountability is responsible for carrying out overall assessment and providing information for improvement, planning and decision-making at the college. These responsibilities are performed by conducting institutional research, basic skills testing, and student assessment; evaluating college programs; monitoring personnel efficiency; disseminating information throughout the college, university and state; and serving as a general 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. Another major responsibility given to IAA, is to work with the various departments to assess student performance and goals, and prepare for departmental reviews.

The office is comprised of three primary units:
1. The Office of the Vice President
2. Institutional Research
3. Testing Office.

In addition to general area oversight, The Office of the Vice President evaluates the results of various college research efforts, and aids in the effective allocation of resources on the divisional, college, departmental, and unit levels. The office further
evaluates administrative and faculty efficiency, creates and administers surveys at various points of the student experience, and conducts college-wide assessment of student academic preparedness and progress. The office seeks to study institutional effectiveness in meeting stated purposes and use the results to improve university programs, services, and facilities.

The Office of Institutional Research provides broad support in the area of educational measurement through the collection, processing and evaluation of data for the college. The office utilizes a variety of methods for collecting and analyzing information. Some of the specific functions of Institutional research are to administer programs for student evaluation of teaching; to prepare data for departmental reviews; to provide outside constituents with statistical data regarding student performance, the dispensation of student services, faculty, and curriculum; and to collect data to prepare the various departmental publications.

The Office of Testing and Evaluation conducts all basic skills testing designed to meet the basic skills proficiency standards established by the City University of New York. All incoming freshmen, transfer, readmitted and continuing students who have not satisfied their basic skills requirements must take the CUNY Math, Writing and Reading tests before being allowed to register for classes. Specific information on testing and test results may obtained by visiting the testing office, located at 1150 Carroll St, P-23, or by dialing 718-270-6459.

THE DIVISION OF INSTITUTIONAL ADVANCEMENT

The Division of Institutional Advancement is a unit of the Office of the President established in September 1999. The Division is responsible for promoting and marketing the College through print and electronic media; advancing the College’s institutional agenda with policy makers; raising funds from the public and private sectors; collaborating with a variety of governmental, university and international constituencies; and it is liaison to the Thurgood Marshall Scholarship Fund. The Division manages major College events and activities; and serves the needs of the administration, faculty, students, alumni, and the broader community.

Institutional Advancement’s offices include: Development, Sponsored Research, International Relations, Public Relations, College Relations, Alumni Relations, the Community Council, television, radio and cable facilities, Government & Community Relations, the DuBois Bunche Center For Public Policy, the Census Information Center, and the Medgar Evers College Educational Foundation, Inc.

THE OFFICE OF DEVELOPMENT plans and coordinates major College fundraising activities with the business and corporate sectors, foundations, MEC Alumni and private donors for the College’s special initiatives, student scholarships and faculty
development. The Development Office formulates a comprehensive multi-year fundraising plan for the Medgar Evers College Educational Foundation, Inc. the College’s official, comprehensive fundraising entity.

**SPONSORED RESEARCH** works to increase MEC funding by assisting faculty and administrators in proposal writing to obtain government and philanthropic grants and contracts. Sponsored Research provides research, technical assistance, budgeting, support services and compliance reporting for all College grant awards and contracts.

**PUBLIC RELATIONS AND COLLEGE RELATIONS** produce College promotional materials for direct mailings, television, radio and cable outlets, newspapers, magazines and special publications. They produce College marketing materials and internal publications; and they develop, manage and assist with presidential and other College events. MEC television and radio facilities produce high quality educational and cultural programming which is aired throughout the New York metropolitan area.

**INTERNATIONAL RELATIONS (IR)** coordinates a College lecture series for United Nations diplomats, heads of state, foreign dignitaries and international officials in order to foster a greater understanding of international affairs among students, faculty, administrators and the broader community. IR also assists with faculty and student exchange programs; and advises on policy actions which impact upon the College’s diverse, international body of students, faculty and administrators.

**GOVERNMENT & COMMUNITY RELATIONS** is the College’s liaison to federal, state and city governmental bodies; it monitors policy, legislative and budgetary proposals as they may impact upon the College; communicates the College’s policy, legislatives and budgetary priorities to appropriate officials; coordinates College participation in governmental activities such as public hearings; communicates directives from CUNY Central to the College administration and leadership; and helps maintain positive relations between the College and community.

**THE DUBOIS BUNCH CENTER FOR PUBLIC POLICY (DBC)** is an urban policy think tank focusing on a range of public policy issues of concern to Central Brooklyn, communities of color, and beyond. DBC produces research publications, sponsors conferences and seminars, produces public affairs programs, and consults on public policy initiatives such as the Brooklyn Empowerment Zone and Census 2000. The Census Information Center is a federal depository for Census data and products serving the community and academia.
MEDGAR EVERS COLLEGE EDUCATIONAL 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.

DEPARTMENT OF LIBRARY/INFORMATION SERVICES

The Charles Evans Inniss Memorial Library is located on the first, second, and third floors of the Bedford Avenue campus. 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 per week (Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 9:00 a.m. to 5:00 p.m.; Saturday, 10:00 a.m. to 5:00 p.m.; Sunday, 2:00 to 6:00 p.m.). This schedule offers the longest service hours in the CUNY Library system. Library service hours are posted at the beginning of each semester.

The Library’s total holdings, both current and retrospective, include approximately 118,000 volumes and 450 periodicals. These holdings encompass all academic disciplines and significant areas of advanced research in support of the curriculum and college programs. Especially well represented are materials relating to the humanities, health sciences, business administration, education, and African American studies. In addition, Special Collections holds the Southern Africa Collection relating to 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. Periodic compilations of subject bibliographies highlight notable recent acquisitions in all disciplines. The Instructional Media Services unit of the Library houses more than 20,000 items of non-print resources (including 16 mm. films, audio and video cassettes, slides, phonodisks, DVDs, CDs, and CD-ROMs) for use both in and outside the Library. 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 are available for visually-impaired patrons.

The Library is a member of the Online Computer Library Center (OCLC) and the NOTIS/CUNY+ systems that provide users with access to national and international bibliographic data for almost forty-seven million items and to data stored locally by CUNY libraries. On-line linkage is available to national and international data banks, some with full-text, others with abstracts only. For a complete listing of holdings, see http://libraries.cuny.edu/resource.htm.
The Consortium of Educational Communication and Technology (CECT-CUNY) gives Medgar Evers College Library access to over 4,000 films. The Library also participates in the New York State Inter-Library Loan System (NYSILL), Academic Libraries of Brooklyn (ALB), the New York Metropolitan Reference and Research Agency (METRO). Interlibrary 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, a special reference hot-line, and union lists and bibliographies of holdings for participating libraries.

A team of well qualified librarians and staff members is available to assist all library patrons, either individually or in groups, with searching, locating, and accessing their desired information requests. Patrons are further assisted through Information Literacy and reference referral with conducting higher levels of research activities.

The Library maintains an active program of outreach to the College and community. The various educational, social, cultural events and exhibits sponsored by the Library (e.g., The Black History Month Program, art exhibits, lectures and book signings, etc.) draw considerable interest and participation by diverse communities.

**CAMPUS FACILITIES**

Situated in two buildings at 1650 Bedford Avenue and 1150 Carroll Street, the Medgar Evers College campus is an exciting blend of the old and the new. The Bedford Building was opened in 1988. The Carroll Building, the first permanent building of the College to which it moved in 1972, is a Brooklyn landmark originally built in 1906 for the Brooklyn Preparatory School.

The Bedford Avenue facility is a three story building housing the 500-seat Founder's Auditorium, a 75 seat lecture hall, the College Library, The Learning Center, computer and language laboratories, classrooms, a small cafeteria, student lounges and an amphitheater. The building is home to the School of Liberal Arts and Education and the School of Business and Public Administration. In addition, several administrative offices are also located here. These include the Offices of the President and Provost.

The Carroll Street facility, a four story structure, is home to the School of Science, Health and Technology and the Offices of the Vice President of Student Affairs. Also located here are the offices of Recruitment & Admissions, Financial Aid, Registrar, Athletics, and the College Book Store. Other offices in the Carroll building include some of the College’s business offices, including the Bursar. Classrooms, science and computer laboratories, a cafeteria, a gymnasium, and a swimming pool are also housed in the Carroll Street building.
Several of the administrative offices of the College have been moved to MEC's office suite at One MetroTech Center (North). Located in downtown Brooklyn, the offices at MetroTech provides a home for the offices of Human Resources, Continuing Education, Information Technology, to name just a few.

In order to provide the physical space needed to house an increasing enrollment and to permit the College to carry out its educational goals, the Board of Trustees of The City University of New York has approved the construction of new buildings and for the renovation of both the Carroll Street and Bedford Avenue buildings.

ACADEMIC COMPUTING
The College's Academic Computing Complex comprises 17 open access and special purpose laboratories that provide students with sophisticated software applications as well as high speed Internet access. These laboratories enable users to integrate information technologies as a key element in their learning experiences. Each lab is equipped with between 15 and 30 advanced multimedia workstations linked to Local and Wide Area Networks and all are connected to the University Computer Center's mainframe, located at West 57th Street in Manhattan. The Center supports such operating systems as NT, Windows, and UNIX. Among the equipment available are IBM and Dell Pentium computers with full multimedia capabilities. All laboratories are open from 9:00 a.m. to 10:30 p.m. Monday through Friday and 9:00 a.m. through 5:00 p.m. on Saturdays. For faculty, a dedicated digital media authoring lab is available, where new media support experts are available to assist faculty in the development of online and multimedia instructional materials.

ADMINISTRATIVE COMPUTING
The Administrative Computing and Services Center (ACSC) is responsible for all campus servers, networks and telecommunications. The ACSC staff also manages the College's extensive databases, and provides support for users of administrative applications, including student and financial systems. The Center also coordinates technology planning and scheduling within the College, and provides extensive end-user assistance.

RADIO AND TELEVISION STUDIOS
The Mass Communications Center, located in the Carroll Street Building, operates the radio station and television studios. Both studios offer laboratory experiences for students in both management and production.

The radio station broadcasts on BCAT (Brooklyn Cable Access Television) and WNYE-FM. Students produce public service announcements and can use air shifts for the
training needed to meet course requirements. Students also record and rebroadcast various campus activities.

The television studio is a professional three camera component Beta-SP format production facility. The television studio has both analog and digital image gathering capability and both linear and non-linear editing capacity. Students are exposed to both traditional and experimental production techniques and professional practices. Students are given the opportunity to learn about the various production positions in both studio and location environments and are encouraged to participate in the development and production of television segments. The television studio participates in numerous film and video festivals enabling students to interact internationally with both student and professional filmmakers. The studio broadcasts over BCAT and WNYE-New York as well as other cable and educational networks.

COLLEGE BOOKSTORE
The College Bookstore is located at 1665 Bedford Avenue. Hours of operation are Monday through Thursday from 10:00 a.m. until 6:00 p.m., Friday and Saturday from 10:00 a.m. – 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 Ms. Tameika Halliman, Store Manager at (718) 774-5060 or fax, 718 735-0491 or email bksmec@bncollege.com.

COLLEGE CAFE
Medgar Evers College Cafe is located in the Bedford Building and operates Monday through Thursday from 8:00 a.m. until 6 p.m. and Friday from 8:00 a.m. until 4:00 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 Bedford and Carroll Street buildings. Any problems with the machines or refund request should be directed to the cafe at (212) 587-3330.

THE OFFICE OF CAMPUS SECURITY AND PUBLIC SAFETY
Personnel of the Office of Public Safety and Security at Medgar Evers College are on duty 24 hours a day, seven days a week. The 24 hour security operations number is (718) 270-6018. All criminal actions or other emergencies occurring on campus must be reported immediately to Medgar Evers College Security and Public Safety personnel by telephone or in person. Reports of crimes may also be made in writing.

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 is open from 7:00 a.m. to 10:30 p.m. Monday through Friday and 7:00 a.m. to 6:00 p.m.
Saturdays. The college is closed on Sundays except for authorized pre-scheduled events or activities. Photo 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 security 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.
ACADEMIC REQUIREMENTS AND REGULATIONS

Programs and requirements in this catalogue are subject to change without notice. Students are advised to regularly consult the schedule of classes, the student handbook, their School counselor and department advisor concerning their programs of study.

DEMONSTRATION OF BASIC SKILLS PROFICIENCY UPON ADMISSION TO THE COLLEGE

The City University of New York (CUNY) and Medgar Evers College (MEC) have developed basic skills proficiency standards measuring college readiness, which must be met by all students. As of fall 2000, all recent graduates from high school must submit SAT or ACT scores. All writing exams, ACT Access Tests, CUNY Proficiency Exams (CPE) and retests will be administered by the testing office. Additional information on the revised testing policies, and the resultant test scores, may be obtained by visiting the Medgar Evers College Testing Office located at 1150 Carroll Street, room CP-23, or by telephone at 718/270-6459.

First-time Freshmen & Transfer Students

Beginning fall 2000, all first-time admitted students, freshmen and transfers, must demonstrate college readiness upon admission to the college, or shortly thereafter, in one of several ways:

At admission, if a student has met any one of the following four criteria for reading, writing, or mathematics, he or she will be exempted from remediation in the respective skill area.

Satisfactory SAT/ACT Scores:

- A score of 480 or above on the verbal section of the SAT or a score of 20 or above on the verbal section of the ACT will exempt the student from reading and writing remediation.
- A score of 480 or above on the math section of the SAT or a score of 20 or above on the math section of the ACT will exempt the student from mathematics remediation.
- Passing Scores on NY State Regents Examination
- A grade of 75 or above on the English Language Arts Regents Examination will exempt the student for reading and writing remediation.
A grade of 75 or above in the Sequential Math II or III, or the Math A or B Regents will exempt the student from mathematics remediation.

Transfer of College Credit
Students transferring to CUNY from a non-CUNY U.S. accredited college and who have successfully completed 45 or more credits will be exempted from taking skills assessment tests and from remediation.

Prior Completion of a Bachelor’s Degree
Students who have earned a Bachelor’s degree from a U.S. accredited college will be exempted from taking skills assessment tests and from remediation. Students from other colleges may be asked to take the CUNY skills tests.

Students, who do not meet the above listed criteria upon admission to the college, must still demonstrate college-level proficiency in writing, reading and mathematics. This can be accomplished by taking the ACT Asset Test in Reading and Writing, and/or the CUNY Mathematics Assessment Test (CMAT). A passing score on each of these tests is required to exit remediation. The results of the tests will determine each student’s placement into or exemption from the non-credit basic skills courses (remediation).

Students who do not achieve an exit score on the ACT Asset Test and/or CUNY Mathematics Assessment Test (CMAT) will be allowed to register for selected and limited credit-bearing courses while they are enrolled in basic skills courses. However, these students will not be allowed to register for college-level courses in the area of remediation (math, English, etc.)

These students will be admitted to the college, but must begin their studies at the Associate degree level, and be placed in one or more basic skills developmental courses based on the score achieved in each of the skill areas—reading, writing, and mathematics.

Developmental (remedial) courses further prepare students for college-level work and are offered through the Post Secondary Readiness Center. There are two levels of courses in each skill area and three levels of ESL courses, designed to accommodate the different levels of student preparation. After completing the remedial course sequence in reading, writing, and/or mathematics, students will again be required to take the necessary CUNY basic skills test (ACT Asset, CUNY Math) to exit remediation.
Exit from Remediation

Exit from any level of the basic skills reading writing and mathematics course sequences is accomplished by a combination of factors: student performance on Post Secondary Readiness Center departmental exams, class work and teacher evaluation. To exit the upper-level courses in the Post Secondary Readiness Center (PSRC), students must also retake and pass the respective CUNY basic skills test (ACT Asset, CUNY Math) demonstrating readiness for college-level work.

Additional Requirements for Transfer and Readmitted Students

Students who initially enrolled at Medgar Evers College or any college prior to September 1978 are not required to satisfy the CUNY Skills Assessment. These students are, however, required to take and pass the CUNY Proficiency Exam.

Students transferring to CUNY from a non-CUNY college with 45 or more credits will be exempt from taking and/or passing ACT, but must satisfy college mathematics requirements; however, Non-CUNY transfer students entering CUNY with 45 or more credits as of Fall 2000 are required to take and pass the CUNY Proficiency Test in order to be admitted to upper division programs.

CUNY Proficiency Exam

All students with 45 to 60 earned credits must take and pass the CUNY Proficiency Exam (CPE) in order to enter into a baccalaureate degree program.

First-time freshmen that are admitted to the College in Fall 1999 or thereafter, must take and pass the CUNY Proficiency Examination in order to graduate from associate degree programs, to transfer into the upper division of the college, or advance from the sophomore (60 credits) to the junior class within the college.

Freshmen students admitted from Fall 1999 forward, who have accumulated the requisite number of credits, will be required to take the exam in order to graduate from associate degree programs, to transfer into the upper division of CUNY or the College, or advance from the sophomore (60 credits) to the junior class within the College. Non-CUNY transfer students entering CUNY with 45 or more credits as of Fall 2000 are required to take and pass the CUNY Proficiency Examination in order to be admitted to upper division programs. Students are advised to take the Proficiency Test after completing 45 credits and prior to completing 60 credits.

The test is administered several times a year. The schedule is available in the Admissions or Testing Office. Exemptions may be granted to students holding a bachelor's or other advanced degree from a US accredited institution. Students who do
not pass the CPE will not be allowed to register for classes within the CUNY system until the requirement is satisfied. CUNY testing procedures may be subject to change. Students are advised to obtain the latest and additional information from the Office of Admissions or the Testing Office.

Mathematics Basic Skills
All entering students must take the CUNY Mathematics Assessment Test (CMAT). Students who do not receive a passing score on these tests are required to take one or two noncredit basic skills mathematics courses depending on placement. Students who pass the CMAT are exempted from math basic skills and are referred to their Department for guidance in the selection of appropriate college-level mathematics course(s) to be completed (i.e. MTH 120, MTH 130). The basic skills mathematics courses are:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>HOURS</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>MTH009</td>
<td>Post Secondary Math I</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>MTH010</td>
<td>Post Secondary Math II</td>
<td>4.0</td>
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</table>

Reading & Writing Basic Skills
Students must achieve an appropriate score on the ACT Asset Test in Reading and Writing to be exempted from basic skills reading and writing courses. There are two levels of basic 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 and Writing</td>
<td>7.5</td>
<td>0</td>
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</tbody>
</table>

Students who satisfy either the reading or writing portion of the ACT Asset Test, but not both, may be allowed to register for ENGL 101.

English As A Second Language (ESL)
The ESL Reading and Writing curriculum provides one level of semi-intensive language arts skills (listening, speaking, reading and writing) for students whose first language is not English.
ESL transfer students must have at least one semester of secondary education in a non-English environment and have earned less than 15 credits in a college to be considered ESL students. They will be required to pass only the CUNY Mathematics Assessment Test for admissions.

ESL students who have at least one semester of secondary education in a non-English language environment and who have 30 or fewer college credits in an English-language environment are considered to be ESL students. To be admitted to a baccalaureate program these students must pass the CUNY Mathematics Test. They must take the CUNY reading and writing tests for placement and exit from remediation.

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<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>HOURS</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>ESL 002</td>
<td>English Second Language I</td>
<td>9.0</td>
<td>0</td>
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<tr>
<td>ESLR 005/6</td>
<td>English Second Language Reading</td>
<td>4.5</td>
<td>0</td>
</tr>
<tr>
<td>ESLW 005/6</td>
<td>English Second Language Writing</td>
<td>4.5</td>
<td>0</td>
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</table>

Advisement for Students in Basic Skills
Students must pass/exit the CUNY reading, writing and mathematics exams in English or Mathematics prior to enrolling in credit bearing courses. Students whose placement test scores indicate a need for remediation must first register for Basic Skills English and mathematics courses before registering for any other course in the College. However, students are permitted to register for at least one credit-bearing course while they are enrolled in Basic Skills reading and writing courses. Students who are enrolled in three remedial or developmental courses, may not enroll for more than one three credit course. Basic Skills courses should be completed within the first 30 credits.

Matriculation Policy
Non-degree students who take courses at Medgar Evers College should abide by the pre- and co- requisites for those courses or seek approval of the department chairperson, in consultation with faculty where appropriate. The number of credits that a non-degree student may take shall be limited to 15 credits. After 15 credits have been accumulated, the student must apply for matriculation to the college.

A corollary to the non-degree policy is that the existing policy continue to be enforced. The existing policy states that students must take the CUNY Basic Skills tests upon admission or within one semester after first registering at the College.
Any exceptions to this policy must be approved by the Department Chairperson. If a student wishes to petition the 15 credit non-degree policy process, he or she may do so, providing that extenuating circumstances exist which prevent the student from applying for matriculation to the college. All petitions should originate within the department in which the student takes a majority of classes, be approved by the department chairperson and be forwarded to the Registrar’s Office for processing.

**DEGREE REQUIREMENTS**

To earn a bachelors degree, a student must complete a set of requirements that includes those of the college and the student’s major department or program. Students must fulfill the requirements in effect at the time of their entrance to the college. When there are changes in any of the degree requirements, a student in attendance may continue to follow the old requirements or choose to fulfill the new requirements. In the event that any courses in a department or program are withdrawn with College Council approval, a student who has not fulfilled the old requirements must satisfy the substituted requirements. Students must complete a concurrent set of college and department or program requirements. Students who are readmitted to the college after a term or more of absence must meet the requirements for degrees in effect at the time of readmission. Students in good standing who must interrupt their studies for one or more full semesters, up to a cumulative maximum of two years, may apply in advance to the Office of the Registrar for an official leave of absence. Such students, upon their return, may fulfill the requirements that were in effect while they were in residence.

**Graduation Minimum Grade Point Average**

To complete degree requirements and be eligible for graduation, all students must have a minimum grade point average of 2.0. Each course used to satisfy the degree major requirements, including electives, must be completed with a “C” average or better.

**Change of Major**

Students who are majoring in one degree program and wish to transfer to another must obtain the approval of both Departmental Chairpersons before the change becomes official. Forms are available in the Registrar’s Office.

**Academic Residency Requirements**

To obtain a two-year degree from Medgar Evers College, a student must complete a minimum of 30 credits at Medgar Evers College, including at least 25 of the final 30 credits. For a Baccalaureate Degree, a minimum of 30 credits must be completed at Medgar Evers College, of which at least 18 must be in the student’s major area of study, and which must include 30 of the final 60 credits.
CREDIT LOAD REQUIREMENTS

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. In order to maintain full-time status, a student must carry 12 credits or 12 equated credits. Academic advisors/counselors will assist approved students in planning their academic programs.

The maximum number of credits a student is permitted to carry per semester is 18 credits or six courses, unless the cumulative grade point average is at least 3.0 and permission is obtained from the Dean of the School or the Department Chairperson and the Provost/Senior Vice President. Academic probation may affect the number of credits a student may carry. Under no circumstances is a student permitted to enroll for more than 21 credits in a Fall or Spring semester. Students may enroll for a maximum of seven credits for the summer session.

Credits Required for Class Standing
The number of credits successfully earned by a student determines class standing.

<table>
<thead>
<tr>
<th>Credit requirements for students in an Associate Degree Program</th>
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<tbody>
<tr>
<td>Lower Freshman</td>
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<td>Upper Freshman</td>
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<td>Lower Sophomore</td>
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<td>Upper Sophomore</td>
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<tr>
<th>Credit requirements for students in a Baccalaureate Degree Program</th>
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<tr>
<td>Lower Freshman</td>
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<tr>
<td>Upper Freshman</td>
</tr>
<tr>
<td>Lower Sophomore</td>
</tr>
<tr>
<td>Upper Sophomore</td>
</tr>
<tr>
<td>Lower Junior</td>
</tr>
<tr>
<td>Upper Junior</td>
</tr>
<tr>
<td>Lower Senior</td>
</tr>
<tr>
<td>Upper Senior</td>
</tr>
</tbody>
</table>
Distribution of Credits
It is recommended that in addition to fulfilling College-wide CORE and Departmental requirements, students should carefully select electives according to academic and/or professional objectives. It is therefore suggested that students develop a sound program in consultation with academic advisors early in their academic career.

Sequence of Courses
Students should enroll in courses according to the general numbering system. 100 level courses are designed for freshmen; 200 level for sophomores; 300 level for juniors and 400 level for seniors. It is, therefore, expected that:
1. 100 level courses will be taken before 200 level, and that 200 level courses will be taken before 300 level, and 300 before 400 level courses.
2. All lower division requirements should be completed by the time a student is in the junior year, or has completed 64 credits.

Pre-requisite Course
A pre-requisite course (see course description) 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, INC, ABS, W, WU, WF, AUD, PEN. Students who receive an INC/ABS grade in a pre-requisite course, must complete it by the 6th week of the following semester, if they wish to remain in the more advanced course.

Co-requisite Course
A co-requisite course is one which may be taken with a related course in the same semester. For example, NUR 419 is a co-requisite for NUR 420.

CREDITS BY EXAMINATION, COOPERATIVE EDUCATION, VETERAN PROGRAMS, AND LIFE EXPERIENCE
For an associate degree, no more than 15 credits may be received through examination (CLEP, RCEP, and written challenge examination), cooperative education and veteran programs.

A challenge examination is any form of testing developed by the College for the purpose of awarding credit or exemption.

For a baccalaureate degree, a maximum of 30 credits may be received through examination, (CLEP, RCEP, and written challenge examinations), cooperative education, and veteran programs. Nursing students may exceed this limit. The
following are the regulations governing the awarding of credit by means other than formal course work.

College Level Examination Program (CLEP) of the College Entrance Examination Board and Regents College Examination Program (RCEP) of the New York State Department of Education are recognized by the College as alternative ways to earn credit towards a degree.

Information regarding minimum passing scores and Medgar Evers College course equivalents may be obtained from the Office of Recruitment & Admissions, Carroll Street Facility, Room 110.

Cooperative Education
No more than 12 credits may be received for cooperative education courses for baccalaureate candidates. Moreover, the 12 credits for cooperative education are to be divided equally between credits for the major and liberal arts. For Associate Degree candidates, at most 6 credits may be received for cooperative education. These six credits are to be divided equally between the major and the liberal arts.

Veterans Credits
Veterans are advised to consult the Veterans’ counselor in Room C 107 to determine their eligibility for veteran's credits, which cannot exceed eight credits.

Credit for Prior Learning and Life Experience
Students may earn a maximum of 15 credits toward the Baccalaureate degree and 6 for the Associate degree. Students will be expected to demonstrate that their knowledge and skills compare reasonably with those covered in specific college courses. Students interested in applying for Prior Learning credit should contact the Office of Academic Affairs, Room B3010, (718) 270-5010.

ACADEMIC STANDING
Examination and Evaluation of Students
The manner in which students are evaluated, the number and times of examination, and the consequences of unauthorized failure to take examinations, are matters that shall be determined by the instructor in each course. Instructors shall provide students with this information in writing during the first three weeks of classes.
Grading System and Grading Policies
At the end of each course, students are assigned grades by the instructor. Grades are mailed to students at the end of each semester. The following grading symbols are used.

<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>97-100 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>73-77 Satisfactory</td>
<td>2.3</td>
</tr>
<tr>
<td>D</td>
<td>67.1-69.9 Passing</td>
<td>1.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Definitions</th>
<th>INDEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-</td>
<td>60-62.9 Passing</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0-59 Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>PEN</td>
<td>Grade Pending</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>0.0</td>
</tr>
<tr>
<td>R</td>
<td>Repeat</td>
<td>0.0</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdraw/ Failing</td>
<td>0.0</td>
</tr>
<tr>
<td>WU</td>
<td>Withdraw Unofficially</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/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 all students enrolled in a class when a Department deems this method of evaluation to be appropriate. The Pass/Fail option must be selected and approved within the first three weeks of class.

The other use of P and F arises at the student's option. A student may elect to receive a P or an F in any elective and must obtain approval from the instructor when enrolling.
in the course. A student may not complete more than 6 credits with P within the first 60 credits, and no more than 12 credits with P within the total baccalaureate program.

A student may not take a course on a Pass/Fail basis within the College-wide Core Curriculum without the approval of Provost/Senior Vice President or within the major without the approval of the Departmental Chairperson who may also limit the number of courses taken in this way within the major.

Grades of P carry quality points and do not count in the Grade Point Average; however, the number of credits earned is counted toward the number of credits required for the degree.

R - Repeat Grades
The College is guided by the University policy that, beginning in Fall 1996, students will be admitted to the baccalaureate degree programs only if the remedial and ESL instruction can be completed within two semesters.

NC - No Credit Grades for ENGL 100 & 150
Students who complete ENGL 100 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. Also, 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 Language, Literature, Communication Skills and Philosophy 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 grade point average (G.P.A.)

ABS - Absent Grades
An absent grade is given only when the student misses a final exam and is doing passing work in the course.

FAB
FAB is to be used when ABS grade reverts to an F grade. Credits are counted towards grade point average/index.

INC - Incomplete Grade
Incomplete is a temporary grade for the student who is doing reasonably good work during a semester and who for some justifiable reason has not been able to complete a particular assignment. If a grade of INC or ABS 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 or ABS 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 or FAB automatically. To change the grade of INC or ABS, the lower portion of the INC Explanation Form shall be used by the instructor or by the Departmental Chairperson, as the case may be.

FIN
FIN is to be used when INC grade reverts to an F grade. Credits are counted towards grade point average/index.

AUD
A student may register for a course as an auditor with the permission of the Departmental Chairperson. The audit option must be taken during the first three weeks of class. No credit is received for an audited course.

PEN
Grade is pending.

GRADES FOR REMEDIAL AND DEVELOPMENTAL COURSES
For all Basic Skills courses that are remedial and developmental, the following grades will be awarded for courses listed below:

Courses: ENGR 005, ENGR 006, ENGW 005, ENGW 006, ESL 002, MTH 009, MTH 010.
GRADES:
P = Passing/Satisfactory
All course requirements have been met.

R = Repeat
Progress has been made, but not sufficient to pass all courses requirements (Usually the CUNY Proficiency Exam)

WU = Withdrew unofficially

ABS = absent from final; make-up exam permitted.

GRADES FOR DEVELOPMENTAL COURSES
The Developmental Basic Skills courses carry credit and are designed to develop skills beyond the minimal competence set by CUNY.

The following grades (A, B, C, D, F, ABS, INC, and WU) are given for developmental courses:

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGW 004</td>
<td>ESLW 006</td>
</tr>
<tr>
<td>ENGR 004</td>
<td>ESLR 006</td>
</tr>
</tbody>
</table>

**Scholastic Index**

The scholastic index is a student’s overall grade point average. To compute the index, the number of credits taken is multiplied by the corresponding index value of the grade received. A equals 4; B equals 3; C equals 2; D equals 1; and F, WF, and WU equal 0. 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 62 credits with the letter grades indicated below is calculated as follows:

<table>
<thead>
<tr>
<th>GRADE</th>
<th># OF CREDITS</th>
<th>CREDITS TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 x 12</td>
<td>48</td>
</tr>
<tr>
<td>B</td>
<td>3 x 15</td>
<td>45</td>
</tr>
<tr>
<td>C</td>
<td>2 x 20</td>
<td>40</td>
</tr>
<tr>
<td>D</td>
<td>1 x 10</td>
<td>10</td>
</tr>
<tr>
<td>F,WF,WU</td>
<td>0 x 5</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>143</td>
</tr>
</tbody>
</table>

In the example, the scholastic index is \(143 \div 62 = 2.306 \approx 2.31\).

The unresolved grades ABS and INC are not computed in a scholastic index. Upon resolution, the final letter grades that replace them are counted in the index. The final grade W is not computed in a scholastic index. The effect on the scholastic index of a student’s repeating a course is noted below under the subheading “Repeating a course.”

The minimum cumulative grade point average needed for graduation is 2.0 or that which is specified by each School/Department.
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 matriculated student with a 3.25 minimum semester grade point average with no ABS or INC grades. The grades of A through F, WU and WF, FIN and FAB will be considered in computing grade point averages.

Honors for General Excellence
To be considered for honors, a student must complete at least 60 credits at Medgar Evers College. A student completing fewer than 60 credits at Medgar Evers College may be awarded honors if the previous record meets the Medgar Evers College criteria for honors. The honor summa cum laude shall be granted upon attainment of a cumulative grade point average at Medgar Evers College of at least 3.70 for the complete academic record. The honor magna cum laude shall be granted upon attainment of a cumulative grade point average of 3.50 or higher, but less than 3.70, for the complete academic record. The honor cum laude shall be granted upon the attainment of a cumulative grade point average of 3.25 or higher but less than 3.50 for the complete college record.

CHANGE OF GRADE REQUEST PROCEDURES

Normally, a grade awarded by an instructor shall be final and a change of grade may be permitted only under certain very exceptional circumstances.

The Committee on Academic Standards and Regulations evaluates appeals concerning academic problems related to a change of grade only if the following procedures have been observed:

Step 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. A re-evaluation of the student’s performance should be made and explained to the student at this step. If a change of grade is recommended, the instructor shall submit a change of grade form to the Office of the Registrar.

Step 2: If the instructor concerned is not on campus during this semester or the student is not satisfied with the outcome of the conference in Step 1, an appeal may be made to 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 in Step 1 and no later than the end of the sixth week of the semester following that in which the grade was awarded.
awarded or in the absence of a meeting in Step 1. This appeal should be made in writing by the student giving all reasons and providing all material in support of the grade change. In the absence of specific reasons and supporting materials, such requests may not be accepted.

Step 3: The Chairperson of the Department in consultation with the Departmental Committee on Academic Standards and Regulations (no fewer than three members) 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 is not the professor who awarded the grade. The Committee will review all pertinent material including a summary of the discussion in Step 1 and will notify the instructor concerned of its decision. The Chairperson must notify the student regarding the result of the appeal no later than 30 days after the written request was submitted by the student.

Step 4: If the student is not satisfied with the outcome of Step 3, an appeal to the College-wide Committee on Academic Standards and Regulations can be made. A written request can be made to the Committee through the Office of the Dean of the School or the departmental representative who serves as a member of the Committee on Academic Standards and Regulations. This request must be made no later than two weeks after the notification in Step 3. The student must provide all relevant materials in support of this appeal. The Committee on Academic Standards and Regulations will review the necessary material including the summary of the discussions in Steps 1, 2, and 3 and shall make a final decision. The secretary of the committee will notify the petitioner of the results.

Repeating Courses/Recalculation of G.P.A.
Students should repeat a course according to the criteria specified below and as set forth in their respective departments:
1. Students must repeat any college-wide core required course in a 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) or absent (ABS) grade was awarded until that grade is changed to an FIN or FAB. Students have until the end of the subsequent semester to complete the requirements for a course in which an INC/ABS grade is awarded. The deadline dates for completion of course requirements can be found each semester in the Schedule of Classes booklet prepared by the Office of the Registrar. However, failure to complete course requirements results in the INC/ABS grade being changed to an FIN/FAB grade. It is only at this point that a student may repeat the course in a subsequent semester.
Guidelines
University Policy Regarding Computing of “D” or “F” in the Grade Point Average:
When an undergraduate student receives the earned academic grade of “D” or “F” or an administrative failing grade, and that student subsequently retakes that course and receives a grade of “C” or better, the initial grade of “D” or “F” will no longer be computed into the Cumulative Grade Point Average. The grade will remain on the transcript. The number of failing credits that can be deleted from the Cumulative Grade Point Average shall be limited to 16 for the duration of the student’s undergraduate enrollment in the institutions of The City University of New York. This policy shall be effective September 1, 1990 at all Colleges of The City University of New York. (Policy was approved by the Board of Trustees on April 23, 1990)

1. This resolution is applicable only to grades of “D” or “F” and to those administrative grades that cause zero quality points to be averaged into the calculation of the Cumulative Grade Point Average: WU, WF, U, FAB, FIN, and FPN. (For the purposes of these guidelines, “D” or “F” shall refer to earned failing grades and administrative failing grades).

2. This resolution limits to 16 the number of failing credits that may be deleted from the calculation of the Cumulative Grade Point Average. All “D”s or “F”s will remain on the student’s transcript.

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 institution and previously calculated into the cumulative Grade Point Average. Students replacing grades of “D” or “F” earned before September 1, 1984 must receive the approval of the appropriate faculty committee.

4. A failing grade may not be partially deleted from the calculations of the cumulative Grade Point Average. Residual credits from the original limit of 16 may be applied to the deletion of credits of “D” or “F” from the computation of the cumulative Grade Point Average 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 14 credits of the 16 credit limit and subsequently earns a grade of “C” or better to replace a failing grade in a 3 credit course, the original grade of “D” or “F” will continue to be calculated in the cumulative Grade Point Average; however, if that student subsequently earns a grade of “C” or better to replace a failing grade in a 2 credit course, the original grade of “D” or “F” may be deleted from the computation of the cumulative Grade Point Average).

5. In order for a grade of “C” or better to replace a grade of “D” or “F” in the calculation of the cumulative Grade Point Average, repetition of the course must take place at the same college where the failing grade was originally received.
AMENDMENT: CONDITIONS FOR RETENTION AND ACADEMIC PROGRESS

At the end of the spring semester, the grade point averages 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 from an assigned counselor requesting that the student meet with a counselor for guidance.

Students on WARNING may be required to:
   a. Register for a restricted reduced course load.
   b. Attend counseling sessions 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 from the Academic, Probation and Dismissal Committee (APD). The following represent the required cumulative GPA standards:

<table>
<thead>
<tr>
<th>Credits</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 12.5</td>
<td>1.50</td>
</tr>
<tr>
<td>13 – 24.5</td>
<td>1.75</td>
</tr>
<tr>
<td>25 and over</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Students on PROBATION will be required to:
   a. Obtain (each semester) a grade point average, equal to or above the minimum cumulative GPA requirement. The minimum standards are based on attempted credits. For example, if the student has attempted 25 or more credits, the requirement is a 2.00 or better cumulative GPA.
   b. Register for a restricted reduced course load.
   c. Register for an Academic Improvement (AIM), a Special Programs Academic Enhancement (SPAE) course or Freshman Seminar 101 or 102, (if not completed) in order to increase the possibility for progress.
   d. Attend required advisement sessions with assigned counselor.
   e. Complete remedial courses not completed and/or repeat courses not completed.
If students on probation achieve a semester GPA that meets or is above the standard criteria, but do not achieve a minimum cumulative GPA of 2.0 at the end of the semester, it is deemed that they have made satisfactory progress and may therefore continue on probation the following semester. Students are placed on probation once a year at the end of each Spring semester.

Students on probation who achieve a minimum cumulative GPA of 2.0 or better will be removed from probation.

**Dismissal**
Any time the minimum cumulative GPA falls below the required criteria for two consecutive semesters, the student is subject to dismissal from the college and is sent a letter from the Dean of Academic Affairs. Students are dismissed once a year at the end of each Spring semester.

**Appeals for Review of Dismissal Action**
A student may file for an appeal to the Academic Probation and Dismissal (APD) Committee. Students are required to sit out for one year. However, a student may submit an appeal for re-instatement immediately if it is felt that there is good cause for immediate reinstatement. The committee will review the appeal with appropriate documentation, verification and justification for immediate re-instatement. The student will be notified in writing of the outcome of the appeal before the beginning of the next semester, and will receive a written recommendation regarding the conditions for continuance.

If the appeal is not approved, the student has the right to appeal (for a final ruling) to the College-wide Committee on Academic Standards and Regulations (CASR). A copy of the appeal form is to be sent from the CW/ASC to the Office of Academic Affairs. If the CASR rules in favor of reinstatement, then the CASR will complete a recommendation form with copies distributed to the student, the office of Academic Affairs and the APD Coordinator. The APD coordinator will send a typed alphabetical list of all students who are reinstated to Academic Affairs, Financial Aid Office, Student Services, Special Programs, and to the Office of each school. Probation and reinstated students must adhere to the APD recommendations.

**Admission on Probation**
A student admitted to Medgar Evers College with a GPA from another institution that is lower than the minimum required for the number of credits transferred is admitted on probation. He/she will not be dismissed for at least one semester, but must follow the above requirements.
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 two 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 APD 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.

After the first semester of attendance, the records of students readmitted on probation are reviewed by the APD Committee. Written recommendations are made a part of the student’s file and distributed to the appropriate offices.

**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 APD and Academic Standards Committees. Probation and Dismissal stops are released only by the Coordinator of APD.

**ATTENDANCE**

All students have the responsibility to attend class regularly and to participate fully in the work of the course. A WU grade is equivalent to an F grade. Attendance regulations for special courses such as laboratory courses, physical activity courses, nursing, etc., may be determined by the Department. The class instructor shall announce in writing at the beginning of each course, special attendance regulations for these courses. It is the student's responsibility to keep 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. The instructor or the Department can establish regulations that exceed those stated herein regarding attendance.

Attendance may also 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 eighth week of classes during the fall and spring semesters, and through the third week for the summer semester. Please review the calendar for exact dates and deadlines in the Class Schedule booklet, and the Registration Information section of this catalogue.

When contemplating withdrawing from courses, the student should bear in mind that academic standing or eligibility for Financial Aid may be affected.

In order to withdraw from a course, a student must: a) obtain a Program Change Form from the Office of the Registrar and properly fill in all the information, b) obtain the signature of the Academic Advisor of the Department of his/her major, c) submit all copies to the Registrar (one copy is returned to the student). Failure to follow this procedure will result in a WU grade for the semester.

Withdrawal from remedial courses will not be permitted without the approval of the Provost and Senior Vice President. When contemplating withdrawals, students should be advised that The City University has established strict guidelines for the retention of students.

Withdrawal after Third Week of Class

Students who wish to withdraw may do so by processing the Change of Program Form in 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 grade point average. Courses officially dropped after the 8th week of classes will appear as a “WF” and count as an “F” grade. Grades of “W” and “WF” are given by the Registrar's Office ONLY.

Students who cease to attend courses without officially withdrawing are given a grade of “WU”. Grades of “WU” are also counted as an “F” grade. Both “WF” and “WU” grades can be appealed. Students may file a petition with their counselor or their departmental representative to 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 Secretary of the Committee.
LEAVE OF ABSENCE

Students are required to file the appropriate form in the Office of the Registrar. Students requesting a Leave of Absence (LOA) after the official withdrawal period will receive a WF grade for each course. If the student files a petition with documentation to the Academic Standards and Regulation Committee, WF grades may be changed to W grades for each course.

All students wishing to take a LOA should see a counselor in Student Services prior to initiating any action. The Counselor, Financial Aid, Bursar, Accounts Receivable, and the Registrar's Office must sign the form.

If a LOA is taken during the first three weeks of a semester, the course(s) will not be shown on the official college records (directories) or on the transcript. The student is, however, responsible for the semester's tuition depending upon the date of withdrawal. Students should refer to Tuition and Refund fee policies outlined in the Schedule of Classes Booklet.

TRANSCRIPT REQUESTS

Requests for transcripts should be made at the Registrar's Office. Official copies are sent directly by the College and not transmitted by the applicant. There is a $4.00 charge for each transcript requested (official or student copy). There is no charge for transcripts sent to other units of CUNY. Transcripts are normally processed in 7-10 days except at the end of the semester when the volume is greater. Transcripts will not be released for students with financial obligations owed to the College.

GUIDELINES FOR FILING FOR GRADUATION

It is the responsibility of the student to file for graduation.

Step 1: Pay a $10.00 fee at the Bursar's Office.
Step 2: Bring your receipt to the Office of the Registrar to obtain an application for graduation.

If the student files for graduation and does not complete the requirements in that semester, the student must reactivate their file in the Student Advocacy and Support Services Center. Paying the fee and filing for graduation does not guarantee that the student will be certified to participate in the commencement ceremony.

Application for January or June graduation may be submitted only when a student has completed all but the last 21 credits toward the degree sought. The deadline for application is the end of the seventh week of the semester. An application for August
graduation may be submitted the first day of the Summer semester only when a student has completed all but the last 7 credits toward the degree sought. The deadline for application is the end of the first week of the summer term.

A student may apply for only one degree at a time. If a student completes the degree requirements in two different majors, both majors will be listed on the transcript but only one degree will be granted. Graduates applying for a second degree cannot file in consecutive semesters. They must also fulfill the residency requirements for the second degree after the first degree has been completed.

The student must fulfill the academic requirements that exist at the time of admission to the second degree program. A student who wishes to apply for a newly approved degree must have completed 30 credits toward the degree after approval of the degree by the State Education Department.

To participate in the graduation exercises, students must have completed all degree requirements prior to the date of the graduation exercise.

Students will be held responsible for computing their Grade Point Average (GPA) in order to be aware of their academic standing.

GUIDELINES FOR GRADUATION AWARD SELECTION

- **Eligibility:** All students receiving a terminal degree (Associate or Baccalaureate).
- **Determination of Recipients of Graduation Awards:** To be based on recognition of some outstanding achievement.
- **Categories of Graduation Awards:**
  1) Academic and 2) Service.
- **Number of Awards to be offered:**
- **Two plaque awards per department** (Academic and/or Service), and certificates to graduates with a cumulative grade point average of 3.5 or better.
- **Cash or Outside Awards:** To be secured independently, by each Department
- **Students Eligible for Awards:** August, January and June graduates who have been certified.
- **Student Eligibility for Academic Awards:** Graduates eligible for magna cum laude and summa cum laude honors as defined in the College catalogue, a 3.5 or better cumulative grade point average, and an academic record devoid of F’s and WU grades.
Determination of Academic Awards: To be based on Fall cumulative grade point index for June graduates and graduating cumulative grade point average for August and January graduates.

Graduation Award Selections: To be approved by Department Chairperson and/or representative body of the Department.
FRESHMAN YEAR PROGRAM

The Freshman Year Program has been designed to address the needs of students during the critical first year of their enrollment in college. Freshmen students receive intensive academic, career and personal counseling. The primary tool used for providing these services is the Freshman Seminar, a year long course that is mandatory for all freshmen with the exception of SEEK students, who are provided a similar course through the Department of Special Programs.

The Freshman Seminar focuses on teaching a variety of skills necessary for success in both college and career, on developing interpersonal and personal skills needed to cope with problems that may be barriers to self-development, and on exposing students to the institutional environment at Medgar Evers College so that they can embrace it as a tool for success in their education.

Regarding success in college and career, freshmen students are taught to be proficient in such topics as time management, reading/note taking skills, research/library skills, and interpersonal skills. As a way of helping them strengthen their capacity for self-development, students are also introduced to the dynamics of society, paying close attention to stress management, human sexuality, nutrition, physical fitness, and spirituality. Finally students are taught about the life and philosophy of Medgar Evers, slain civil rights leader and namesake of the college, and about the College itself as a way of helping them learn how to utilize systems and ideas as tools in their overall growth and development.

Counselors, Peer Counselors, and Mentors bolster the efforts of the College’s faculty by helping students to embrace their new college and its surroundings as elements in their overall education.

THE COLLEGE-WIDE CORE CURRICULUM

The goals and objectives of the core curriculum are rooted in the stated 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:
Have knowledge of self and of his or her cultural heritage, especially if African American.

Have a focused understanding of current and historical issues in Black Studies (American, Caribbean and African).

Have an understanding of the foundations of Western culture.

Have the knowledge necessary for living and working in a multi-ethnic, multicultural, late 20th Century Western society.

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.

Have a fundamental understanding of the processes of scientific inquiry and appreciation of both the power of these processes and their limitations.

Have a sense of values, ethics, and morals as a way of viewing the world and of guiding and directing one’s life.

Have an understanding of the complexity of moral questions and political issues.

Have a non-sexist, non-racist perspective on world issues.

Have the literary thinking skills and knowledge fundamental for life-long learning.

Have good research and writing skills.

The core curriculum is divided into seven 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; and 7) Vocation and Avocation. Each course in the core curriculum directly addresses one of these areas.

Every Medgar Evers College student is required to be computer literate. To demonstrate this, a student may pass a challenge examination or take one of the following computer courses depending on the student’s major program of study:

a) Liberal Arts, Psychology, Public Administration, Nursing majors – CL 101 Computer Literacy

b) Accounting, Business and Computer Information Systems – CIS 211 Introduction to Computers and Information Systems

c) Biology, Science, Computer Science majors – CIS 151 Introduction to Computing

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 three 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 concentrations of courses: “Historical Studies,” “The Natural World,” and “Mathematics and Its Applications.” Students should consult with their academic advisors to determine the alternatives available to them.

**COLLEGE-WIDE REQUIREMENTS FOR ALL DEGREES (19-20 CREDITS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 112</td>
<td>College English I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 150</td>
<td>College Composition II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 211</td>
<td>Introduction to Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Introduction to Logic</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 101</td>
<td>World Civilization I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 102</td>
<td>World Civilization II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPCH 102</td>
<td>Fundamentals of Speech</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 115</td>
<td>Nature of Mathematics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 120</td>
<td>Algebra &amp; Geometry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 130</td>
<td>College Algebra &amp; Trigonometry</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FS 101</td>
<td>Freshman Seminar I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FS 102</td>
<td>Freshman Seminar II</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*SP/C 003</td>
<td>Transition from High School to College</td>
<td>5</td>
<td>1.5</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*SP/C 004</td>
<td>College as a Social System</td>
<td>5</td>
<td>1.5</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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC 101</td>
<td>Culture, Society and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introductory Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following “Arts and Language” courses (2 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Introduction to World Art</td>
<td>2</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Introduction to World Music</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose one of the following “Historical Studies” courses (3 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 200</td>
<td>Growth and Development of the U.S.A.</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST 201</td>
<td>African American History and Culture</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIST 230</td>
<td>History of Africa to 1800</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIST 231</td>
<td>History of Africa Since 1800</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIST 242</td>
<td>History of the Caribbean</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Choose one of the following “The Natural World” courses (3 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101</td>
<td>Introduction to the Science of Biology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Introduction to Biology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHS 101</td>
<td>Introduction to Physical Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHM 112</td>
<td>Basic Chemistry</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHY 103</td>
<td>Astronomy</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Total Core credits:

Associate degrees (11) + college-wide requirements (20) = 31 credits

- **ADDITIONAL CORE REQUIREMENTS FOR BACCALAUREATE DEGREE (29 CREDITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 212</td>
<td>Masterpieces of World Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to World Art</td>
<td>2 credits</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Introduction to World Music</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

Choose one of the following “Historical Studies” courses (3 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 200</td>
<td>Growth and Development of the U.S.A.</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIST 201</td>
<td>African American History and Culture</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIST 230</td>
<td>History of Africa to 1800</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIST 231</td>
<td>History of Africa Since 1800</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIST 242</td>
<td>History of the Caribbean</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Choose “International Studies” option a, b, or c (6 credits):

- **a. POL 210** International Relations                       | 3 credits |
- **b. ECON 333** International Economics                     | 3 credits |
- **c. SSC 307** World Geography                              | 3 credits |
  - Computer Language (CS or CIS)                            | 3 credits |

- **a. XXXI or II** Foreign Languages I and II                | 6 credits |
- **b. SPCH 121** American Sign Language I                    | 3 credits |
- **c. SPCH 122** American Sign Language II                   | 3 credits |

Choose one of the following “Mathematics and Its Applications” courses (4 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 141</td>
<td>Finite Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 151</td>
<td>Pre-calculus</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 201</td>
<td>Calculus I</td>
<td>4 credits</td>
</tr>
</tbody>
</table>
MTH 202  Calculus II  4 credits
MTH 209  Elementary Statistics  4 credits
MTH 220  College Geometry  4 credits
MTH 222  Introduction to Probability and Statistics  4 credits
MTH 231  Math for Teachers of Elementary School  4 credits

Choose one of the following “The Natural World” courses (3 credits): **

BIO 101  Introduction to the Science of Biology  3 credits
BIO 111  Introduction to Biology  3 credits
BIO 201  General Biology I  4 credits
BIO 202  General Biology II  4 credits
BIO 251  Anatomy and Physiology I *  4 credits
BIO 252  Anatomy and Physiology II *  4 credits

Choose one of the following “The Natural World” courses (3 credits): **

CHM 112  Basic Chemistry  3 credits
CHM 201  General Chemistry I *  4 credits
CHM 202  General Chemistry II *  4 credits
PHS 101  Introduction to Physical Science  3 credits
PHY 103  Astronomy  3 credits
PHY 114  Basic Physics*  4 credits
PHY 205  Introduction to Physics I *  4 credits
PHY 211  University Physics I *  4 credits

* 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):

SSC 101  Culture, Society and Social Change  3 credits
SSC 305  Critical Issues in Society  3 credits
PSYC 101  Introductory Psychology  3 credits
ANTH 201  The Nature of Culture  3 credits
SOC 101  Culture, Society, and Social Change  3 credits

Total Core Credits:
Baccalaureate Degrees (29 + college-wide requirements 20) = 49 credits
(See ** above)
THE POST SECONDARY READINESS CENTER (PSRC)

The Post Secondary Readiness Center (PSRC), established in the fall of 1998, represents a new and innovative approach to Basic Skills education intended to prepare students to acquire the necessary body of knowledge that will enable them to be creative and to apply the necessary critical thinking skills in problem solving and decision making, which are essential for successful completion of the requisite proficiencies and achieving minimum levels of proficiency scores on the CUNY examinations.

For the academic preparation of students, the PSRC provides academic instructions in English, reading, writing and math to students who failed to obtain a satisfactory score on the CUNY Assessment Tests. In addition, the Center addresses the needs of at risk students to enable them to tackle college level work and be successful in college. The center interfaces with the academic departments, Math and LLP, and the Freshman Year and SEEK programs to facilitate assessment of student readiness for degree granting course work.

The PSRC utilizes various instructional strategies and methodologies to achieve its goals and maximize students' achievement. The strategies include:

- Development of curriculum frameworks with standards that apply to all students regardless of their experiential background, capabilities, developmental and learning differences, and interests or ambitions;
- Small class size, 22-25 students per class to facilitate individual attention;
- Use of Teaching Assistants in the classrooms;
- Learning activities that take place in configurations of different sizes-whole and small groups configurations;
- Supplementing classroom instruction with laboratory and tutorial activities;
- Utilization of team teaching, Teacher Advisories and Discussion Groups.

PSRC Staff include a Center Director who has the overall day-to-day coordination of the Center, teachers of English and Mathematics, and a PSRC Implementation Committee, comprising of the chairs of the LLP and Math Departments, the Directors of Freshman Year Program, SEEK, and the Learning Center, and chaired by Associate Dean of Academic Affairs.

About 32 teachers teach at the PSRC. PSRC teachers and teaching assistants are competent, committed individuals who have educational backgrounds, experience and interpersonal skills appropriate to the target population and who have track records of working with at-risk, economically and/or educationally disadvantaged students.
The PSRC organizes an effective counseling program to address the numerous learning challenges that students face. The Center collaborates with and relies on the expertise of qualified and trained counselors from the Freshman Year Program, the SEEK program, the C.O.P.E. program, the Student Support Services Program and counselors from the various academic departments at the college. Counseling is comprehensive and includes personal, educational, career, family and peer counseling.

About 1000 students enroll in PSRC courses every semester during fall and spring semesters. In collaboration with the Freshman Year Program, the PSRC offers continuing and incoming freshmen students courses in basic skills English-reading and writing and math during the summer and winter semesters.

The office hours for the PSRC are Monday through Friday - 9:00 a.m. to 7:00 p.m., Monday and Thursday only - 9:00 p.m. to 10:00 p.m. and Saturday only - 9:00 a.m. to 3:00 p.m. Appointments may also be made at other times. For more information, you may contact the Director in Room 2038F of the Bedford Building. Phone (718) 270-4977. E-mail: chudin@mec.cuny.edu

MEDGAR EVERS COLLEGE HONORS PROGRAM

The Medgar Evers College Honors Program is a two-tiered program and is designed to enrich and expand the student’s undergraduate experience, and to provide an atmosphere that fosters the goals of the College’s mission and academic programs. The program will nurture and enhance the development of high achieving and intellectually curious students who choose to attend and to continue at Medgar Evers College. It will provide opportunities for students to interact academically and socially within a collegiate environment with peers and faculty mentors who will inspire exceptional scholarship and critical analysis.

The first tier of the Honors Program is limited to freshmen and sophomore students and is based in the College’s Core Curriculum which offers a common core experience required of all students regardless of major. The second tier will focus on specific degree programs and is designed for juniors and seniors only. Course work in the Honors Program will provide an exceptional academic experience and individualized curricula to foster coherence between knowledge and methodology and encourage in-depth examination of critical issues and research. The Program will provide a broad array of offerings, which promote intellectual connections, interdisciplinary, and cross-disciplinary learning experiences that are intended to develop problem-solving and analytical abilities. The program will also offer high achieving students the opportunity to take an active role in shaping their education with the assistance of an Honors faculty
mentor/advisor. The participation of exceptional faculty as mentors will be an integral part of the Honors Program. The College takes pride in its out-standing nationally and internationally known faculty who provide limitless opportunities for students to participate in an inspiring and challenging community of learning. As part of this learning community, student will be expected to excel in a wide range of endeavors, and demonstrate the qualities that epitomized Medgar Evers: Commitment, Dedication, Leadership, Conviction and Service to Community.

Finally, the Honors Program will exemplify the commitment of the College through its encouragement and support of exceptional intellectual work of its students. The program will be designed specifically to provide undergraduate students in the schools of Liberal Arts and Education, Business and Science, Health and Technology with an enriched, tailored and holistic experience that will foster a multidisciplinary and multicultural awareness of the challenges and opportunities that the 21st Century will present. Honors Program students will participate in academic and cultural programs in the sciences, music, art, the humanities, and business that will encourage their appreciation for the vision and values of great historians, philosophers, writers, scientists, economists and artists. Faculty will provide limitless opportunities for students to participate in inspiring and intellectually stimulating environments that will include cultural, political, and research institutions.

Eligibility Requirements:
The Honors Program will be open to qualified freshman, continuing students who demonstrate excellence after enrolling at Medgar, and to transfer students who have shown high achievement at other institutions (upon evaluation of Honors Committee). Students may apply either on their own, they may be recommended, or they may be invited to participate.

Incoming freshman who are high school graduates with a combined SAT I score of at least 1200 or 27 on the ACT and who rank in the upper 15% of their graduating class or who are the recipients of a Medgar Evers Scholarship Award will automatically be considered for admission to the College's Honors Program. Students who apply will also be evaluated on other pertinent academic and extracurricular activities.

Continuing Medgar students or transfer students who have achieved a 3.50 cumulative GPA and have at least 15-college semester credits are also automatically considered for admission upon application to the program. Exceptional students who do not meet the criteria for automatic consideration for admission will be encouraged to apply. The primary condition for admission is evidence of sufficient personal commitment and exceptional extracurricular and
academic ability to do honors level work. Faculty may also recommend those students whom they feel demonstrate the capability to undertake the offerings of the Honors Program. Students will be admitted to the College’s Honors Program on an individual basis by a subcommittee of the Honors Committee.

All students in the Honors Program must maintain a cumulative GPA of 3.50 or higher to continue in the program. Should a student’s cumulative GPA fall below 3.50, the student may be placed on Honors Probation for a semester and appropriate review and support will be provided during such period. All full-time (day or evening) undergraduates who meet the eligibility criteria will be invited to apply. Part-time students with at least 15-college credit and a GPA of 3.50 may also apply.

**Honors Program Application should include:**

1) A written biographical sketch.
2) Two letters of recommendation. At least one of the letters must come from a high school teacher (or faculty member in the case of an enrolled student). The other may come from an individual who is knowledgeable of the student’s academic, social, religious, vocational, and/or civic contributions. For continuing students, two letters of recommendation from faculty and an earned GPA of 3.50.
3) A written statement of purpose that includes the student’s goals and objectives with respect to his or her prospective involvement in the Honors Program.
4) An interview with an Honors Program panel.

**Program Benefits**

All students in the Honors Program will receive Book Scholarship awards. The award will cover the cost of all books and materials required to support student learning in the Honors courses and/or activities. The program will also cover all costs associated with trips, conferences and excursions related to academic, cultural and professional activities sponsored by the Honors Program.

Honors Program students will also have a wide range of possibilities for enriched and independent work that is not typically available in regular courses. Through Honors courses, students will be offered an opportunity to establish close and meaningful relationships with professors and students in smaller class settings. These small classes and faculty-student mentoring relationships that result will offer students opportunities for internships, graduate school scholarships and fellowships, and other awards of recognition. Finally, all Honors Program work will be documented on the students’ transcripts and in the commencement programs at graduation.
CENTER FOR PROFESSIONAL EDUCATION
The Center for Professional Education is designed for working adults who are pursuing college degrees and for non-degree students needing courses in order to improve their skills or to upgrade their qualifications for job advancement or job change.

The program assists students with Board of Education direct payment tuition and union sponsored reimbursement plans and contracts with programs and agencies to help with their specific staff training needs. The program provides customized admission, advisement, registration and bursar procedures.

Students may take courses on campus or take advantage of the Center for Professional Education Extension Program, which maintains off-campus sites conveniently located throughout New York City. Students attend courses with other working adults after work hours. These courses are open to all Medgar Evers College students.

Individuals interested in further information or corporations, agencies, union, churches, or community organizations wishing to explore how the College can meet the educational needs of their constituents should call the Center for Professional Education at (718) 270-6965.

C.U.N.Y. BACCALAUREATE PROGRAM
Established in 1971, the CUNY Baccalaureate Program (CUNY BA/BS Program is a small, University-wide individualized degree program intended for self directed, academically strong students who have well-formulated academic and career goals. Students who are admitted to the Program work out an individualized area of specialization with guidance from a CUNY faculty member who agree to serve as a mentor. Students also complete the Program’s liberal arts core distribution and other degree requirements. Students are able to incorporate independent studies and internships into their degrees, and may be able to earn up to 15 credits for documented learning experiences that occurred prior to entering college. Although students in the Program are matriculated at one CUNY college, they are free to pursue their studies and take courses at any other CUNY college including, in some cases, the CUNY Graduate School.

Applicants must have 1) completed all remedial coursework, 2) passed all CUNY skills tests, 3) completed at least 15 college credits with a grade point average of 2.5 or higher and 4) set clear academic goals. The CUNY BA and BS degrees are fully accredited and are awarded by The City University rather than by an individual college. The Program operates under the auspices of the CUNY Graduate School and University Center.
Further information may be obtained from the CUNY Baccalaureate Program Office at 365 Fifth Avenue in Manhattan (212) 817-8220 or from the Coordinator of the CUNY BA/BS Program at Medgar Evers College in Room 3010 of the Bedford Building, telephone (718) 270-5010.

MEDGAR EVERS COLLEGE INTERNATIONAL INITIATIVES

Medgar Evers College has initiatives aimed at providing educational experiences that will increase the career opportunities available to globally educated students as well as enhance their capability to contribute towards a more civil global society.

The college has embarked on three major thrusts to accomplish these objectives. First, it has introduced pedagogical changes in existing courses in the core curriculum and added new courses with an international focus. Second, in 1996 the College established an International Lecture Series that brings Heads of Governments, International Affairs experts and other international leaders to campus to address the college community on issues of global significance. Several faculty members and students also participate in international conferences and sponsor international programs that increase the college’s exposure to globalization. The third major thrust has been the development of opportunities to study abroad and the establishment of outreach programs with institutions of higher learning abroad.

The college has developed study abroad programs in Africa (Ghana, Nigeria, Sierra Leone, South Africa and Tanzania), Canada, the Caribbean, China, Costa Rica, England, France, Russia and Spain. Medgar Evers College study abroad programs are faculty-led and are conducted during the summer or winter intersession. These programs consist of courses aimed toward a particular course of study and are taught by CUNY faculty and faculty of the host institutions(s). The college also encourages students to participate in the Study/Travel Opportunities for CUNY students (STOCS) program that offers grants to institutions through the sponsoring CUNY College. Financial assistance such as federal student loans and Pell grants are available.

Medgar Evers College has established exchange programs with the University of West Indies, the University of Panama, the University of Guyana, the University of Nicaragua (Bluefields), the University of the Dominican Republic, the T.A. Marryshow Community College in Grenada and the Hsiuping Institute of Technology in Taiwan. Under current law, the State Tuition Assistance Program (TAP) may be applied to exchange programs. Students are also eligible for federal student loans and Pell grants.
Questions regarding the college’s international programs may be directed to the Director of International Relations at (718) 270-5011.

COLLEGE NOW PROGRAM AT MEDGAR EVERS COLLEGE

The College Now program at Medgar Evers College was founded in 1999. The mission of the College Now program is to provide high school students with a head start in college while helping them do better in high school. This is done primarily by providing access to varied levels of college and high school credit courses that help students achieve academically, assisting those students who need additional academic preparation and assistance to excel in high school and eventually college and providing access to job and college preparation skills prior to graduating from high school. Since its inception the program has served over 800 students living in all five boroughs of New York City.

Students enrolled in New York City Department of Education public high schools are eligible.

Services include tutoring, financial aide and college admissions workshops, career readiness workshops and academic advisement.
THE SCHOOL OF BUSINESS

DEPARTMENTS AND REGISTERED DEGREE PROGRAMS OF THE SCHOOL

1. Department of Accounting, Finance, Economics and Business Law
   B.S. Accounting
   B.S. Business
   A.S. Business Administration

2. Department of Business Administration
   B.P.S. Applied Management
   B.S. Business
   A.S. Business Administration

3. Department of Computer Information Systems (CIS)
   B.S. Business (CIS Electives)
   B.S. Computer Information Systems
   A.A.S. Computer Applications

4. Department of Public Administration
   B.S. Public Administration
   A.S. Public Administration

MISSION:
The mission of the School of Business is to prepare students with the knowledge and analytical/decision making skills necessary to successfully seek entry-level positions, to pursue high quality professional management careers in the private or public sector, or pursue graduate or professional studies. Through service to the Small Business Community, students also are provided the opportunity to develop or enhance their entrepreneurial skills. Another goal of the School is to prepare students for life-long learning. A substantial number of our students include individuals who have gained experience through employment in various organizations.

The School of Business encourages studies about the complex demands of management, marketing, accounting, finance, computer information systems and public administration. The School envisages faculty and graduates who will continue to demonstrate a sustained capacity to cope with global economic forces, conflicting
values, changing technologies in products and services and to be attentive to demographic diversities of employees and clients. It focuses on entrepreneurship, professional management and encourages specialization in various areas of business and public administration education. The School is a member of the Association of Collegiate Business Schools and Programs (ACBSP) and the National Association of Schools of Public Affairs and Public Administration (NASPAA).

**Admission of Students to Degree Programs**

Admission of undergraduate students to the School of Business is open to students who seek the following baccalaureate (four-year) degrees: A Bachelor of Science (BS) in Accounting, a Bachelor of Science in Business, a Bachelor of Science in Public Administration, a Bachelor of Science in Computer Information Systems, and a Bachelor of Professional Studies in Applied Management. The School offers three associate degrees: an AS in Business Administration, an AS in Public Administration and an AAS in Computer Applications.

Freshmen who enter the College may be admitted directly to the School of Business. All programs in the School are based on a strong liberal arts foundation and a strong foundation in general business. In the first two years of the four-year program, students are required to complete the liberal arts core courses prior to taking the business courses. After completing the above requirements, students would begin to take the required business core courses which are the foundation for comprehensive study in business.

**SCHOOL OF BUSINESS CORE**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>ACCT 227 Principles of Accounting I</td>
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<tr>
<td>ACCT 227 Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>CIS 261 Micro-Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>FIN 250 Introduction to Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>LAW 208 Legal Environment of Business</td>
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<tr>
<td>MAN 200 Introduction to Business &amp; Management</td>
<td>3</td>
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<tr>
<td>MAR 231 Elements of Marketing</td>
<td>3</td>
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<tr>
<td>BUS 301 International Business</td>
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<tr>
<td>or</td>
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</tr>
<tr>
<td>ECON 333 International Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 316 Business &amp; Economic Statistics I*</td>
<td>3</td>
</tr>
<tr>
<td>MAN 314 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MAN 351 Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 451 Business Policies &amp; Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>
*Majors in Public Administration may substitute SSC 301 (Statistics for Social Sciences) for ECON 316 (Business and Economic Statistics I)

Academic Standards in The School of Business
A. Students seeking Bachelors degrees (BS in Accounting, BS in Business and BS in Public Administration) from the School of Business must complete the following courses with a minimum grade of “C”:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>ENGL 112</td>
<td>College Composition I or equivalent 3</td>
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<tr>
<td>ENGL 150</td>
<td>College Composition II or equivalent 3</td>
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<td></td>
<td>Behavioral Science (PSYC 101, SSC 101 or SOC 101 or equivalent) 3</td>
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<tr>
<td>ECON 212</td>
<td>Principles of Macroeconomics 3</td>
</tr>
<tr>
<td>ECON 213</td>
<td>Principles of Microeconomics 3</td>
</tr>
<tr>
<td>CIS 211</td>
<td>Computers &amp; Information Systems: Introduction 3</td>
</tr>
</tbody>
</table>

Two courses or at least 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 BS in Business or the BS in Accounting:
All courses in the Business Core Curriculum must be completed with a minimum grade of “C”

At least 18 credit hours of upper level (300-400 level) course requirements must be completed with a grade “C” or better.

Accounting majors must pass all upper level (300-400 level) course requirements with a grade of “C” or better.

B. Students seeking Associate degrees (AS in Business, AS in Public Administration, AAS in Computer Applications) from the School of Business must complete the following courses with a minimum grade of “C”:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>ENGL 112</td>
<td>College English I or equivalent</td>
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<tr>
<td>ENGL 150</td>
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<tr>
<td>Behavioral Science (PSYC 101, SSC 101 or SOC 101 or equivalent)</td>
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</tr>
<tr>
<td>ECON 212</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>CIS 211</td>
<td>Computers &amp; Information Systems: Introduction</td>
</tr>
</tbody>
</table>
All required courses from the Business Core Curriculum.

One course or at least 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.

DEPARTMENT OF ACCOUNTING, ECONOMICS AND FINANCE
The Department of Accounting, Economics and Finance offer students an educational program that prepares them for entry level positions for careers in accounting and business administration. The programs of the Department are built on a foundation with a strong emphasis on the liberal arts and general education. Upon the completion of our programs students are able to find employment in a variety of employment settings including private industry, the government sector and other non-profit organizations. To accomplish these objectives, the Department offers a degree program in Accounting as well as courses of study in finance and economics that lead to the BS degree in Business, with electives in finance and economics.

The degree programs in accounting and business are based on a strong foundation in a general business core curriculum. Hence our graduates have a strong business managerial foundation. After completing the business core curriculum, students may elect to select upper level courses in accounting and obtain a BS degree in accounting. In this degree program students may select courses that prepare them to qualify to take the CPA exams, or they may choose to follow the managerial accounting track. Students may, alternatively, in consultation with a faculty advisor, select their upper level business electives in finance or economics.

This enables a student to obtain the BS in Business with an emphasis in economics or finance. Such graduates are able to prepare for careers in banking, financial analysis, corporate planning and business economics. Students are also able to find employment in government and public establishments.

The programs of the Department are also designed to enable students to develop skills and competencies that enable them to prepare for graduate school.

ACCOUNTING CPA REQUIRED COURSES

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>ACCT 311</td>
<td>Intermediate Accounting I</td>
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<tr>
<td>ACCT 312</td>
<td>Intermediate Accounting II</td>
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### ACCOUNTING CPA REQUIRED COURSES

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<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>ACCT 407 Federal Taxation I</td>
<td>3</td>
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<tr>
<td>ACCT 367 Cost Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 408 Federal Taxation II</td>
<td>3</td>
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<td>ACCT 473 Auditing</td>
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<tr>
<td>ACCT 477 Advanced Accounting I</td>
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</tr>
<tr>
<td>ACCT 479 Advanced Accounting II</td>
<td>3</td>
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<tr>
<td>FIN 325 Corporate Finance</td>
<td>3</td>
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<tr>
<td>LAW 211 Business Law II</td>
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### MANAGERIAL ACCOUNTING REQUIRED COURSES

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<thead>
<tr>
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<tbody>
<tr>
<td>ACCT 311 Intermediate Accounting I</td>
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<tr>
<td>ACCT 312 Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 367 Cost Accounting I</td>
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</tr>
<tr>
<td>ACCT 467 Cost Accounting II</td>
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<tr>
<td>ACCT 407 Federal Taxation I</td>
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<td>FIN 325 Corporate Finance</td>
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<td>ECON 370 Managerial Economics</td>
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<td>Business/Accounting Elective</td>
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### B. S. DEGREE BUSINESS ECONOMICS ELECTIVES

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<tbody>
<tr>
<td>ECON 302 Urban Economics</td>
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<tr>
<td>ECON 303 Theory of Economics Development</td>
<td>3</td>
</tr>
<tr>
<td>ECON 307 Intermediate Microeconomics</td>
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<tr>
<td>ECON 309 Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 310 Labor Economics</td>
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<tr>
<td>ECON 311 Mathematical Economics</td>
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<tr>
<td>ECON 333 International Economics</td>
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<tr>
<td>ECON 350 Money &amp; Banking</td>
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<tr>
<td>ECON 356 Business &amp; Economic Statistics II</td>
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<td>ECON 370 Managerial Economics</td>
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<tr>
<td>ECON 451 Public Finance</td>
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<tr>
<td>ECON 455 International Finance</td>
<td>3</td>
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<tr>
<td>ECON 474 Econometric Models</td>
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### B. S. DEGREE IN BUSINESS FINANCE ELECTIVES

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<th>COURSES</th>
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<tbody>
<tr>
<td>FIN 325</td>
<td>Corporate Finance</td>
</tr>
<tr>
<td>FIN 343</td>
<td>Money &amp; Capital Markets</td>
</tr>
<tr>
<td>FIN 352</td>
<td>Investment Analysis</td>
</tr>
<tr>
<td>FIN 456</td>
<td>Multinational Financial Management</td>
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<td>FIN 457</td>
<td>Banking Practices</td>
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<td>FIN 458</td>
<td>Financial Management</td>
</tr>
<tr>
<td>ECON 350</td>
<td>Money &amp; Banking</td>
</tr>
<tr>
<td>ECON 451</td>
<td>Public Finance</td>
</tr>
<tr>
<td>ECON 455</td>
<td>International Finance</td>
</tr>
</tbody>
</table>

### DEPARTMENT OF BUSINESS ADMINISTRATION

The Mission of the Department is to prepare students for professional careers as managers and marketing professionals. The Department offers a Bachelor of Science Degree in Business and an Associate of Science Degree in Business Administration.

The Business courses, programs, and degrees provide for advancement in careers. Moreover, they afford opportunity for research, internships, and professional enhancement.

By appropriate course selection and in consultation with an academic adviser, students pursuing the Bachelor of Science in Business may choose courses to emphasize a specific career interest. They may select to emphasize the area of entrepreneurship, management, marketing or computer information systems.

Area of business emphasis electives by advisement is 24 credits. 18 credits must be 300 and 400 level courses, of which 12 credits must be taken at the 400 level.

Students may select 15 of the 24 credits for emphasis through advisement in any one of the following areas: entrepreneurship or management or marketing or economics or finance or computer information systems.

Of the remaining nine credits, SIX (6) MUST BE taken in TWO areas other than area of emphasis.

Students who do not wish to emphasize any functional area may select NINE (9) credits distributed among the following clusters (1) economics, finance, and nine (9) additional credits from (2) computer information systems, entrepreneurship, management, and
marketing. The nine (9) credits in each cluster must be distributed in at least two subject areas within the cluster.

The six (6) remaining credits must be selected from courses within the School of Business from courses other than those taken in clusters listed above.

**BACHELOR OF PROFESSIONAL STUDIES**
The Bachelor of Professional Studies degree is designed for working adult AAS degree holders who are graduates of two-year colleges, transfer students and Medgar Evers College AAS degree graduates. The BPS 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.

**B.S. DEGREE BUSINESS ENTREPRENEURSHIP ELECTIVES**

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>ACCT 407</td>
<td>Federal Taxation I 3</td>
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<tr>
<td>BUS 311</td>
<td>Small Business Management 3</td>
</tr>
<tr>
<td>MAR 335</td>
<td>Consumer Behavior 3</td>
</tr>
<tr>
<td>MAR 331</td>
<td>Marketing Management 3</td>
</tr>
<tr>
<td>MAR 339</td>
<td>Marketing For Entrepreneurs 3</td>
</tr>
<tr>
<td>MAN 400</td>
<td>Family Business Management 3</td>
</tr>
<tr>
<td>MAN 401</td>
<td>Entrepreneurial Field Experience 3</td>
</tr>
<tr>
<td>MAR 432</td>
<td>Physical Distribution and Logistics 3</td>
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</table>

**B. S. DEGREE BUSINESS MANAGEMENT ELECTIVES**

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>MAN 311</td>
<td>Theory and Practice 3</td>
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<tr>
<td>MAN 316</td>
<td>Human Resource Management 3</td>
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<tr>
<td>MAN 317</td>
<td>Labor Relations Management 3</td>
</tr>
<tr>
<td>MAN 401</td>
<td>Field Experience/Internship 3</td>
</tr>
<tr>
<td>MAN 402</td>
<td>Business Ethics 3</td>
</tr>
<tr>
<td>MAN 403</td>
<td>Women in Business &amp; Management 3</td>
</tr>
<tr>
<td>MAN 414</td>
<td>Development of Management Thought 3</td>
</tr>
<tr>
<td>MAN 416</td>
<td>Management Science 3</td>
</tr>
<tr>
<td>MAN 421</td>
<td>Management Information Systems 3</td>
</tr>
<tr>
<td>BUS 311</td>
<td>Small Business Management 3</td>
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</table>
B.S. DEGREE BUSINESS MARKETING ELECTIVES

<table>
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<td>Principles of Retailing</td>
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<td>MAR 233</td>
<td>Advertising</td>
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<td>MAR 234</td>
<td>Salesmanship</td>
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<td>MAR 332</td>
<td>Retail Management &amp; Merchandising</td>
</tr>
<tr>
<td>MAR 334</td>
<td>Sales Management</td>
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<tr>
<td>MAR 336</td>
<td>Public Relations</td>
</tr>
<tr>
<td>MAR 337</td>
<td>Marketing Research</td>
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<td>MAR 338</td>
<td>International Marketing</td>
</tr>
<tr>
<td>MAR 401</td>
<td>Field Experience/Internship</td>
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<tr>
<td>MAR 405</td>
<td>Pricing Policy &amp; Strategy</td>
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<td>MAR 432</td>
<td>Physical Distribution &amp; Logistics</td>
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<td>MAR 434</td>
<td>Product Management</td>
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</table>

For information on Economics and Finance and Finance electives, see the Accounting Department and for Computer Information systems electives, see CIS Department.

A.S. DEGREE IN BUSINESS ADMINISTRATION CORE & OTHER REQUIREMENTS

<table>
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<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>ACCT 217</td>
<td>Principles of Accounting I</td>
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<td>CIS 261</td>
<td>Microcomputer Applications</td>
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<td>Introduction to Business Finance</td>
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<td>LAW 208</td>
<td>Legal Environment of Business</td>
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<td>MAN 200</td>
<td>Introduction to Business &amp; Management</td>
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A. LIBERAL ARTS AND OTHER REQUIRED COURSES (33 CREDITS)

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<tr>
<th>COURSES</th>
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<td>College English II</td>
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<td>SSC 101</td>
<td>Psych 101/SOC 101/ANTH 201</td>
</tr>
<tr>
<td>CIS 211</td>
<td>Intro to Computers</td>
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<tr>
<td>MATH</td>
<td>Mathematics</td>
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<td>Biology 101/Physical Science 101</td>
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<td></td>
<td>Humanities/Social Science</td>
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A. LIBERAL ARTS AND OTHER REQUIRED COURSES (33 CREDITS)

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B. PRE-MANAGEMENT REQUIREMENTS (18 CREDITS)

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<td>ECON 213</td>
<td>Microeconomics</td>
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<td>ACCT 217</td>
<td>Principles of Accounting I</td>
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<tr>
<td>MAN 200</td>
<td>Introduction to Business and Management</td>
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<td>ENGL 240</td>
<td>Technical Writing</td>
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C. MANAGEMENT FOUNDATION REQUIREMENTS (15 CREDITS)

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<tbody>
<tr>
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<td>Human Resource Management</td>
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<td>MAN 421</td>
<td>Management Information Systems</td>
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<tr>
<td>ECON 316</td>
<td>Business and Economic Statistics I</td>
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<tr>
<td>MAN 401</td>
<td>Internship/Field Experience</td>
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</table>

D. CAREER/TECHNICAL FOUNDATION (30-36 CREDITS)

Area of Emphasis electives by advisement is 9 credits at 300 and 400 level from courses in the following areas: BUSINESS SERVICES MANAGEMENT OR SOCIAL SERVICES ADMINISTRATION OR HEALTH SERVICES ADMINISTRATION.

Students may also select an additional 9-15 credits in free electives.

E 1. BUSINESS SERVICES ELECTIVES

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
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<td>Labor Relations Management</td>
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<td>Operations Management</td>
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<td>MAN 402</td>
<td>Business Ethics</td>
</tr>
<tr>
<td>MAN 403</td>
<td>Intro to Women in Bus &amp; Man</td>
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<td>MAN 416</td>
<td>Management Science</td>
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<td>Marketing Management</td>
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<tr>
<td>MAR 336</td>
<td>Public Relations</td>
</tr>
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<td>MAR 337</td>
<td>Marketing Research</td>
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<td>MAR 434</td>
<td>Product Management</td>
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**E 2. SOCIAL SERVICES ELECTIVES**

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<td>SOC 303</td>
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<tr>
<td>SOC 338</td>
<td>Social Welfare Policies and Services</td>
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<tr>
<td>SOC 340</td>
<td>Selected Problems in Community Development</td>
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<tr>
<td>SOC 400</td>
<td>Human Behavior &amp; Social Environment</td>
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<tr>
<td>SOC 412</td>
<td>Gerontological Seminar</td>
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<tr>
<td>SOC 457</td>
<td>Community Organization</td>
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<td>SSC 304</td>
<td>Social Science Research Methods</td>
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<td>SSC 305</td>
<td>Critical Issues in Society</td>
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<td>PA 300</td>
<td>Public Bureaucracy</td>
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<tr>
<td>PA 330</td>
<td>Public Policy, Advocacy, Systems Management</td>
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<td>PA 340</td>
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**E 3. HEALTH SERVICES ELECTIVES**

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<td>HSC 301</td>
<td>Fundamental Concepts of Gerontology</td>
</tr>
<tr>
<td>HSC 302</td>
<td>Health Issues throughout the Aging Process</td>
</tr>
<tr>
<td>HSA 300</td>
<td>Principles of Health Services Administration</td>
</tr>
<tr>
<td>HSA 302</td>
<td>Health Perspectives</td>
</tr>
<tr>
<td>HSA 310</td>
<td>Health Planning and Policy Issues</td>
</tr>
<tr>
<td>HSA 400</td>
<td>Issues and Trends in Health Services Administration</td>
</tr>
</tbody>
</table>

1. See following CIS COURSE LIST for pre-requisites of courses.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Introduction to World Art</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Introduction to World Music</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td>CIS 211</td>
<td>Introduction to Computer Information Systems</td>
</tr>
<tr>
<td>ECON 212</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td></td>
<td>SSC OR PSYCH 101</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Culture, Society, &amp; Social Change</td>
</tr>
</tbody>
</table>

*Also substitute PHS 221 for PHS 101*
Policymakers, administrators and public institutions daily shape our lives on the global, national, regional and local levels. The Public Administration Program is a major vehicle for fulfilling the College’s teaching, research and service mission. Its goal is to produce high performance leaders, administrators, advocates, analysts, problem solvers and change agents in the governmental and nonprofit sectors, in community based organizations, and in multinational institutions. The Public Administration Program gives students cutting edge knowledge, marketable skills and real world experience through academic courses, fieldwork and internships. It prepares students for graduate and professional education, and career advancement.

The Department of Public Administration offers the Bachelor of Science Degree and the Associate of Science Degree in Public Administration; and a Certificate Program in Nonprofit Management. Students take specified course work in the College Core, the School, the Department and related disciplines. All students are required to complete internships or a Public Service Practicum, and a capstone seminar in their senior year. At the Baccalaureate level students may choose from among five concentrations: Public Sector Management, Public Policy, International Administration, Nonprofit Administration, and Public Administration Studies, which is an approved, customized course of study.

The program offers a strong foundation in public managerial theory and practice, public service, public policy, values, ethics and information technology. Students will acquire the knowledge and skills to understand and critically analyze past, present and future trends in public administration; and to administer public policy and programs in a changing world.

Picture page 85

BACHELOR OF SCIENCE IN PUBLIC ADMINISTRATION 1

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, nonprofit, community-based and international organizations. It requires successful completion of 120 credit hours divided into the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Core</td>
<td>49</td>
</tr>
<tr>
<td>Departmental Core</td>
<td>29</td>
</tr>
<tr>
<td>Concentration</td>
<td>12</td>
</tr>
</tbody>
</table>
Public Administration majors are required to take Departmental specified courses within the College Core.

DEPARTMENT CORE REQUIREMENTS: 29 CREDIT HOURS

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 103 Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PA 205 Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>PA 225 Introduction to Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PA 300 Public Bureaucracy</td>
<td>3</td>
</tr>
<tr>
<td>PA 304 e-Government and Communication Systems</td>
<td>3</td>
</tr>
<tr>
<td>PA 325 Fiscal Administration</td>
<td>3</td>
</tr>
<tr>
<td>PA 326 Ethics in Government</td>
<td>2</td>
</tr>
<tr>
<td>PA 390 Public Service Internship I</td>
<td>3</td>
</tr>
<tr>
<td>PA 490 Public Service Internship II</td>
<td>3</td>
</tr>
<tr>
<td>PA 440 Research Seminar: Critical Issues in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

ESSENTIAL TOOLS: 21 CREDIT HOURS

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 211 Introduction to Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECON 212 Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>POL 101 Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>ACC 217 Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>SSC 301 Statistics for the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SSC 302 Social Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PA 311 Introduction to GIS Applications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

Concentrations
The Public Administration Program has five areas of concentration
- Public Sector Management
- Public Policy
- International Administration
- Nonprofit Administration
- Public Administration Studies
### PUBLIC SECTOR MANAGEMENT: 12 credit hours

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 214</td>
<td>Organization Theory in the Public Sector</td>
</tr>
<tr>
<td>PA 313</td>
<td>Public Program Implementation &amp; Evaluation</td>
</tr>
<tr>
<td>PA 340</td>
<td>Strategic Planning, Budgeting and Project Management</td>
</tr>
</tbody>
</table>

Choose one Course:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 410</td>
<td>Legislation, Rules and Regulations</td>
</tr>
<tr>
<td>PA 120</td>
<td>Managing Community Programs</td>
</tr>
</tbody>
</table>

### PUBLIC POLICY: 12 credit hours

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 315</td>
<td>Policy Making in the Public Interest</td>
</tr>
<tr>
<td>PA 405</td>
<td>Regional and Municipal Policy and Administration</td>
</tr>
<tr>
<td>PA 410</td>
<td>Legislation, Rules and Regulations</td>
</tr>
</tbody>
</table>

Choose one course:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 345</td>
<td>Decision Making in Government Agencies</td>
</tr>
<tr>
<td>PA 486</td>
<td>Global Public Policy</td>
</tr>
</tbody>
</table>

### INTERNATIONAL ADMINISTRATION: 12 credit hours

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 307</td>
<td>Comparative Public Administration</td>
</tr>
<tr>
<td>PA 485</td>
<td>Seminar: International Administration and Diplomacy</td>
</tr>
<tr>
<td>PA 486</td>
<td>Global Public Policy</td>
</tr>
</tbody>
</table>

Choose one Course:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 210</td>
<td>International Relations</td>
</tr>
<tr>
<td>POL 228</td>
<td>History of the US Foreign policy from 1776 to the present</td>
</tr>
<tr>
<td>PA 386 &amp; IDS 386</td>
<td>The United Nations &amp; Global Relations</td>
</tr>
</tbody>
</table>

### NONPROFIT ADMINISTRATION: 12 Credits

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 200</td>
<td>Introduction to Nonprofit Administration</td>
</tr>
<tr>
<td>PA 215</td>
<td>Designing Local Program and Proposal Writing</td>
</tr>
<tr>
<td>PA 335</td>
<td>Philanthropy, Fund Raising and Development in Urban Communities</td>
</tr>
</tbody>
</table>

Choose one Course:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 120</td>
<td>Managing Community Programs</td>
</tr>
<tr>
<td>PA 330</td>
<td>Public Policy Advocacy, System Management and Administration in Services for the Aged</td>
</tr>
</tbody>
</table>
PUBLIC ADMINISTRATION STUDIES: 12 credits
PA students who are interested in the broad aspects of the profession can subscribe to a comprehensive Departmental Degree by completing eight (8) specified courses from the Departmental Core and four (4) specified Essential Tools.

The curriculum is subject to approval by Medgar Evers College.

DEPARTMENT OF COMPUTER INFORMATION SYSTEMS
The Department of Computer Information Systems offers a Bachelor of Science Degree in Computer Information Systems (BS CIS), a Bachelor of Science Degree in Business with CIS electives and an Associate in Applied Science Degree in Computer Applications (AAS CA).

The Bachelor of Science Degree in Computer Information Systems prepares professionals who use information technologies to develop systems that meet business information needs. These professionals should also be capable of taking overall responsibility for managing information systems and computing resources for an entire organization.

To obtain a baccalaureate degree in the Department of Computer Information Systems, a student must complete a total of 120 credit hours of study. In consultation with an academic adviser and by appropriate course selection, students pursuing the Bachelor of Science degree in Computer Information Systems may choose one of two: (1) Systems Analysis and Design (15 credits) or (2) Network Systems Management (15 credits).

A. Liberal Arts Requirement 60
   1. College-wide Core 50
   2. School Requirement 10
B. Business Core Requirements 24
C. CIS Major Requirements 36

Students pursuing the B.S. in Computer Information Systems must take the following Business Core courses:

BUSINESS CORE (24 credits)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 217</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>ECON 316</td>
<td>Business and Economic Statistics</td>
</tr>
</tbody>
</table>
FIN 250  Introduction to Business Finance  3
LAW 208  Legal Environment of Business  3
MAN 205  Introduction to Management and Marketing  3
MAN 314  Organizational Behavior  3
MAN 351  Operations Management  3
BUS 451  Business Policy  3

CIS MAJOR REQUIREMENTS (36 CREDITS)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISI 252</td>
<td>Machine Organization &amp; Assembly Language 3</td>
</tr>
<tr>
<td>CIS 300</td>
<td>Data Structures for Business Applications 3</td>
</tr>
<tr>
<td>CIS 301</td>
<td>Operating Systems 3</td>
</tr>
<tr>
<td>CIS 311</td>
<td>Systems Development &amp; Implementation 3</td>
</tr>
<tr>
<td>CIS 403</td>
<td>Computer Networks 3</td>
</tr>
<tr>
<td>CIS 420</td>
<td>Database Concepts 3</td>
</tr>
<tr>
<td>CIS 444</td>
<td>Applied Systems Development Project 3</td>
</tr>
</tbody>
</table>

SYSTEMS ANALYSIS AND DESIGN CONCENTRATION (15 CREDITS)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 320</td>
<td>Fundamentals of E-Commerce 3</td>
</tr>
<tr>
<td>CIS 401</td>
<td>CIS Internship 3</td>
</tr>
<tr>
<td>CIS 411</td>
<td>Advanced Systems Development &amp; Implementation 3</td>
</tr>
</tbody>
</table>

AND TWO ELECTIVE COURSES (6 CREDITS) FROM THE 300 OR 400 CIS SERIES, ONE OF WHICH MUST BE AN ADVANCED PROGRAMMING COURSE ELECT 6

NETWORK SYSTEMS MANAGEMENT CONCENTRATION (15 CREDITS)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 323</td>
<td>Network Operating Systems 3</td>
</tr>
<tr>
<td>CIS 401</td>
<td>CIS Internship 3</td>
</tr>
<tr>
<td>CIS 413</td>
<td>Internet &amp; Emerging Technologies 3</td>
</tr>
</tbody>
</table>

AND TWO ELECTIVE COURSES THAT ARE SELECTED FROM THE FOLLOWING LIST:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 331</td>
<td>Information Security</td>
</tr>
<tr>
<td>CIS 410</td>
<td>Computer Graphics</td>
</tr>
<tr>
<td>CIS 421</td>
<td>Distributed &amp; Client/Server Computing</td>
</tr>
</tbody>
</table>

ELECT 6
Students seeking the B.S. Degree in Business with an emphasis in CIS will follow the schedule below.

**B.S. DEGREE IN BUSINESS COMPUTER INFORMATION SYSTEMS ELECTIVES**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 300</td>
<td>Data Structures for Business Applications</td>
</tr>
<tr>
<td>CIS 301</td>
<td>Operating Systems</td>
</tr>
<tr>
<td>CIS 311</td>
<td>Systems Development &amp; Implementation</td>
</tr>
<tr>
<td>CIS 332</td>
<td>Advanced Programming</td>
</tr>
<tr>
<td>CIS 400</td>
<td>EDP Audit and Control</td>
</tr>
<tr>
<td>CIS 411</td>
<td>Advanced Systems Development</td>
</tr>
<tr>
<td>CIS 420</td>
<td>Database Concepts</td>
</tr>
<tr>
<td>PHS 221</td>
<td>Intro to Telecom</td>
</tr>
<tr>
<td>CIS 444</td>
<td>Applied Systems Development Project</td>
</tr>
</tbody>
</table>

The AAS 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.

**A.A.S. DEGREE IN COMPUTER APPLICATIONS CORE & OTHER REQUIREMENTS**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 217</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>CIS 211</td>
<td>Computer &amp; Information Systems*</td>
</tr>
<tr>
<td>ECON 212</td>
<td>Macroeconomics*</td>
</tr>
<tr>
<td>MAN 200</td>
<td>Introduction to Business and Management</td>
</tr>
<tr>
<td>CIS 232</td>
<td>Introduction to Programming</td>
</tr>
<tr>
<td>CIS 252</td>
<td>Machine Organization &amp; Assembly Language</td>
</tr>
<tr>
<td>CIS 261</td>
<td>Microcomputer Applications</td>
</tr>
<tr>
<td>CIS 311</td>
<td>Systems Development</td>
</tr>
<tr>
<td>CIS 332</td>
<td>Advanced Programming</td>
</tr>
<tr>
<td>CIS Electives (See Department)</td>
<td>8</td>
</tr>
</tbody>
</table>

*See College-Wide Core
**B. S. DEGREE BUSINESS**

**B. S. DEGREE IN COMPUTER INFORMATION SYSTEMS**

**B. S. DEGREE PUBLIC ADMINISTRATION**

College-wide Requirements

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 112</td>
<td>College English I</td>
</tr>
<tr>
<td>ENGL 150</td>
<td>College English II</td>
</tr>
<tr>
<td>ENGL 211</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>ENGL 300</td>
<td>Masterpieces in English Literature</td>
</tr>
<tr>
<td>SPCH 102</td>
<td>Fundamentals of Speech</td>
</tr>
<tr>
<td>MTH 120</td>
<td>Algebra And Geometry I</td>
</tr>
<tr>
<td>MTH 130</td>
<td>College Algebra/Trigonometry</td>
</tr>
<tr>
<td>MTH 141</td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World Civilization I</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td>HIST 102</td>
<td>World Civilization II</td>
</tr>
<tr>
<td>BIO 101</td>
<td>Introduction to the Science of Biology</td>
</tr>
<tr>
<td>PHS 101</td>
<td>Introduction to Physical Science</td>
</tr>
<tr>
<td>PHS 221*</td>
<td>Intro to Telecommunications</td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to World Art</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Introduction to World Music</td>
</tr>
<tr>
<td>FS 101</td>
<td>Freshman Seminar I</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td>FS 102</td>
<td>Freshman Seminar II</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Culture Society And Social Change</td>
</tr>
<tr>
<td>PSYCH 101</td>
<td>or Introduction to Psychology</td>
</tr>
<tr>
<td>SOC 101</td>
<td>or Introduction to Sociology 101</td>
</tr>
<tr>
<td>CIS 255</td>
<td>Econ 233, SSC 307, Pol 210. Or S/F 101-102</td>
</tr>
<tr>
<td>HIST</td>
<td>Elective from 200/201/230/241</td>
</tr>
<tr>
<td>CIS 211</td>
<td>Introduction to Computer Information Systems*</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td>CIS 223</td>
<td>Foundations of CIS</td>
</tr>
<tr>
<td>ECON 212</td>
<td>Macroeconomics*</td>
</tr>
<tr>
<td>ECON 213</td>
<td>Microeconomics*</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Electives</td>
</tr>
</tbody>
</table>

*Computer Information Systems Majors must substitute PHS 221 for PHS 101*
NEW YORK UNIVERSITY  
SCHOOL OF BUSINESS  
REQUIREMENTS  

*SCHOOL OF BUSINESS REQUIREMENT - PUBLIC ADMINISTRATION MAJORS MUST TAKE SPANISH/FRENCH 101-102

COMPUTER INFORMATION SYSTEMS MAJORS - MUST TAKE CIS 340 VISUAL BASIC OR CIS 325 VISUAL C++ AND ECON 333 INTERNATIONAL ECONOMICS AS LANGUAGE OPTION

A.S. DEGREE BUSINESS ADMINISTRATION  
A.A.S. COMPUTER APPLICATIONS  
A.S. DEGREE IN PUBLIC ADMINISTRATION  
COLLEGE-WIDE REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 112</td>
<td>College English I</td>
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<td>Introduction to Literature</td>
</tr>
<tr>
<td>SPCH 102</td>
<td>Fundamentals of Speech</td>
</tr>
<tr>
<td>MTH 120/130</td>
<td>Algebra &amp; Geometry Col</td>
</tr>
<tr>
<td></td>
<td>Algebra/Trigonometry 1</td>
</tr>
<tr>
<td>FS 101</td>
<td>Freshman Seminar I</td>
</tr>
<tr>
<td>FS 102</td>
<td>Freshman Seminar II</td>
</tr>
<tr>
<td>HIST 200</td>
<td>Growth &amp; Development of the USA*</td>
</tr>
<tr>
<td>BIO 101</td>
<td>Introduction to the Science of Biology</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td>PHS 101*</td>
<td>Introduction to Physical Science</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
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<td></td>
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<tr>
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<td>Macroeconomics</td>
</tr>
<tr>
<td>SSC OR PSYCH 101</td>
<td>3</td>
</tr>
<tr>
<td>101</td>
<td>Culture, Society, &amp; Social Change</td>
</tr>
</tbody>
</table>

*Also substitute PHS 221 for PHS 101.
Recognizing the important correlation between the liberal arts and discipline study in higher education, the courses of study within our School create bridges to advanced academic pursuits and career aspirations through progressive and reflective curriculum development and interactive exchange between faculty and students. Our School holds firm to the belief that education, with culturally relevant curriculum at its core, is the most crucial focus for the effective preparation for success in a culturally diverse world. Our uniqueness is our ability to cross borders, bring a wide array of cultural perspectives to the classroom setting, and bring voices traditionally on the margin to the center. Our goal is to enhance the processes through which students become effective citizens in a rapidly changing economically and technologically global environment.

The School of Liberal Arts and Education consists of five academic departments providing students with a strong foundation in the liberal arts and preparing them for careers in the teaching profession. For those interested in further study in social and behavioral sciences, the school offers a Bachelor of Arts in Psychology.

This school offers the largest portion of the courses to make up Medgar Evers College’s (MEC) liberal arts core curriculum. About 45 percent of MEC’s fulltime enrollment is supported by the School of Liberal Arts & Education.

DEPARTMENTS AND REGISTERED DEGREE PROGRAMS
OF THE SCHOOL

Department of Education
B.A. in Childhood Education
B.A. in Middle Childhood: Generalist
B.A. in Special Education & Early Childhood Education
B.A. in Special Education & Childhood Education
B.A. in Special Education & Middle Childhood Education: Generalist
A.A. in Teacher Education

Department of Interdisciplinary Studies
A.A. in Liberal Arts

Department of Languages, Literature and Philosophy
A.A. in Liberal Arts
Department of Mass Communications, Creative and Performing Arts and Speech
A.A. in Liberal Arts

Department of Social and Behavioral Sciences
B.A. in Psychology
A.A. in Liberal Arts

DEPARTMENT OF EDUCATION
The Department of Education prepares candidates for teaching in regular or special education classrooms at the early childhood, childhood and middle childhood levels in urban, culturally diverse communities. The baccalaureate (B.A.) programs in teacher preparation are: B.A. in Childhood Education; B.A. in Middle Childhood: Generalist; B.A. in Special Education & Early Childhood Education; B.A. in Special Education & Childhood Education; and B.A. in Special Education & Middle Childhood Education: Generalist.

The department also offers an Associate of Arts (A.A.) in Education. This degree program articulates into related baccalaureate degree programs at Medgar Evers and throughout The City University of New York.

New York State Teacher Certification Examination (NYSTCE) Performance
We are able to report that 74% of Medgar Evers College program completers passed the Liberal Arts Sciences Test (L.A.S.T.) and 87% passed the Assessment of Teaching Skills-Written (A.T.S.-W.) subtests of the NYSTCE. Since August 31, 2000 the passing rate has risen to 80.95 percent. Consequently, the New York State Education Department does not identify Medgar Evers as a low-performing institution.

Philosophy, Purposes and Objectives
Teacher preparation at Medgar Evers College is guided by a six-point philosophy which holds that:

1. Education must bring together people from diverse cultures who are knowledgeable about their own cultural/historical experiences and the experiences of the many cultures that make up urban life.
2. Teachers must become change agents, committed to transforming themselves, their schools and their communities.
3. Teachers and students must be "culturally literate."
4. Teachers and 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.
5. Gaining knowledge is a complex and interactive process that includes teacher candidates 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 that knowledge into new teaching materials, lesson and unit plans and projects appropriate for children.

Consistent with this philosophy, the purpose of the Education Department is to create a comprehensive, integrated, urban, multicultural educational experience for all students preparing to be teachers. The objectives of all degree programs leading to teacher certification are outlined in the vision statement of the Education Department which states that each prospective teacher graduating from any of its programs will:

- apply the knowledge and skills needed to be effective, standards-focused practitioners who will inspire and challenge all students to excel;
- understand and demonstrate multiple strategies of teaching and learning;
- demonstrate breadth and depth of knowledge in the liberal arts and sciences as well as critical understanding of educational theory, research and reflective practice linked to continuous personal study;
- apply and integrate technologies in teaching/learning contexts;
- create safe teaching/learning environments in which every student can explore new worlds of knowledge through critical and creative thinking;
- participate in learning communities that promote parental involvement and foster active discourse and collaboration in both school and community settings;
- communicate effectively with students, parents/caregivers and colleagues with diverse characteristics, backgrounds and abilities;
- demonstrate that knowledge of self and one’s cultural heritage is fundamental to understanding and appreciating other cultures in the world;
- practice culturally affirming and relevant pedagogy;
- be critical of self first and recognize that one’s values and beliefs are only as just and equitable as the manner in which one practices them; and
- be agents for change and transformation in school and society.

Admission to Programs

Students must apply for admission to baccalaureate programs in education by completing a written application form available in the Department of Education. Applicants must have a cumulative grade point average of at least 2.7 with no grade less than C in College Core and Education Department courses or their equivalents. Students should apply as soon as they have:

1. matriculated and have completed at least 60 and no more than 90 credits, including all College Core Curriculum requirements for associate degrees;
2. passed the CUNY Proficiency Exam (CPE);
3. passed the Education Department Admissions Examination: PRAXIS I. Students who do not achieve the required scores on the PRAXIS may be admitted upon completion of an individually prescribed program of study and passing the appropriate exit examination(s) in Learning Plus.
4. a minimum of three credits in science and three credits in mathematics core courses with a combined science/math grade point average of at least 2.7 with no grade less than C; and
5. completed English 112, 150 and 209 or their equivalents with a grade point average of at least 3.0. If the English GPA is below 3.0, a grade of B or better achieved by repeating a course or by taking English 210 may replace an original grade to meet the English GPA requirement.

All applicants will receive written notification regarding their acceptance to the Education Department B.A. program. Applicants not admitted will be notified of the reasons why they were denied admission. Students must have been admitted to a baccalaureate program in education before they may register for any Education Department course at the 300 level or higher, except EDUC 322, EDUC 350 and EDUC 354: Computers in Education.

Concentrations and Dual Majors
Students in baccalaureate programs will be required to complete a 30-credit concentration in one of the following four areas: English, mathematics, science or social studies. Students pursuing the B.A. program leading to certification in early childhood and teaching students with disabilities at the early childhood level will have an additional option to pursue a second major in psychology instead of one of the 30-credit concentrations.

Academic Standards
Students in the Education Department are expected to pass all courses in the College Core Curriculum, 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.

Approval for Student Teaching
Student teaching is the capstone experience of the teacher education program. It is a two-semester internship that involves teaching assignments in state approved early childhood centers and/or elementary schools or middle schools under the direct
supervision of New York State certified teachers and Medgar Evers College Education Department faculty. Through these experiences, students will have opportunities to integrate all previous learning and develop additional knowledge, skills and dispositions necessary to become effective, standards-focused practitioners who will inspire and challenge all students to excel.

To be admitted to student teaching, students must have:
1. been admitted to an Education Department baccalaureate program or minor sequence by written application;
2. completed at least 90 credits;
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 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 6 credits in mathematics core courses or equivalents with an average of at least 2.7 and no grade below C;
6. completed English 212 with a grade of B or better; (If the English 212 grade is less than B, a grade of B or better achieved by repeating English 212 or by taking another 300-level English literature course may replace the original grade in English 212 to meet this requirement.)
7. completed 6 credits in the teaching of reading (EDUC 311 and either 312, 318 or 381) and at least one other methods course.

Students who meet all of these requirements will receive a letter of acceptance to student Teaching based on written application to the Education Department.

THE EDUCATION DEPARTMENT’S DEGREE PROGRAMS
The Education Department offers an Associate of Arts Degree in Education and the following baccalaureate degrees which prepare graduates for initial certification to teach at the levels indicated:

Bachelor of Arts in Childhood Education (Grades 1-6)
Bachelor of Arts in Middle Childhood: Generalist (Grades 5-9)
Bachelor of Arts in Special Education: Early Childhood (Birth-Grade 2 general and students with developmental disabilities from Birth to Grades 2)
Bachelor of Arts in Special Education: Childhood (Grades 1-6 general and students with disabilities in Grades 1-6)
Bachelor of Arts in Special Education: Middle Childhood: Generalist (Grades 5-9 general and students with developmental disabilities in Grades 5-9)
**Education Department Minor**

Students majoring in other departments who wish to prepare for possible careers in teaching at middle/high school level may complete a minor in the Department of Education. Students must apply to the Education Department for admission to the minor course cluster and are expected to meet the same academic standards as education majors.

**Teacher Certification**

Students who complete Education Department baccalaureate degree programs or the Education Department Minor will receive institutional endorsement to apply for New York State initial certification for teaching at the level of their preparation (early childhood, childhood, middle childhood). According to current changes taking place in New York State certification requirements, effective February 2, 2003 all applicants for teacher certification must be recommended by a college or university with an approved program of teacher preparation. The option to apply for certification on an independent basis without institutional endorsement will no longer be available as of that date.

To obtain initial New York State certification to teach, students who complete the Education Department degree programs or minor will need to pass required sections of the New York State Teachers Certification Examination: Liberal Arts and Sciences Test (LAST), Written Assessment of Teaching Skills (ATS-W) and Content Specialty Test (CST) in the subject of their concentration or major. In addition, education minors must also meet New York State mandated requirements for foreign language competency and for instruction on child abuse and abduction, substance abuse, safety education and fire and arson prevention. These instructional requirements can be satisfied by completing EDUC 110 - Health, Safety Fitness for Teachers or by completing separate State approved workshops.

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 student or graduate to consult periodically with the Education Department advisors to keep informed about current certification requirements.
ASSOCIATE OF ARTS IN EDUCATION

The A.A. Program includes MEC Core courses, education courses and liberal arts electives. The curriculum requires 61 credits and articulates into related baccalaureate programs at Medgar Evers, other CUNY senior colleges and/or the CUNY BA/BS programs.

RECOMMENDED SEQUENCE FOR THE A. A. DEGREE IN EDUCATION

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<td>or</td>
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<td>HIST 201</td>
<td>Math for Elementary Education</td>
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<td>MTH 231</td>
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EDUC 152 Intro to Special Education 2
XXX Liberal Arts Elective 3

Semester 4

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14-15

Total Credits Required for A.A. in Education 61

BACHELOR OF ARTS IN EDUCATION

The B.A. Programs in Education provide course offerings which emphasize the liberal arts, including a concentration in a specific liberal arts area. Concentration options include English, mathematics, science and social studies. Students in these programs may pursue professional courses, field experiences and student teaching placements to meet New York State academic requirements for initial certification to teach at the childhood level (Grades 1-6) or for initial certification to teach in the area of the concentration at the middle school level (Grades 5-9). The degree requires 120 credits.

Recommended Sequence for the B.A. Degree in Education

Semester 1

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Semester 2

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**Total Credits Required for B.A. in Education 120**

**BACHELOR OF ARTS IN SPECIAL EDUCATION**

The B.A. Programs in Special Education are dual certification programs which meet the academic requirements for New York State initial certification for both of the following: teaching at the early childhood level (birth to Grade 2) and teaching students with disabilities at the early childhood level or for both teaching at the childhood level (Grades 1 - 6) and teaching students with disabilities at that level or for both teaching...
at the middle childhood level (Grades 5 - 9) and teaching students with disabilities at that level. These programs provide course offerings which emphasize the liberal arts, including a concentration in English, mathematics, science or social studies. Students preparing for certification at the early childhood level have the option of completing a major in psychology instead of one of the concentrations. This degree requires 124 credits.

Semester 1

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Semester 2

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Semester 3

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**Total Credits: 17**

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</tr>
<tr>
<td>EDUC 311</td>
<td>Teaching Elementary Reading</td>
</tr>
<tr>
<td>ENGL 212</td>
<td>Masterpieces of World Literature</td>
</tr>
<tr>
<td>EDUC 315/385</td>
<td>Teaching Math</td>
</tr>
<tr>
<td>XXX</td>
<td>Liberal Arts Concentration (2)</td>
</tr>
</tbody>
</table>

**Total Credits: 16**

### Semester 6

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 355</td>
<td>Critical Issues in the History of Education</td>
</tr>
<tr>
<td>EDUC 312/318</td>
<td>Teaching Reading 2 (Elementary or MC)</td>
</tr>
<tr>
<td>EDUC 307/323</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td>or PSYC 305</td>
<td>Theories of Learning</td>
</tr>
<tr>
<td>EDUC XXX</td>
<td>Teaching Science/ Soc St; EC Curriculum/Inst</td>
</tr>
<tr>
<td>XXX</td>
<td>Liberal Arts Concentration</td>
</tr>
<tr>
<td>XXX</td>
<td>Liberal Arts Concentration</td>
</tr>
</tbody>
</table>

**Total Credits: 16**

### Semester 7

<table>
<thead>
<tr>
<th>COURSES</th>
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</thead>
<tbody>
<tr>
<td>EDUC 340</td>
<td>Assessment in Education</td>
</tr>
<tr>
<td>or EDUC 253</td>
<td>Assess, Treat &amp; Service Info &amp; Ch</td>
</tr>
<tr>
<td>or PSYC 406</td>
<td>Psych Tests and Measurement</td>
</tr>
</tbody>
</table>
The Department of Interdisciplinary Studies offers curriculum for students who are interested in careers or further academic study in areas dealing with people of the world. The department’s offerings also provide a rich, interdisciplinary, liberal arts curriculum for students who are undecided as to a major. The Department of Interdisciplinary Studies (IDS) is planning both Associate and BA degrees in World Studies. The BA degree will offer concentrations in African World Studies, International and Cross Cultural Studies, and World Gender and Women’s Studies.

Interdisciplinary Studies presents curriculum by combining content from two or more traditional disciplines. This combination of content areas is intended to provide an interesting, efficient, and optimal approach to contemporary scholarship by broadening the foundation of scholarly inquiry. IDS curriculum not only contributes to the planned BA degree in World Studies, it also provides an excellent minor, or compliment to traditional majors. The interdisciplinary global perspective prepares students for careers in a variety of areas, at local, regional, national, or international levels. The Interdisciplinary Studies curriculum is also responsive to employers’ interest in hiring graduates who are broadly grounded in the liberal arts.

**Departmental Academic Criteria**

Any student admitted to Medgar Evers College with a Grade Point Average of 2.0 or better, is eligible for admission to courses in the Department of Interdisciplinary
Studies, assuming satisfaction of pre-requisites that might be associated with a given course. In addition, students must maintain a 2.0 grade point average and must pass all required core courses with a grade of “C” or better.

DEPARTMENT OF LANGUAGES LITERATURE AND PHILOSOPHY
The Department of LLP is committed to a curriculum that will prepare students to meet the demands of a complex society that is in constant change. The main purpose of our courses is, therefore, to give students the tools that will allow them to meet the intellectual challenges they will face in the future. We firmly believe that the core of Humanities courses the Department offers will advance both the students' general analytical and critical thinking skills and their ability to succeed in any college major and/or career they choose. It is our hope that the LLP curriculum will help students to better understand the nature of the human experience and to become change agents of an increasingly more complex and diverse world.

More concretely, our Department is committed to help students:

- Have good insight into the modes of inquiry that will allow them to analyze and reflect critically on the discourses of the different disciplines that constitute the Humanities.
- Have a global and interdisciplinary understanding of such disciplines that will help them discover the interrelatedness of knowledge.
- Enhance self-knowledge and have a better understanding and appreciation of their cultural and historical heritage.

The LLP Department offers courses and programs in English, ESL, Foreign Languages, Humanities, and Philosophy. Three Degree programs are available:

- The Bachelor of Arts in English.
- The Associate of Arts in Liberal Arts with a concentration in English Studies.
- The Associate of Arts in Liberal Arts with a concentration in the Humanities.

Courses in the Core Curriculum
The English, Foreign Languages, and Philosophy programs offer courses that are part of the Core Curriculum of the College.

College English
The English sequence of core courses (English 112, English 150 and English 211 for AA students, and English 212 for BA students) has three primary objectives: 1) to develop students' proficiency in essay writing; 2) to teach them how to write a research paper
using both primary and secondary sources; and 3) to introduce students to world literatures.

**Foreign Languages**
The Foreign Languages program offers a sequence of courses in French and Spanish (French and Spanish 101 and 102) that satisfies part of the Core Curriculum requirements for BA students. Special sequences of courses (French 201 and 202 and Spanish 203 and 204) have been developed for Spanish and Francophone speakers. The main objective of the courses is to develop listening, oral, reading and writing skills that will lead to a basic 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.

**Philosophy**
The Philosophy program offers an Introduction to Logic course (Philosophy 101) that is part of the College Wide Requirements section of the Core Curriculum. It is intended as a general introduction to the rules of systematic thinking and reasoning. It attempts to help students to understand what arguments are, to distinguish between the different types of arguments, and to analyze arguments to determine whether they are sound or unsound. In addition, the program offers an ethics course that is required for nursing students (Philosophy 201), is part of the AA in Liberal Arts the Department offers and is open to any student in need of a humanities or liberal arts elective course.

**Humanities**
The Department offers a group of Humanities courses that should constitute the core of courses to satisfy the Humanities requirements for the AA in Liberal Arts with a concentration in the Humanities.

**English as a Second Language**
The Department houses the English as a Second Language program. Three levels of ESL courses are offered: 002, 005 and 006. The second ESL 005, and the third, ESL 006 have separate sections for reading and writing. Entering students are reminded that The City University of New York has imposed a one year time limit on remedial and developmental courses (the year comprises a maximum of five terms: summer, fall, January intersession, spring, and summer of the following year). Students in the program are advised to review the Basic Skills information provided in the "Academic Policies" section.

**SPECIAL DEPARTMENTAL PROGRAMS**
Student's Literary Magazine: Hear our voices
Our College literary magazine, now in its sixth volume, provides a forum for the college’s many creative writers, and is a celebration of the diversity and talent of our student body. Edited, published and laid out by students in the Creative Writing program, Hear Our Voices also hosts a yearly reading to highlight the work of its authors.

TRAVEL ABROAD PROGRAMS
China
The study abroad program in the People’s Republic of China is a four-week, three-credit course in Applied Linguistics offered by the Department. The course examines the practices of language instruction and learning, language policy and its social implications in China. In particular, students will observe and examine classroom language teaching and the Chinese government policies involving minority languages. A student-centered approach is at the core of the course's design.

France
Students have an opportunity to participate in the Department’s summer travel program to Paris, France. Students will have an opportunity to study literature in relation to the other fine arts and the context of the city’s rich cultural environment.

Spain
The Department offers a Summer Study Abroad program in Madrid, Spain. Students have the opportunity to spend four weeks at a residence of the Universidad Complutense, a major Spanish University. The residence is located in the center of Madrid and offers excellent facilities. A special effort will be made to integrate the thematic content of the courses taught with the students’ everyday experience of Spain. There will be opportunities to visit several cities of great historical and cultural interest like Toledo, Avila, Segovia, El Escorial and El valle de los caídos.

CREATIVE WRITER IN RESIDENCE
Nationally recognized writers lead creative writing seminars for interested students and community residents. Writers including John Oliver Killens, Doris Jean Austen, Elizabeth Nunez, and Arthur Flowers have led these workshops.

DESCRIPTION AND SPECIFICATIONS FOR AA AND BA DEGREE PROGRAMS
The Associate of Arts in Liberal Arts Degrees
The Department offers an A.A. degree in Liberal Arts with two concentrations, one in English Studies and one in the Humanities. Students should meet with a departmental advisor to plan a program of study that addresses their need and future goals. The basic
sequence of the programs is shared with students planning to major in English creative writing, literature, or journalism will be advised to plan, from the beginning, a course of study that will differ from that of students planning to develop a broad background in the humanities. Students pursuing these degrees are advised to carefully read the Advisement Worksheets prepared by the Department and use it as a tool to design, with the aid of an advisor, the best possible course of study. The following sequence of courses typifies courses of study for the English studies concentration.

**Semester 1**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>College English I</td>
</tr>
<tr>
<td>MATH 115</td>
<td>Intermediate Algebra</td>
</tr>
<tr>
<td>MATH 120 and Math 130</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Social Sciences</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>FS 101</td>
<td>Freshman Seminar I</td>
</tr>
<tr>
<td>FREN/SPAN 101</td>
<td>First course of a foreign language sequence</td>
</tr>
<tr>
<td>SPCH 102</td>
<td>Fundamentals of Speech</td>
</tr>
</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 150</td>
<td>College English 2</td>
</tr>
<tr>
<td>FS 102</td>
<td>Freshman Seminar II</td>
</tr>
<tr>
<td>FREN/SPAN 102</td>
<td>Second F.L. course French/ Spanish</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Introduction to Biology</td>
</tr>
<tr>
<td>PHS 101</td>
<td>Introduction to Physical Sciences</td>
</tr>
<tr>
<td>PHY</td>
<td>Basic Physics</td>
</tr>
<tr>
<td>CHM 112</td>
<td>Basic Chemistry</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to Art</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Introduction to Music</td>
</tr>
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</table>
### Semester 3

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 211</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World Civilization</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Introduction to Ethics</td>
</tr>
<tr>
<td>Literature or Foreign Languages Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENG 210</td>
<td>Intermediate composition</td>
</tr>
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### Semester 4

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 212</td>
<td>Masterpieces of World Literature</td>
</tr>
<tr>
<td>ENG</td>
<td>African American Literature Elective</td>
</tr>
<tr>
<td>ENG</td>
<td>American Literature Elective</td>
</tr>
<tr>
<td>HIST 200 or 201 or 230 or 231 or 242</td>
<td>3</td>
</tr>
<tr>
<td>ENG</td>
<td>British Literature Elective or African Literature Elective or Latin American Literature Elective or Any other upper level literature elective</td>
</tr>
</tbody>
</table>
THE DEPARTMENT OF MASS COMMUNICATIONS
CREATIVE AND PERFORMING ARTS & SPEECH

The Department of Mass Communications, Creative and Performing Arts & Speech is an academic Department in the School of Liberal Arts and Education at Medgar Evers College. It provides a wide range of interdisciplinary courses in the visual, sound and performance media (art, music, speech, radio, video, photography, TV, film, journalism, dance, acting and theater crafts.) New, global innovative material and pedagogies are used to prepare the learner for quality futuristic experiences. New technologies are an integral part of the learners' experience. The curriculum offered is structured to allow the students to select or follow a course of study in a particular subject area or 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. A pamphlet of these activities is made available for students in the Department of Mass Communications, Creative and Performing Arts and Speech. The Department produces its own collaborative performances. Furthermore, it provides a forum for national and international visits, exchanges and performances. The fundamental concepts and terminology of the Department's offerings also provide education in, and sensitivity to, the cultures of a variety of peoples. Other opportunities for learner development are provided through networking, membership in associations and professional groups and societies, as well as with community based organizations. Additional and revised courses are being developed to further these goals.

Currently, the Department offers an AA in Liberal Arts degree. After successfully completing the course of study leading to this degree, our students usually make one of the following choices: (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; (2) transfer to another college; (3) enter the CUNY BA program; or (4) enter the workforce. We seek 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. We are convinced that while it is important that traditional skills and disciplines should not be overlooked it is imperative that we make sure that our students are prepared for the merging of these disciplines and technologies. We want our graduates to experience success; therefore, they must keep up with and even stay ahead of recent technological advances.

Departmental Academic Criteria
Students must meet all proficiencies required by the City University of New York. A minimum of 60 credits is required for the AA in Liberal Arts. Of these, 21 must be in
the MCCPAS departmental courses and taken under advisement. A syllabus is provided for each course. The student is required to adhere strictly 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 advised to elect at least one year of a spoken language, other than his or her native language, in which the learner has not developed proficiency. The learners are exposed to new and innovative material, global approaches and new technologies. The majority of the teachers in our Department are teacher/practitioners. Research is required in all of our courses. Writing and speaking are a vital part of our curriculum.

**THE MCCPAS DEPARTMENT’S DEGREE PROGRAM**

Recommended Sequence for Associate of Arts Degree in Liberal Arts

### Semester 1

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 112</td>
<td>College English 1</td>
</tr>
<tr>
<td>MATH 115</td>
<td>Nature of Mathematics</td>
</tr>
<tr>
<td>or MATH 120</td>
<td>Algebra and Geometry</td>
</tr>
<tr>
<td>FS 101</td>
<td>Freshman Seminar I</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Introduction to World of Music</td>
</tr>
<tr>
<td>SPECH 102</td>
<td>Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>CL 101</td>
<td>Computer Literacy</td>
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<tr>
<td>or Department Elective</td>
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### Semester 2

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<tr>
<td>ENGL 150</td>
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<tr>
<td>FS 102</td>
<td>Freshman Seminar II</td>
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<tr>
<td>ART 100</td>
<td>Introduction to World of Art</td>
</tr>
<tr>
<td>HIST 102</td>
<td>World Civilization II</td>
</tr>
<tr>
<td>MED 150</td>
<td>Introduction to Communications</td>
</tr>
<tr>
<td>or Departmental Elective</td>
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<tr>
<td>Total</td>
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### Semester 3

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>HIST 2XX</td>
<td>Historical Studies Core Course (200 level)</td>
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<tr>
<td>PHIL 101</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>or PHIL 201</td>
<td>Introduction to Ethics &amp; Society</td>
</tr>
</tbody>
</table>
Natural World Core Course 3
Foreign Language (Part 1) or
Sign Language (Part 1) or
Computer Language (Part 1) or
ART 283  Computer Graphics 3
MED 180  Introduction to TV & Radio 3
Department or Elective
Total 15

**Semester 4**

<table>
<thead>
<tr>
<th>COURSES</th>
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</thead>
<tbody>
<tr>
<td>SSC 101</td>
<td>Culture, Society and Social Change 3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introductory Psychology 3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language (Part II) or</td>
</tr>
<tr>
<td></td>
<td>Sign Language (Part I) or</td>
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<tr>
<td></td>
<td>Computer Language (Part 111) 3</td>
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<tr>
<td>Departmental Elective 3</td>
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<tr>
<td>Departmental Elective 3</td>
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<tr>
<td>BIO 101, 111, PHS101, CHM112, PHY103 3</td>
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<td>Total 15</td>
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</table>

**Total Credits** 60

**DEPARTMENT OF SOCIAL SCIENCES**

The Department of Social and Behavioral Sciences offers two degree programs: an Associate of Arts Degree in Liberal Arts in Social and Behavioral Sciences and a Bachelor of Arts Degree in Psychology.

Students pursuing the Associate of Arts Degree in Liberal Arts may choose courses in consultation with an academic advisor to emphasize a specific academic interest or to prepare for upper division study in anthropology, geography, history, political sciences, psychology, social work, sociology and interdisciplinary social sciences.
The Department's courses and degree programs are intended to provide for systematic advancement towards professional careers and graduate studies in the social and behavioral sciences. Professionally-oriented courses, research and clinical internships, close faculty-student relationships, and liaisons with governmental and community agencies are emphasized as a means of helping students reach their academic and departmental goals.

DEPARTMENTAL ACADEMIC CRITERIA

Academic Standards

Students in the Department are expected to pass Social and Behavioral Sciences 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.

Advanced Standing

Students applying for advanced standing are required to meet the general advanced standing requirements of the College. Required and pre-requisite courses taken elsewhere must be completed with a grade of "C" or better by transfer students as well as by Medgar Evers students who wish to receive credit toward their B.A. degree. Courses completed with a grade of "D" in another CUNY unit may be accepted pursuant to a review by the Department.

THE SOCIAL AND BEHAVIORAL SCIENCES DEPARTMENT'S DEGREE PROGRAMS

Bachelor of Arts in Liberal Studies

Effective fall 2002, the Department will offer a new 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 completion of 120 credits. The requirements are as follows:

College-Wide Curriculum Courses

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 112</td>
<td>College Composition I</td>
</tr>
<tr>
<td>ENGL 150</td>
<td>College Composition II</td>
</tr>
<tr>
<td>ENGL 211</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>ENGL 212</td>
<td>World Literature: The Evolving Canon</td>
</tr>
<tr>
<td>BIO 101</td>
<td>Introduction to Biology</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>PHS 101</td>
<td>Introduction to Physical Science</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>CHM 112</td>
<td>Basic Chemistry</td>
</tr>
<tr>
<td>CL 101</td>
<td>Computer Literacy</td>
</tr>
<tr>
<td>CIS 211</td>
<td>Intro to Computer Information Systems</td>
</tr>
<tr>
<td>SPCH 102</td>
<td>Fundamentals of Speech</td>
</tr>
<tr>
<td>MTH 115</td>
<td>The Nature of Mathematics I</td>
</tr>
<tr>
<td>MTH 141</td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to World Art</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Introduction to World Music</td>
</tr>
<tr>
<td>FS 101</td>
<td>Freshman Seminar I</td>
</tr>
<tr>
<td>FS 102</td>
<td>Freshman Seminar II</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World Civilization</td>
</tr>
<tr>
<td>HIST 102</td>
<td>World Civilization II</td>
</tr>
<tr>
<td>Foreign Language I</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language II</td>
<td>3</td>
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**Total Credits** 46

General Electives 14
Major Requirements 27

**COMMON CURRICULUM – LOWER DIVISION**

<table>
<thead>
<tr>
<th>COURSES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>POL 101</td>
<td>Introduction to Political Science</td>
</tr>
<tr>
<td>ANTH 201</td>
<td>The Nature of Culture</td>
</tr>
<tr>
<td>ECON 212</td>
<td>Introduction to Macroeconomics</td>
</tr>
<tr>
<td>POL 200</td>
<td>Introduction to American Government</td>
</tr>
<tr>
<td>GEOG 201</td>
<td>Physical Geography</td>
</tr>
<tr>
<td>GEOG 202</td>
<td>Human Geography</td>
</tr>
<tr>
<td></td>
<td>Humanities Option (Ethics course)</td>
</tr>
<tr>
<td>HIST 200</td>
<td>The Growth and Development of the USA</td>
</tr>
<tr>
<td>*HIST 208</td>
<td>Readings in the Fundamental Documents in Early American History</td>
</tr>
</tbody>
</table>
Total Credits 27

COMMON CURRICULUM – UPPER DIVISION

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERATURE COURSE</td>
<td>3</td>
</tr>
<tr>
<td>HUMANITIES COURSE</td>
<td>3</td>
</tr>
<tr>
<td>*SSC 403</td>
<td>3</td>
</tr>
<tr>
<td>*SSC 404</td>
<td>3</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td><strong>12</strong></td>
</tr>
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</table>

Areas of Concentration 21

*Students must choose at least two courses each from sections A, B and C below. Courses chosen must be at the 300 and 400 levels.

A. History

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>*HIST 303</td>
<td>3</td>
<td>History of Women in the Western World Since 1750s</td>
</tr>
<tr>
<td>*HIST 316</td>
<td>3</td>
<td>The African Experience in Latin America and the Caribbean</td>
</tr>
<tr>
<td>*HIST 411</td>
<td>3</td>
<td>Comparative Topics in African History and Culture</td>
</tr>
<tr>
<td>*HIST 412</td>
<td>3</td>
<td>Select Topics in African American History</td>
</tr>
</tbody>
</table>

B. Political Science

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>*POL 320</td>
<td>3</td>
<td>The United Nations in International Politics</td>
</tr>
<tr>
<td>*POL 410</td>
<td>3</td>
<td>Politics of Developing Nations</td>
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<tr>
<td>*POL 420</td>
<td>3</td>
<td>Colloquium on the Rule of Law, Justice and Human Rights</td>
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<td>*POL 422</td>
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<td>Seminar on the U.S.A. Foreign Policy</td>
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C. Geography

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<tr>
<th>COURSES</th>
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<tr>
<td>*GEOG 301</td>
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<td>Economic Geography</td>
</tr>
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</table>
*GEOG 302 Regional Geography of the USA and Canada 3
*GEOG 402 Agricultural Geography of the Humid Tropics 3
*GEOG 403 Urban Geography 3

Total Credits Required for Bachelor of Arts in Liberal Studies 120

A.A. IN LIBERAL ARTS
The Associate of Arts Degree in Liberal Arts is designed to meet the needs of students who are seeking a strong two-year foundation in general education or to complete two-year transferable degree requirements. More specifically, it meets the needs of students who are interested in psychology, 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. The degree requires the completion of 60 credits.

Recommended sequence for the Associate of Arts in Liberal Arts.

Semester 1

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>ENGL 112</td>
<td>College English I 3</td>
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<tr>
<td>FS 101</td>
<td>Freshman Seminar I 1</td>
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<tr>
<td>HIST 101</td>
<td>World Civilization 3</td>
</tr>
<tr>
<td>SPCH 102</td>
<td>Fundamentals of Speech 3</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Culture, Society and Social Change 3</td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to World Art or</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Introduction to World Music 2</td>
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Semester 2

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<tr>
<td>ENGL 150</td>
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<td>FS 102</td>
<td>Freshman Seminar II 1</td>
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<tr>
<td>PHIL 101</td>
<td>Introduction to Logic 3</td>
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<tr>
<td>MTH 120</td>
<td>Algebra and Geometry 1</td>
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<tr>
<td>HIST 200</td>
<td>Growth and Development of the U.S.A. or</td>
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<tr>
<td>HIST 201</td>
<td>African American History and Culture or</td>
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<tr>
<td>HIST 242</td>
<td>History of the Caribbean 3</td>
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### Semester 3

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<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
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<td>MTH 130</td>
<td>College Algebra and Trigonometry</td>
</tr>
<tr>
<td>POL 101</td>
<td>Introduction to Political Science</td>
</tr>
<tr>
<td>ECON 212</td>
<td>The General Economy</td>
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<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
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### Semester 4

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<th>COURSES</th>
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<tr>
<td>CHM 112</td>
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<tr>
<td>BIO 101</td>
<td>Introduction to the Science of Biology or</td>
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<tr>
<td>PHS 101</td>
<td>Introduction to Physical Science</td>
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<tr>
<td>HIST 2XX</td>
<td>History Elective (200 level)</td>
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<td>POL 200</td>
<td>American Government</td>
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<tr>
<td>ENGL 211</td>
<td>Introduction to Literature</td>
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</table>

**Total Credits Required for A.A. Liberal Arts Degree** 60

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**DEPARTMENT OF PSYCHOLOGY**

**Bachelor of Arts in Psychology**

The Department of Psychology offers a Bachelor of Arts degree in psychology. This degree provides pre-professional training in the study of human behavior and is designed for students who are preparing for post-baccalaureate careers in psychology, health care, education, urban affairs, government, and industry. The degree also prepares students for graduate education in major areas of psychology such as clinical, personality, gender, sport, community, counseling, developmental, educational, school, sensory/perceptual, biological, health, cognitive, mathematical/quantitative, environmental, forensic, social, industrial/organizational, and work and careers. Professionally oriented courses, research practicum, clinical internships, and close faculty-student relationships assist students in reaching their academic and professional goals.
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; observation, interviews, questionnaires, clinical studies and surveys. Students in the Department take courses that provide them with the theories and methodological skills associated with 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. There are two conditions under which a student is required to repeat a course in the major: 1) if a grade of “C” or below in the course causes the GPA in the major to drop below 2.0, or 2) if a student receives a grade of “C” or below in a course that is a pre-requisite for another required course in the major.

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 B.A. degree.

The B.A. in Psychology requires completion of 120 credits. A typical sequence for the degree is as follows:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>COURSES</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>ENGL 112</td>
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<td>SPCH 102</td>
<td>Fundamentals of Speech</td>
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<td>PHIL 101</td>
<td>Introduction to Logic</td>
<td>3</td>
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<tr>
<td>SSC 101</td>
<td>Culture, Society &amp; Social Change</td>
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<tr>
<td>MUS 100</td>
<td>Introduction to World Music</td>
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<td>Semester 2</td>
<td>COURSES</td>
<td>CREDITS</td>
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<td>College Composition II</td>
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<tr>
<td>FS 102</td>
<td>Freshman Seminar II</td>
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<tr>
<td>MTH 120</td>
<td>Algebra/Geometry</td>
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<tr>
<td>HIST 101</td>
<td>World Civilization I</td>
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</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
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<tr>
<td>ART 100</td>
<td>Introduction to World Art</td>
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<tr>
<td>ANTH 20</td>
<td>The Nature of Culture</td>
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<tr>
<td>BIO 101</td>
<td>Introduction TO BIOLOGY</td>
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<td>MTH 130</td>
<td>College Algebra/Trigonometry</td>
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<tr>
<td>PSYC 213</td>
<td>Social Psychology</td>
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<tr>
<td>PHS 101</td>
<td>Introduction to Physical Science or Basic Chemistry or Astronomy</td>
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<tr>
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<td>Theories OF Personality</td>
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<tr>
<td>SSC 303</td>
<td>Statistics for Social Science majors</td>
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<tr>
<td>HIST 200</td>
<td>Growth &amp; Development of the USA or African American History &amp; Culture or History of the Caribbean</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201</td>
<td>Human Development: Infancy &amp; Childhood</td>
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<th>Semester 5</th>
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<tr>
<td>POL 101</td>
<td>Introduction to Political Science</td>
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<tr>
<td>ECON 212</td>
<td>Introduction to Macroeconomics</td>
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MTH 141 Finite Mathematics 4
SSC 304 Research Methods in Social Science 3
XXX Psych Elective* 3
Total 16

**Semester 6**

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<td>ENGL 212 World Literature: The Evolving Canon</td>
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<td>HIST</td>
<td>Elective (200 Level or Above) 3</td>
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<tr>
<td>PSYC 316 Psychological Statistics</td>
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<td>XXX General Elective</td>
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<td>XXX Psych Elective*</td>
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**Semester 7**

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<th>COURSES</th>
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<tr>
<td>SOC 101 Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>SSC 305 Critical Issues In Society</td>
<td>3</td>
</tr>
<tr>
<td>S/F 101 Beginning Spanish I or French I**</td>
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<tr>
<td>PSYC 322 Experimental Psychology</td>
<td>4</td>
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<tr>
<td>PSYC Elective*</td>
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**Semester 8**

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<tr>
<td>S/F 102 Beginning Spanish II or French II**</td>
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<td>XXX Psych Electives*</td>
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**TOTAL CREDITS FOR THE BA DEGREE** 120

* To be chosen in consultation with the advisor. Students planning to enter graduate school should consider taking Advanced Options such as Independent Study, Research Practicum, Clinical Practicum and Senior Thesis.

**Recommended for students planning to enter graduate school. Spanish or a computer language might be suitable substitutions, depending upon a student's career direction, and should be chosen in consultation with the advisor.

**General Comments**

• PSYC 101 is a pre-requisite for all other PSYC courses. Consult the advisement work sheet or catalog for a full listing of pre-requisites for other PSYC courses. It is expected that students will complete 200-level courses before taking 300 or 400-level courses.
except for SSC 303 and SSC 304. These should be taken once the student has completed 45 credits (that is, in the sophomore year). Admission to 300 and 400-level courses is open only to students who have completed at least two courses in psychology beyond the introductory level.

• The Quantitative Sequence consists of 4 courses: SSC 303, SSC 304, PSYC 316, and PSYC 322. These courses must be taken in sequence, although students may take SSC 304 and PSYC 316 during the same semester. Psychology majors must complete SSC 303, SSC 304 and PSYC 316 prior to taking PSYC 322. All four courses are required for graduation.

• All students are required to pass a computer literacy requirement either through an exemption examination or a final examination taken at the end of a computer literacy course (CL 101).

• Students must exit from remediation, pass the Basic Skills examinations and take appropriate pre-requisites before taking these courses.

• Students who have successfully completed MTH 120 should register for MTH 130.

Specialty Areas and Advanced Options Offered in the Department

Psychologists study the physical, cognitive, emotional, and social aspects of human behavior. Within the course offerings, students are encouraged to take a broad view of the discipline of Psychology by sampling courses across the specialty areas. Students may also decide to take more than one course within a specialty area. These specialty areas include:

DEVELOPMENTAL 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 Psych.
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)
THE SCHOOL OF SCIENCE HEALTH AND TECHNOLOGY

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 degree programs prepare students for careers as well as for advanced study in the sciences, mathematics, computer science, environmental science, nursing and the health related professions. The School is dedicated to increasing the number of students from the New York Metropolitan area, particularly from Central Brooklyn, who pursue careers in these fields by imparting state of the art knowledge to students.

The School serves students with interest in other fields of study through course offerings which help them acquire the knowledge and skills in science, mathematics and health so necessary to success in their chosen fields and to the literate and informed citizens who will lead us in the twenty first century. It also strives to promote the academic and professional success of students through a supportive network which includes select tutoring offered in departmental Learning Centers, topical workshops, individualized academic advisement, exposure to the knowledge and advice of outside scholars and professionals invited to lecture, specialized mentoring offered in selected fields and student scientific research. It is expected that students will 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.

DEPARTMENTS AND REGISTERED DEGREE PROGRAMS OF THE SCHOOL

Department of Biology
B.S. in Biology
A.S. in Science

Department of Mathematics
B.S. in Mathematical Sciences

Department of Nursing
B.S. in Nursing
A.A.S. in Nursing
Certificate Licensed Practical Nursing
Department of Physical, Environmental and Computer Science
B.S. in Environmental Science
A.S. in Computer Science
A.S. in Science

DEPARTMENT OF BIOLOGY
The Department of Biology offers courses which are designed for the student who wishes to pursue a career in biology or biologically related fields. The Department’s curricula focus on the following goals:

- To increase the participation of students with diverse educational, socio-political, and cultural backgrounds in the biological sciences, in the professions of medicine, dentistry, research, teaching and other biologically related fields.
- To provide students with the essential knowledge and skills needed for career advancement and professional mobility.
- To provide the knowledge of the role that modern biological science and technology play in society and to provide students with a sense of responsibility for their humanistic applications.
- To prepare students for leadership roles in their communities and to foster their personal growth and development.
- To enrich knowledge and experiences of residents of the community in the biological sciences.
- To increase community awareness and interaction in order to provide the community with the necessary knowledge and commitment to advocate for increased support for students and programs in the biological sciences.

The faculty and staff of the Biology Department endeavor to ensure that these goals are met by continuing to develop new programs and courses to further enrich the academic experience of the students; establishing educational and research collaborations with other prominent universities; and by furthering their own professional development through research, seeking grant monies, 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 micro-spectrofluorometry, PCR, electrophysiology, ultracentrifugation, and image analysis. The Biology faculty continues to implement strategies to further strengthen the department not only to increase the academic and professional success of
its student population but also to promote awareness of MEC's role in the local Brooklyn community. Many of the faculty have participated in local community events including 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. The "PS 161 Science Program" provides quality laboratory-oriented instruction in Earth Science, Physical Science and Biology to the elementary students of PS 161 by utilizing the Biology Department's labs and faculty to teach these courses to the students in a college environment. The "School District 17 Biology Teacher Preparation Program" is a joint initiative with the school district to provide high school teachers the opportunity to upgrade and enhance their science education and teaching capabilities. The Biology Department also sponsors the 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 promote new learning styles and lessons that they can bring back to their own high school classrooms. 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.

Opportunities afforded Students in the Biology Department:

**Biology-CSTEP Program**

The Biology-CSTEP program, which is 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:

- Improve students' basic study skills
- Improve student performance in the biology program
- Increase student retention in biology programs
- Familiarize them with career options in biology, applied biology, research, medical and paramedical fields
- Increase their exposure to career professionals in biology, applied biology, medical and paramedical fields
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 including: 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; as well as 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 expressed program goals.

CSTEP-eligible students are selected from the Department of Biology and from among the general student population, who express an interest and desire to pursue a career in biology, applied biology, research, medical and paramedical fields. The outcome thus far has been a pool of historically underrepresented and economically disadvantaged undergraduate students who are being 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 students’ training in the sciences and to give them first hand experience of 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 Dept. of Education, Dept. 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 and SUNY Health Science Center at Brooklyn. The Biology Department also sponsors, through the prestigious Fogarty Fellowship administered by the National Institute of Health, a fully funded international summer research program that has taken students to various Universities including the University of Helsinki in Finland; the University of Dar es Salaam in Tanzania and the National University of Singapore. For more information about any of these programs, contact the Chair of the Biology Department.
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 grant, UMass Amherst has developed a partnership with the Biology Department at MEC to establish a smooth pipeline for qualified MEC students graduating with a BS degree in Biology to enter a doctoral science program at one of the following five prestigious Universities in the grant’s NE University Alliance:

- University of Massachusetts/ Amherst Boston University
- The Massachusetts Institute of Technology
- Pennsylvania State University
- 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 available to them the opportunities for student exchanges; faculty exchanges; collaborative research; enhanced seminar programs and fully funded summer research internships at any one of the five 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, as well as 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, Dr. Charles desBordes 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 automatically accepted into one of the four SUNY programs offered:

- Physicians Assistant, BS degree
- Physical Therapy, BS/MS degree
- Occupational Therapy, MS degree
- 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, Dr. Margaret Carroll in the Biology Department.

**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

**Degree Programs Offered by the Biology Department**

The Department of Biology offers two degree programs, an Associate of Science in Science 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 chose 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 (i.e. pharmacy, physical therapy, physician assistant, respiratory or occupational therapy, diagnostic medicine, health information management programs, food science and
medical technology) programs at other colleges. By appropriate course selection in consultation with an academic advisor, students pursuing the A.S. 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 the following areas:

**College-Wide Requirements:** *31 credits*

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 101 &amp; 102</td>
<td>2</td>
</tr>
<tr>
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<tr>
<td>ENGL 212</td>
<td>3</td>
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<tr>
<td>SPCH 102</td>
<td>3</td>
</tr>
<tr>
<td>MTH 120</td>
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<td>MTH 130</td>
<td>2</td>
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<tr>
<td>ART 100</td>
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</tr>
<tr>
<td>HIST 101 or 102</td>
<td>3</td>
</tr>
<tr>
<td>BIO III 201</td>
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</tr>
<tr>
<td>SSC 101, SSC 305</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>3</td>
</tr>
<tr>
<td>HIST 200, 201, 230, 231</td>
<td>3</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 102.

**Departmental Requirements:** *29 credits*
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 a number of combinations of courses which will satisfy this requirement.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 150</td>
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</tr>
<tr>
<td>BIO 201</td>
<td></td>
</tr>
<tr>
<td>CHM 105</td>
<td></td>
</tr>
</tbody>
</table>

Introduction to Human Anatomy & Physiology

General Biology I & higher level biology courses

Chemistry for the Health Professionals
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 201</td>
<td>Gen. Chemistry I and higher level chemistry courses</td>
<td></td>
</tr>
<tr>
<td>MTH 151</td>
<td>Pre-calculus and higher level math courses</td>
<td></td>
</tr>
<tr>
<td>PHY 114</td>
<td>Basic Physics and higher level physics courses</td>
<td></td>
</tr>
<tr>
<td>CS 151</td>
<td>Introduction to Computing and higher level computer science courses</td>
<td></td>
</tr>
<tr>
<td>ENVS 200</td>
<td>Environmental Health Issues and higher level environmental science courses</td>
<td></td>
</tr>
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**Suggested Sequence for the Associate of Science (A.S.) Degree in Science**

**FRESHMAN YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>SPCH 102</td>
<td>Funds of Speech 3</td>
</tr>
<tr>
<td>MTH 120</td>
<td>Algebra &amp; Coordinate Geometry 1</td>
</tr>
<tr>
<td>ENGL 112</td>
<td>College Composition I 3</td>
</tr>
<tr>
<td>FS 101</td>
<td>Freshman Seminar I 1</td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to World Art 1</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Introduction to World Music 3</td>
</tr>
<tr>
<td>BIO III</td>
<td>Basic Biology 3</td>
</tr>
<tr>
<td>BIO 150</td>
<td>Introduction to Anatomy &amp; Physiology 3/4</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>World Civilization 3</td>
</tr>
<tr>
<td>MTH 130</td>
<td>College Algebra &amp; Trigonometry 2</td>
</tr>
<tr>
<td>ENGL 150</td>
<td>College Composition II 3</td>
</tr>
<tr>
<td>BIO 102</td>
<td>Pre-professional Career seminar 1</td>
</tr>
<tr>
<td>BIO 201</td>
<td>General Biology I 3</td>
</tr>
<tr>
<td>BIO 151</td>
<td>Anatomy &amp; Physiology I 3/4</td>
</tr>
<tr>
<td>CHM 112</td>
<td>Basic Chemistry 3</td>
</tr>
<tr>
<td>CHM 105</td>
<td>Chemistry for the Health Prof 3</td>
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<tr>
<td>Total</td>
<td>15/16</td>
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</table>

**SOPHOMORE YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 211</td>
<td>Introduction to Literature 3</td>
</tr>
</tbody>
</table>
MTH 151 Pre-calculus
or
CS 151 Introduction to Computers 3/4
BIO 202 General Biology II
or
BIO 152 Anat. & Phys. II 4
CHM 201 General Chemistry I
or
XXX
SCI/MTH Elective 3/4
SSC 101 Culture, Society & Social Change
or
PSYC 101 Intro to Psychology 3
Total 16-18

Second Semester

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST XXX</td>
<td>Elective from HIST 200/201/213/230/242 3</td>
</tr>
<tr>
<td>BIO XXX</td>
<td></td>
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<tr>
<td>BIO</td>
<td>Elective 3/4</td>
</tr>
<tr>
<td>CHM 202</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td>XXX</td>
<td></td>
</tr>
<tr>
<td>SCI/MTH</td>
<td>Elective 3/4</td>
</tr>
<tr>
<td>PHY 114</td>
<td>Basic Physics</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td>XXX</td>
<td></td>
</tr>
<tr>
<td>SCI/MTH</td>
<td>Elective 3/4</td>
</tr>
</tbody>
</table>

Total Credits required for A.S. Degree 60

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 study in biology and biologically-related disciplines or to seek employment in education, government or industry. 120 credits divided among the following areas are required:
### College-Wide Requirements* 49 credits

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>ENGL 112</td>
<td>College Composition I and 11 and 150</td>
</tr>
<tr>
<td>ENGL 212</td>
<td>Introduction to Literature &amp; Masters of World Literature</td>
</tr>
<tr>
<td>MTH 120</td>
<td>Algebra &amp; Coordinate Geometry</td>
</tr>
<tr>
<td>MTH 130</td>
<td>College Algebra &amp; Trigonometry</td>
</tr>
<tr>
<td>SPCH 102</td>
<td>Fundamentals of Speech</td>
</tr>
<tr>
<td>FS 101 &amp; 102</td>
<td>Freshman Seminar I and II*</td>
</tr>
<tr>
<td>HIST 101 or 102</td>
<td>World Civilization</td>
</tr>
<tr>
<td>BIO 111</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>201 Introduction to Biology or General Biology</td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to World of Art</td>
</tr>
<tr>
<td>SSC 101</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>PSYC 101</td>
<td></td>
</tr>
<tr>
<td>MTH 151</td>
<td>Pre-calculus</td>
</tr>
<tr>
<td>CHM 112</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>201 Basic Chem. or Gen. Chemistry I</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Introduction to Music</td>
</tr>
<tr>
<td>HIST 200, 201, 230, 231</td>
<td></td>
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<tr>
<td>or</td>
<td>240 International Option (6 cr. from the following)</td>
</tr>
<tr>
<td>ECO 204</td>
<td>International Economics</td>
</tr>
<tr>
<td>SSC 307</td>
<td>World Geography</td>
</tr>
<tr>
<td>POL 210</td>
<td>International Relations</td>
</tr>
<tr>
<td>or</td>
<td>Foreign Language (2 courses) 6</td>
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<tr>
<td>SPCH 121 &amp; 122</td>
<td>Sign Language 0</td>
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<tr>
<td>CS 100</td>
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</tr>
<tr>
<td>or</td>
<td>151 Computer Language 0</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 102

**Departmental Requirements 48 credits**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 202 &amp; 203</td>
<td>Calculus I and II</td>
</tr>
<tr>
<td>BIO 201 &amp; 202</td>
<td>General Biology I and II</td>
</tr>
<tr>
<td>CHM 201 &amp; 202</td>
<td>General Chemistry I and II</td>
</tr>
<tr>
<td>CHM 303 &amp; 304</td>
<td>Organic Chemistry I and II</td>
</tr>
<tr>
<td>PHY 114</td>
<td>Basic Physics</td>
</tr>
<tr>
<td>PHY 205 &amp; 206</td>
<td>General Physics I and II</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIO 499</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>

Upper Level BIO Requirements 17 credits (300-400 level courses)

**Open Electives 6 Credits**

**Suggested Sequence for the Bachelor of Science (BS) Degree in Biology**

**FRESHMAN YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>COURSES</th>
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</thead>
<tbody>
<tr>
<td>SPCH 102</td>
<td>Fundamentals of Speech</td>
</tr>
<tr>
<td>MTH 120</td>
<td>Algebra &amp; Geometry I</td>
</tr>
<tr>
<td>ENGL 112</td>
<td>College Composition I</td>
</tr>
<tr>
<td>BIO III</td>
<td>Basic Biology</td>
</tr>
<tr>
<td>FS 101</td>
<td>Freshman Seminar I</td>
</tr>
<tr>
<td>ART 101</td>
<td>Introduction to World Art</td>
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</tbody>
</table>

| + Total | 16 |

**Second Semester**

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>BIO 201</td>
<td>General Biology I</td>
</tr>
<tr>
<td>CHM 112</td>
<td>Basic Chemistry</td>
</tr>
<tr>
<td>MTH 130</td>
<td>College Algebra &amp; Trigonometry</td>
</tr>
<tr>
<td>ENGL 150</td>
<td>College Composition II</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World Civilization</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Pre-professional Career Seminar</td>
</tr>
</tbody>
</table>

| + Total | 16 |

**SOPHOMORE YEAR**

**First Semester**
<table>
<thead>
<tr>
<th>COURSES</th>
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</thead>
<tbody>
<tr>
<td>BIO 202</td>
<td>General Biology II</td>
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<tr>
<td>CHM 201</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>MTH 151</td>
<td>Pre-calculus I</td>
</tr>
<tr>
<td>ENGL 211</td>
<td>Introduction to Literature</td>
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</table>

**Second Semester**

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>BIO 302</td>
<td>Genetics</td>
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<tr>
<td>CHM 202</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>MTH 202</td>
<td>Calculus I</td>
</tr>
<tr>
<td>PSY 114</td>
<td>Basic Physics</td>
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</table>

**JUNIOR YEAR**

**First Semester**

<table>
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<tbody>
<tr>
<td>MTH 203</td>
<td>Calculus I1</td>
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<td>CHM 303</td>
<td>Organic Chemistry I</td>
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<tr>
<td>PHY 205</td>
<td>General Physics I</td>
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<tr>
<td>ENG 212</td>
<td>Masterpieces of World Lit</td>
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**Second Semester**

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>BIO 300/400</td>
<td>Course</td>
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<tr>
<td>CHM 304</td>
<td>Organic Chemistry II</td>
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<td>PHY 206</td>
<td>General Physics II</td>
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<td>HIST 200/201/230</td>
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**SENIOR YEAR**

**First Semester**

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<tr>
<td>BIO XXX</td>
<td>300/400 Course</td>
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<tr>
<td>Elect XXX</td>
<td>Open elective</td>
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<td>SSC 101, SSC, 305</td>
<td>or</td>
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<tr>
<td>PSYC 101</td>
<td></td>
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</tbody>
</table>
MUS 100  Introduction to Music  2
XXX  International Option  3
Total  16

Second Semester

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BIO XXX 300/400 Course</td>
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<tr>
<td>BIO XXX 300/400 Course</td>
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<td>Elect XXX Open elective</td>
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<td>XXX International Option</td>
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<td>BIO 499 Senior Seminar</td>
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<tr>
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</table>

Total Credits required for BS Degree  120

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 Department chair.

Biology Web Page

For further information students can go to:
www.mec.cuny.edu/Academic/Sci-sch/biology/biology.htm

DEPARTMENT OF MATHEMATICS

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. Offerings in mathematics seek to engage students in a substantial intellectual endeavor, to increase students' appreciation of the role of mathematics in the evolution of culture, and to assist students in preparing for a career in which mathematics is directly or indirectly involved. Course offerings in mathematics can be divided into the following three groups.
Group 1. The Basic Skills - 0-Level Courses
1. MTH 009 Arithmetic
2. MTH 010 Elementary Algebra

These courses are designed to prepare students who lack sufficient mathematics background to deal with the rigors of college level mathematics courses. Students will be placed in these courses depending on their placement test performance. These courses are offered in the Post Secondary Readiness Center (PSRC).

Group 2. General Core - 100-Level and 200-Level Service Courses
1. MTH 115 Nature of Mathematics I
2. MTH 120 Algebra and Coordinate Geometry
3. MTH 130 College Algebra and Trigonometry
4. MTH 141 Finite Mathematics
5. MTH 151 Pre-calculus
6. MTH 209 Elementary Statistics
7. MTH 220 College Geometry
8. MTH 222 Introduction to Probability and Statistics
9. MTH 231 Math for Teachers of Elementary School
10. MTH 241 Calculus for Business and Social Sciences
11. MTH 215 Nature of Mathematics II

Courses in this group are designed to satisfy the mathematics core requirements of non-math majors. MTH 120, MTH 130, and MTH 151 are also designed to prepare students for the study of Calculus. MTH 115 and MTH 215 are intended for students who are majoring in the liberal arts. MTH 141 and MTH 241 are designed for students in business and social sciences to familiarize them with the finite and continuous nature of mathematics. They provide modern applications of mathematics to these fields. MTH 220 and MTH 231 are intended for students majoring in Education. MTH 209 is designed primarily for nursing students.

Group 3. Courses for Mathematics and Science Majors
1. MTH 202 Calculus I
2. MTH 203 Calculus II
3. MTH 204 Calculus III
4. MTH 205 Elementary Differential Equations
5. MTH 207 Elementary Linear Algebra
A variety of 300 and 400 level courses for these majors for maximum flexibility. Courses in this group are primarily offered to mathematics and science majors. However, these courses are also appropriate for mathematically talented or highly motivated students in the other fields. The Calculus sequence is designed for students in sciences and mathematics but it is also an appropriate course of study for business and economics students.

The Department of Mathematics course offerings are generally designed to accommodate, in an optimal way, the needs and the desires of the following groups of students:

1. The individuals who possess an early appreciation of mathematics as a vast, beautiful, exciting, intellectually-challenging field that is important in its own right, without any special regard for its powerful applications to other disciplines; and

2. The sizable group of students who base their interest in mathematics to a very large degree on an understanding of the relationship that mathematics has with other disciplines.

DEPARTMENTAL PROGRAMS

Pre-College 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 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 chairperson of the department for information and application forms by calling (718) 270-6417

Undergraduate Research Program
The Undergraduate Research Program is designed for those students who have demonstrated an exceptionally high level of performance in upper-level mathematics courses as well as the talent and the commitment to carry out expository or original research in mathematics. Any student interested in this program needs to identify a faculty member in the department to serve as mentor.
DEGREE OFFERINGS
B.S. in the Mathematical Sciences
The dedication to a twenty-first century 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 degree program is to provide greater access for minority students to educational opportunities in advanced mathematics at the undergraduate level and thereby ultimately 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 twofold:

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 substantial mathematics background, such as natural, computer and engineering sciences.

In order to accomplish these goals the department has instituted a curriculum which is 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.

PROGRAM REQUIREMENTS
Admissions Criteria
Students who complete MTH 151 (Pre-calculus) with a grade of C or better — or 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 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.)

**Distribution of Credits**
The B.S. degree in the Mathematical Sciences requires the completion of (120) credits of which 55 credits are taken up by the Medgar Evers Core Curriculum and 46 credits are to satisfy the Departmental Core. The balance of 19 credits will be used for Free Electives which may be selected from additional Specialized Course Selections or 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 the 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 in these categories.

**NOTE:** Although certain pre-calculus courses will satisfy the College core, they will not count for this B.S. degree program.

**B. S. Degree in the Mathematical Sciences:**
**Preparation for Mathematics-Based Careers or Graduate School**

A typical distribution of credits for a mathematical sciences major follows:

**(A) COLLEGE CORE:**
**Required Course/Credits**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Introduction to World Art</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 112</td>
<td>College English I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 150</td>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 211</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 300</td>
<td>Masterpieces of World Lit.</td>
<td>3</td>
</tr>
<tr>
<td>FS 101</td>
<td>Freshman Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>FS 102</td>
<td>Freshman Seminar II</td>
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</tr>
<tr>
<td>HIST 101</td>
<td>World Civilization</td>
<td>3</td>
</tr>
<tr>
<td>MTH 202</td>
<td>Calculus I</td>
<td>4</td>
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</tbody>
</table>
[In lieu of MTH 120 & 130]

<p>| | |</p>
<table>
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<tr>
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<td>SPCH</td>
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**TYPICAL CHOICES**

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<tr>
<td>PHY</td>
<td>114</td>
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<tr>
<td>FREN</td>
<td>101/102</td>
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**Total Core Credits** 55

**(B) MATHEMATICAL SCIENCES CORE (Composition I):**

<table>
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<tr>
<th>COURSES</th>
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<tbody>
<tr>
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<tr>
<td>MTH</td>
<td>205</td>
</tr>
<tr>
<td>MTH</td>
<td>207</td>
</tr>
<tr>
<td>MTH</td>
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Total 13

**(C) PROOF-BASED COURSES (Composition II):**

<table>
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<tr>
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<tbody>
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<td>MTH</td>
<td>311</td>
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<tr>
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<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>MTH</td>
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Total 6

**(D) IN-DEPTH EXPERIENCE (Composition III):**

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<tbody>
<tr>
<td>MTH</td>
<td>312</td>
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<tr>
<td>MTH</td>
<td>309</td>
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<tr>
<td>or</td>
<td></td>
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<td>MTH</td>
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Total 6

**(E) APPLICATIONS AND CONNECTIONS (Composition IV):**

<table>
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160
CS 252  Assembler Language I  4
PHY 211  University Physics I  4
Total  8

(F) SPECIALIZED COURSE SELECTIONS (Composition V):

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>MTH 315</td>
<td>Complex Variables II  3</td>
</tr>
<tr>
<td>Three (3) Courses from among the following:</td>
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</tr>
<tr>
<td>MTH 305</td>
<td>Complex Variables I</td>
</tr>
<tr>
<td>MTH 316</td>
<td>Complex Variables II</td>
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<tr>
<td>MTH 325</td>
<td>Modern Differential Geometry</td>
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<td>MTH 353</td>
<td>General Topology</td>
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<td>Graph Theory</td>
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<td>MTH 360</td>
<td>Numerical Analysis</td>
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<tr>
<td>MTH 400</td>
<td>Special Topics in Mathematics</td>
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<td>Total</td>
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</tbody>
</table>

(G) INTEREST-BASED ELECTIVES:
Total  19

(H) SENIOR SEMINAR  1

GRAND TOTAL: 120

The distribution of 120 credit hours is as follows:
1. College Core Credits  55
2. Major Field Credits (Components I, II, III, V)  37
3. Application Field Credits (Component IV)  8
4. Interest-Based Electives Credits  19
5. Senior Seminar (Capstone Course)  1
Total Credits  120

There are 45 credits in Components I, II, III, and V. However, 8 of these credits are included in College Core Credits.

Component I
Basic courses (21 credits):

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>MTH 202, 203, 204</td>
<td>Calculus I-II-III</td>
</tr>
<tr>
<td>MTH 205</td>
<td>Elementary Differential Equations</td>
</tr>
<tr>
<td>MTH 207</td>
<td>Elementary Linear Algebra</td>
</tr>
</tbody>
</table>
MTH 237 Probability and Statistics

Component II
Two proof-based courses (6 credits):

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>MTH 311 Advanced Calculus I</td>
</tr>
<tr>
<td>MTH 308 Abstract Algebra I</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>MTH 335 Discrete Mathematical Structures</td>
</tr>
</tbody>
</table>

Component III
One follow-up course for an in-depth experience (3 credits):

<table>
<thead>
<tr>
<th>COURSES</th>
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</thead>
<tbody>
<tr>
<td>MTH 312 Advanced Calculus II</td>
</tr>
<tr>
<td>MTH 309 Abstract Algebra II</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>MTH 345 Mathematical Modeling</td>
</tr>
</tbody>
</table>

Component IV. Applications and Connections (8 credits):

<table>
<thead>
<tr>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 252 Assembler Language</td>
</tr>
<tr>
<td>PHS 211 University Physics I</td>
</tr>
</tbody>
</table>

Component V. Specialized course Selections (12 credits):
MTH 315 (Complex Variables I) and three other courses will be determined on the basis of special student interests from advanced mathematics courses (300 or 400 levels courses) beyond those required for components II and III.

Component VI. Senior Seminar (Capstone course) (1 credit):
All students must take the capstone course, MTH 405 - Senior Seminar.
The following two sample programs for students majoring in the mathematical sciences assume that the students take all their core courses after entering the program. Clearly if there are any core courses taken before entering the B.S. program, there will be more room for additional mathematics and minor field courses, so that the degree requirements can be satisfied in fewer than eight semesters after beginning with Calculus I.

TYPICAL PROGRAMS FOR THE B.S. DEGREE IN THE MATHEMATICAL SCIENCES
**OPTION I: Preparation for Mathematics-Based Careers**

**Semester 1**

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>MTH 202</td>
<td>Calculus I</td>
</tr>
<tr>
<td>ENGL 112</td>
<td>College English I</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>FS 101</td>
<td>Freshman Seminar I</td>
</tr>
<tr>
<td>CS 151</td>
<td>Introduction to Computing</td>
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**Semester 2**

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<tbody>
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<td>FS 102</td>
<td>Freshman Seminar II</td>
</tr>
<tr>
<td>BIO 101</td>
<td>Introduction to Science of Biology</td>
</tr>
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<td><strong>Total</strong></td>
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**Semester 3**

<table>
<thead>
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<tbody>
<tr>
<td>MTH 204</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MTH 207</td>
<td>Elementary Linear Algebra</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World Civilization</td>
</tr>
<tr>
<td>ENGL 211</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>FR 101</td>
<td>or</td>
</tr>
<tr>
<td>SPAN 101</td>
<td>(Core Foreign Language Option)</td>
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**Semester 4**

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<tr>
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<tbody>
<tr>
<td>MTH 205</td>
<td>Elementary Differential Equations</td>
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<tr>
<td>MTH 237</td>
<td>Probability &amp; Statistics</td>
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<tr>
<td>PHY 211</td>
<td>University Physics I</td>
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<tr>
<td>SPCH 102</td>
<td>Fundamentals of Speech</td>
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<tr>
<td>FR 102</td>
<td>or</td>
</tr>
<tr>
<td>SPAN 102</td>
<td>(Core Foreign Language Option)</td>
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**Semester 5**
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<tbody>
<tr>
<td>MTH 335</td>
<td>Discrete Mathematical Structures 3</td>
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<tr>
<td>MTH 311</td>
<td>Advanced Calculus I 3</td>
</tr>
<tr>
<td>ENGL 300</td>
<td>Masterpieces of World Literature 3</td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to World of Art 2</td>
</tr>
<tr>
<td>CS 252</td>
<td>Assembler Language 4</td>
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**Semester 6**

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<thead>
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<tbody>
<tr>
<td>MTH 360</td>
<td>Numerical Analysis 3</td>
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<tr>
<td>MTH 312</td>
<td>Advanced Calculus II 3</td>
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<tr>
<td>HIST 200</td>
<td>The Growth and Development of the U.S.A. 3</td>
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<tr>
<td><strong>FREE ELECTIVES</strong></td>
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**Semester 7**

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<tbody>
<tr>
<td>MTH 315</td>
<td>Complex Variables I 3</td>
</tr>
<tr>
<td>MTH 359</td>
<td>Graph Theory 3</td>
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**Semester 8**

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<tr>
<td>MTH 345</td>
<td>Mathematical Modeling 3</td>
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<td>MTH 405</td>
<td>Senior Seminar 1</td>
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<tr>
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<td>14</td>
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</tbody>
</table>

**Total Credits** 120

† A student in the program will confer with his or her departmental advisor to identify the electives for the career the student intends to pursue - actuarial science, systems analysis, computer science, industrial/engineering research and technology.

**OPTION II:**

**Graduate School Preparation**

**Semester 1**

<table>
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<tr>
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<td>ENGL 112</td>
<td>College English I 3</td>
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<tr>
<td>PHIL 101</td>
<td>Introduction to Logic 3</td>
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FS 101  Freshman Seminar I  1
CS 151  Introduction to Computing  4
Total 15

**Semester 2**

<table>
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<tr>
<td>MTH 203</td>
<td>Calculus II</td>
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<tr>
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<td>PHY 114</td>
<td>Basic Physics</td>
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<td>FS 102</td>
<td>Freshman Seminar II</td>
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<tr>
<td>BIO 101</td>
<td>Introduction to Science of Biology</td>
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**Semester 3**

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<tr>
<td>MTH 204</td>
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<td>MTH 207</td>
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<td>World Civilization</td>
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<td>Introduction to Literature</td>
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<td>FR 101</td>
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**Semester 4**

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<td>PHY 211</td>
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<tr>
<td>SPCH 102</td>
<td>Fundamentals of Speech</td>
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<td>FR 102</td>
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**Semester 5**

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<tr>
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<td>Introduction to World of Art</td>
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<td>Assembler Language</td>
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**Semester 6**
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<tr>
<td>HIST 200</td>
<td>The Growth and Development of the U.S.A.</td>
</tr>
<tr>
<td>†FREE ELECTIVES</td>
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Semester 7

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
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<td>MTH 315</td>
<td>Complex Variables I</td>
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<tr>
<td>MTH 359</td>
<td>Graph Theory</td>
</tr>
<tr>
<td>†FREE ELECTIVES</td>
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Semester 8

<table>
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<th>COURSES</th>
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<tbody>
<tr>
<td>MTH 353</td>
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</tr>
<tr>
<td>MTH 405</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>†FREE ELECTIVES</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 120

† A student in the program will confer with his or her departmental advisor before choosing electives. Other than additional mathematics courses, suggested elective courses might include some courses in areas such as chemistry, biology, or economics, as well as additional courses in physics or computer science. A student intending to attend graduate school may be well-advised to study a second modern foreign language (i.e., a language in addition to that satisfying the core requirement).

DEPARTMENT OF NURSING

The Nursing Department offers an AAS in Nursing, a BS Degree Program in Nursing and a Certificate in Practical Nursing. The programs of study are designed to:

- Provide access for entry into nursing at various nursing educational levels.
- Maintain academic excellence and encourage life long learning.
- Reflect the awareness of the holistic health care needs of the residents of Central Brooklyn and surrounding areas.
- Prepare the graduate for entry into the rapidly changing health care delivery system.
- 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.
Information regarding accreditation can be obtained from the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway-33rd Floor, NY, NY 10006, 800 669-1656 extension 153 or www.nlnac.org.

THE NURSING DEPARTMENT’S DEGREE PROGRAMS

BACHELOR OF SCIENCE IN NURSING (BSN)
(For Registered Nurses Only)
The community-focused Baccalaureate Nursing Program is designed exclusively for registered nurses. The program prepares a professional nurse who can deliver quality nursing care to culturally diverse clients in a variety of settings. Opportunities are provided for the student to develop the competencies of professional nursing practice in the areas of direct care, disease prevention, health maintenance, health teaching, management of client care, research, collaboration, and client advocacy.

Program Purposes:
- Prepare a beginning generalist professional nurse.
- Provide a basis for developing skills in leadership, management and research.
- Provide a foundation for graduate study in nursing.

Admission Criteria:
RN's must meet all requirements for admission to the College. Following acceptance by the College, students must meet standards of proficiency in the basic skills areas of reading, writing and mathematics established by the College. To be eligible for admission to the first nursing course, NUR 290 - BASIC CONCEPTS OF PROFESSIONAL NURSING, the student must have met or be in the process of meeting the last 55 credits of the sixty (60) lower division credit requirements. Students must also meet the applicable CUNY Proficiency examination requirement. RN students must meet all Nursing Department requirements prior to entry into clinical nursing phase.

Admission requirements apply to graduates of the Associate Degree Program at Medgar Evers College as well as transfer students. Transfer course credits must have been earned at institutions of higher education approved by The City University of New York.

The Department of Nursing will award 20 credits for basic nursing preparation. These credits are counted as part of the required 60 Lower Division credits.
Progression to the Junior Year: Nursing Major

To progress to the junior year nursing courses, the student must file an application in addition to meeting the following requirements:

- Proof of Professional Liability and Malpractice Insurance (1mil./5 mil.)
- Proof of current RN licensure in New York State
- 2.5 cumulative grade point average
- 12th grade reading level (CUNY-wide and M.E.C. policy as applicable)
- 60 lower division college credits.
- Health requirements of the College’s Student Health Service (including appropriate immunizations)
- Current CPR Certificate (American Heart Association)

No candidate will be eligible for progression to the junior year of the Baccalaureate Program in Nursing until all admission criteria have been met. Applicants who have not met all admission requirements (e.g., candidates who do not have the required lower division and/or pre-requisite courses) are classified as pre-baccalaureate students. Pre-baccalaureate students who have completed the pre-requisite courses and may be awaiting National Council Licensure Examination-Registered Nurse (NCLEX-RN) results may register for upper division general education courses only. No student will be permitted to enter NUR courses until he/she is in possession of a current/valid license to practice nursing in New York State.

Retention, Progression and Graduation

A student must maintain a “C” average or better in each required nursing and general education course, and an overall 2.5 average in order to maintain his/her standing in the BS Nursing Program. Any student with a GPA of less than 2.5 for two consecutive semesters will be required to withdraw from the program. Students who are required to withdraw from nursing should meet with his/her nursing faculty advisor for appropriate guidance. In addition, all students must have completed all pre-requisite courses and relevant entry into clinical or college laboratory requirements prior to entry into all nursing courses.

Medgar Evers College will award the B.S. Degree in Nursing (BSN) upon the student’s successful completion of all one hundred twenty (120) required Nursing Program credits.

Challenge Examinations

Credit by examination may be earned for all lower division courses except English I and II, Philosophy 201 – Ethics and NUR 290 - Basic Concepts of Professional Nursing. General education course credit may be earned by satisfactory achievement on the
Regents College Examination or other equivalent standardized college level examinations.

Two nursing courses in the junior year, NUR 313 and NUR 314 - Nursing Intervention with Individual Clients I & II are offered for credit by examination only. NLN Mobility Profile 11 consists of standardized tests. These written and clinical tests evaluate the student’s ability to apply basic nursing theory to nursing practice within the framework of the nursing process.

Challenge examinations for NUR 313 and NUR 314 will be announced. For further details see the department’s academic or nursing advisor, see the examination guidelines and or the Nursing Department’s Bulletin Boards for testing dates. Students who do not pass these courses may not progress in the Nursing Program.

**Recommended Sequence for the B.S. in Nursing**

**Semester 1**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>ENGL 112</td>
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</tr>
<tr>
<td>*PSYC 101</td>
<td>Introduction to Psychology/Elective 3</td>
</tr>
<tr>
<td>*BIO 251</td>
<td>Anatomy &amp; Physiology I 4</td>
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<td>Total 10</td>
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**Semester 2**

<table>
<thead>
<tr>
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<tbody>
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<td>SSC 101</td>
<td>Culture, Society and Social Change 3</td>
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<tr>
<td>*BIO 252</td>
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</tr>
<tr>
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<td></td>
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**Semester 3**

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<tr>
<td>*BIO 261</td>
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<td>Developmental Psychology 3</td>
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<td>PHIL 201</td>
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**Semester 4**

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<tr>
<td>NUR 290</td>
<td>Basic Concepts of Professional Nursing</td>
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**CHALLENGE EXAMINATION**

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<tr>
<td>*NUR 313</td>
<td>Nursing: Interventions with Individual Clients I</td>
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<tr>
<td>*NUR 314</td>
<td>Nursing: Interventions with Individual Clients II</td>
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**JUNIOR YEAR**

**Semester 1**

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<td>Health Assessment: Adult Clients</td>
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<td>NUR 317</td>
<td>Group Dynamics in Nursing</td>
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<td>MTH 209</td>
<td>Statistics</td>
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**Semester 2**

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<tr>
<td>BIO 323</td>
<td>Pathophysiology</td>
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<tr>
<td>NUR 321</td>
<td>Introduction to Nursing Research</td>
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<td>NUR 318</td>
<td>Nursing: Family and Community Clients</td>
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**SENIOR YEAR**

**Semester 1**

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<tr>
<td>NUR 418</td>
<td>Nursing: High Risk Families</td>
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<td>NUR 421</td>
<td>Nursing Leadership &amp; Management</td>
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<td>SSC 305</td>
<td>Critical Issues in Society</td>
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<td>Historical Studies (200 Level)</td>
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**Semester 2**

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<tr>
<td>NUR 419</td>
<td>Nursing: High Risk Middle Age &amp; Elderly Clients</td>
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<td>NUR 425</td>
<td>Professional Nursing Issues &amp; Trends in Health Care</td>
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<tr>
<td>ENGL 300</td>
<td>Masterpieces in World Literature</td>
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<td>Total Upper Division Credits</td>
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*This course is by challenge examination only.

** Upper division electives must be 300 or 400 level courses or Foreign Languages.

ASSOCIATE IN APPLIED SCIENCE IN NURSING (AAS)
The A.A.S. Degree Program prepares the beginning technical nurse to function as a provider of care, communicator, decision-maker, client teacher, manager of client care, collaborator and member of the nursing/health care team in structured health care settings, under the leadership of a baccalaureate and/or higher degree prepared registered nurse.

Program Purposes
- Prepare the entry-level technical nurse who will qualify to sit for the National Council Licensure Examination - Registered Nurse (NCLEX-RN).
- Prepare the graduate who will be an accountable and responsible nursing care provider to clients with common well-defined health problems in structured health care settings.
- Provide opportunities which will encourage pursuit of lifelong learning and professional and personal development.

Admission Criteria
Students must meet the requirements for admission to Medgar Evers College. Requirements for progression to the clinical nursing phase must also be met. These requirements may not be limited to:
- Completion of Medgar Evers College/CUNY Freshman Skills (Reading, Writing, Mathematics).
- Enrollment at Medgar Evers College a minimum of one semester
- Maintain B- in all science courses (BIO 251, 252, 261 & CHM 105)
- Completion of all college core requirements
- Completion of the application process for progression to the clinical nursing phase.
- Science courses taken 5 years or more must be repeated.
- Satisfactory score on the National League for Nursing Pre-Admission Examination-RN in each of the following areas: (Verbal ability, Mathematics, Science and Composite score).
- Meet all admission requirements to the nursing program.
- Required interview by nursing faculty.
Submission of written sample
Required orientation prior to admission to Nursing Program.

The A.A.S. Program in Nursing can be completed in 5 semesters. There are a limited number of seats in the clinical sequence. Entrance is not automatic. Students are encouraged to maintain contact with his/her academic advisor regarding availability of seats and status of admission.

A minimum 2.7 cumulative grade point (GPA) index is required for entry into the clinical nursing sequence of courses.

Retention/Progression through the Nursing Major Sequence
All students must meet the following requirements for retention & progression through nursing (NUR) courses:

- Current medical clearance to include occupational exposure health requirements and New York State Department of Health requirements
- Current Cardiopulmonary Resuscitation Certification (CPR) from the American Heart Association
- Current Student Malpractice/Liability Insurance (1 mil/3 mil)
- Students must be physically able to perform all clinical course requirements as mandated by the Department of Nursing and affiliated agencies
- 2.7 cumulative grade point average for retention/progression through the nursing major
- Possession of MEC nursing student uniform
- Meeting of all requirements must be met as outlined by the department
- Transcript must show a grade of B- or higher in clinical nursing courses
- Pass both clinical & theory portions of each NUR course
- Achieve a B- or better in all science courses

Students who do not receive a satisfactory grade of “B-” or better in a Nursing course may repeat one (1) Nursing (NUR) course one time only during his/her progression through the Nursing Program. 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 nursing counselor prior to re-enrollment in a repeated nursing course. Re-enrollment in a NUR course is based upon availability of space. Readmission is not automatic.

Readmission to the A.A.S. Nursing Program
Students, who have not been in attendance for one (1) or more consecutive semesters, must apply for readmission to the College in the Office of Admissions, and meet all program requirements in effect at the time of readmission. Students are advised that readmission to the Clinical Sequence of study is based on availability of space. Students may return during the regular registration period for academic advisement and may apply to continue in the clinical nursing phase only if space is available and all requirements are met that are in effect at that time.

Students are expected to complete the clinical nursing courses in no more than three (3) years.

Uniforms:
Nursing students are required to wear the Medgar Evers College student nurse uniform in all clinical nursing learning settings. The uniform must be purchased upon entry into the first NUR course. Students are not permitted to enter the clinical setting out of proper uniform. Students will be sent home and incur a clinical absence.

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 in New York State. The NCLEX-RN application requirements include:

- Completion of all AAS Degree requirements for the college
- Completion of all program requirements as outlined by the nursing department
- Valid social security number
- Minimum age of eighteen
- Good moral standards as defined by the New York State Education Department’s Professional Licensure Board of Nursing.

Pre-Clinical Sequence

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<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>BIO 251</td>
<td>Human Anatomy &amp; Physiology I</td>
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<td>Chemistry for Health Professionals</td>
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<tr>
<td>ENG 112</td>
<td>College Composition I</td>
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<tr>
<td>MTH 120</td>
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Clinical

Fall Semester 1

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<tr>
<td>BIO 252 Human Anatomy &amp; Physiology II</td>
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<td>ENG 150 College English II</td>
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<td>NUR 130 Fundamentals of Nursing Practice</td>
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Spring Semester 2

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<tr>
<td>BIO 261 Microbiology</td>
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<td>NUR 131 Clients w/Altered Psychosocial Functioning</td>
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<td>NUR 132 Commonly Occurring Health Problems I</td>
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Fall Semester 3

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<td>CL 101 Computer Literacy</td>
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<td>NUR 271 Commonly Occurring Health Problems II</td>
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Spring Semester

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<td>NUR 272 Childbearing/Childrearing Family</td>
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<tr>
<td>NUR 273 Transition to Nursing Practice</td>
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Program Credits

64

Note: All 64 credits may be articulated with the B.S.N. Program.

PRACTICAL NURSING CERTIFICATE PROGRAM

The Practical Nursing Certificate Program is eighteen months in length. It consists of four (4) semesters and one (1) summer session.

The Practical Nurse Program of study provides an upward mobility opportunity for eligible applicants. The College provides an opportunity to eligible applicants for entry into a college based practical nurse program. Upon completion, the graduate of the PN program is eligible to sit for the NCLEX-RN in New York State.
Program Purposes:
- 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).
- Prepare the graduate to practice as a Licensed Practical Nurse.
- Provide a foundation for upward mobility in Nursing

PN Admission Criteria:
Applicants to the Licensed Practical Nurse Program at Medgar Evers College must:
- Hold a high school diploma or a general equivalency diploma (GED)
- Be interviewed by nursing faculty
- Take and pass all three (3) areas of the CUNY Skills Assessment Examinations (Reading, Writing, Mathematics) prior to entry into the Practical Nursing courses
- Complete all remedial/developmental course work prior to admission into the nursing major
- Attend nursing orientation prior to admission
- Proof of current CPR certification (American Heart Association)
- Have an annual Physical Examination record on file (must include Hepatitis B testing)
- Purchase student malpractice liability insurance
- Progression through the Practical Nursing Program includes the following:
  - Sequential completion of all pre-requisite and required nursing courses with a grade of “B-” or better in each course;
  - Students must maintain a “B-” or better in all nursing courses in order to maintain his/her standing in the Practical Nursing Program;

Students who fail to receive a satisfactory grade of “B-” or better in a Practical Nursing course will be given an opportunity to repeat a nursing course only once. A failure in any nursing course will result in the student not advancing to the next course. Students who do not maintain a B- or better (GPA less than 2.7) will be required to withdraw from the program.

Medgar Evers College will award a Certificate in Practical Nursing upon the student’s successful completion of all thirty-nine (39) practical nursing program credits. Graduates are then eligible to apply for the National Council Licensure Examination-Practical Nurse (NCLEX-PN).

Students are expected to complete the programs in no more than two (2) years.

Sequence for the Practical Nurse Certificate Program
Spring Semester I*

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<td>NUR 023</td>
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<td>NUR 024</td>
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<td>College Composition I+</td>
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<tr>
<td>PN Anatomy &amp; Physiology+</td>
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<tr>
<td>Introduction to Nursing</td>
<td>2</td>
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<tr>
<td>PN Fundamentals of Nursing</td>
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Fall Semester II

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<td>NUR 027</td>
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<td>PN Nutrition</td>
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<td>PN Pharmacology &amp; Calculations</td>
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<td>PN Medical-Surgical</td>
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Spring Semester III

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<td>PN MCH/Psychosocial Nursing</td>
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<td>Medical-Surgical II: Specialties</td>
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Summer Session

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*May be taken prior to semester I

+Before entrance student must pass all CUNY Skills (Reading/Writing/Math) and take the NLN Pre-Admission Examination.

DEPARTMENT OF PHYSICAL ENVIRONMENTAL AND COMPUTER SCIENCES

The Department of Physical, Environmental and Computer Sciences (PECS) is dedicated to teaching and research in the physical sciences and technology. The PECS Department offers a Baccalaureate of Science degree (B.S.) in Environmental Science, Associate of Science (A.S.) degrees in Computer Science, and Associate of Science (A.S.) degree in Science (Chemistry, Physics and Engineering concentrations). The A.S. degree programs are essentially transfer programs.

The PECS Department focuses on the following goals:

- to develop in our students high-level skills, such as problem solving, reasoning, and the ability to engage in research;
- to prepare students for advanced study in graduate programs in Environmental Science and B.S. degree programs in Computer Science, Chemistry, Physics and Engineering;
- to prepare students to compete for well-paying positions in the applied and environmental sciences; and to prepare our students such that they may create their own position in society (e.g. consulting, entrepreneurship) regardless of the economic climate.

**Academic Standards**

Students in the Department are expected to pass all departmental required courses with a grade of C or better. Students will be required to repeat any course on which a grade of D or below is received before being permitted to go on to the next course in the sequence.

**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 City University of New York (CUNY) campuses and the Graduate School and University Center. It funds activities such as smaller science and mathematics classes, curriculum development, student support through Learning Centers, students’ stipends for tutoring, undergraduate research and 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 The City College, Medgar
Evers, LaGuardia CC, York College, and Queensborough CC in order to develop an information infrastructure on each campus that may be applied to research and education activities.

New York State Department of Education Graduate Research Technology Initiative assisted in providing a dedicated network for faculty and student research, instructional use, and research related 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, the Hayden Planetarium of the American Museum of Natural History, the NASA Goddard Space Flight Center and the NASA Goddard Institute for Space Studies. Undergraduate research includes: Planetary Science, Earth-Sun Connection, and Astrophysics.

B.S. 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. On account of new laws and regulations, most 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. Numerous job opportunities are available for ES graduates in industry and at various levels in local, state, regional and federal governments. ES graduates may find immediate employment in such areas as industrial hygienist, chemical hygiene officer, OSHA officer, waste management consultant, and training consultant as businesses both large and small continue to comply with regulations. This program also emphasizes environmental law which is the forerunner for environmental management and environmental policy, and 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 B.S. in Environmental Science program requires 121 credits consisting of the following category of courses and credits:
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<th>COURSES</th>
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<tr>
<td>Chemistry</td>
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<td>Physics</td>
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<td>Mathematics</td>
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<td>Computer Science</td>
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<td>Biology</td>
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<td>Open Electives</td>
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<td>Liberal Arts Requirements</td>
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This program of study includes the required College-Wide Curriculum.

**Recommended Sequence for the B.S. In Environmental Science**

**Semester 1**

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<tr>
<td>ENGL 112</td>
<td>College Composition I 3</td>
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<tr>
<td>FS 101</td>
<td>Freshman Seminar I 1</td>
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<tr>
<td>MTH 202</td>
<td>Calculus I 3</td>
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<tr>
<td>CHM 201</td>
<td>General Chemistry I 4</td>
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<td>SPCH 102</td>
<td>Fundamentals of Speech 3</td>
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**Semester 2**

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<tr>
<td>ENGL 150</td>
<td>College Composition II 3</td>
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<td>FS 102</td>
<td>Freshman Seminar II 1</td>
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<td>MTH 202</td>
<td>Calculus II 4</td>
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<td>CHM 202</td>
<td>General Chemistry II 4</td>
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<td>ENVS 200</td>
<td>Environmental and Health Issues 3</td>
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**Semester 3**

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<tr>
<td>ENGL 211</td>
<td>Introduction to Literature 3</td>
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<td>ENVS 203</td>
<td>Environmental and Occupational Laws 3</td>
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<td>MTH 203</td>
<td>Calculus III 4</td>
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<td>CHM 303</td>
<td>Organic Chemistry I 4</td>
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**Semester 4**
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<tr>
<td>CS 151</td>
<td>3</td>
</tr>
<tr>
<td>PHY 211</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 301</td>
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</tr>
<tr>
<td>ENGL 300</td>
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<td>Total</td>
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**Semester 5**

<table>
<thead>
<tr>
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<tr>
<td>ENVS 302</td>
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<tr>
<td>CHM 311</td>
<td>4</td>
</tr>
<tr>
<td>PHY 212</td>
<td>4</td>
</tr>
<tr>
<td>PHIL or PSYC or SSC</td>
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</tr>
<tr>
<td>Total</td>
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</table>

**Semester 6**

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>ENVS 313</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 400</td>
<td>3</td>
</tr>
<tr>
<td>PHY 213</td>
<td>4</td>
</tr>
<tr>
<td>BIO 201</td>
<td>4</td>
</tr>
<tr>
<td>INT 3</td>
<td>3</td>
</tr>
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<td>Total</td>
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**Semester 7**

<table>
<thead>
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<th>COURSES</th>
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<tbody>
<tr>
<td>ENVS 401</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 413</td>
<td>3</td>
</tr>
<tr>
<td>BIO 370</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>3</td>
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<tr>
<td>ELECTIVE</td>
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<tr>
<td>Total</td>
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</table>

**Semester 8**

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>ENVS 404</td>
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<tr>
<td>ENVS 405</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101 or SSC 305 or PSYC 101</td>
<td>3</td>
</tr>
<tr>
<td>History Core Course</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>
A.S. in Computer Science

This associate degree program is designed to encourage A.S. degree graduates to enter baccalaureate degree programs in Computer Science, Artificial Intelligence, Computer Engineering, Telecommunications or Applied Sciences. The program presents a broad view of computers, their organization, the theory which underlies their existence, and their applications. The program lays a foundation for advanced computing by providing a knowledge base and skills, such as problem-solving and reasoning, a background in both discrete and continuous mathematics, physics, computer hardware design, Unix systems programming, and expert systems. The program follows the recommendations of the Association of Computing Machinery.

The A.S. in Computer Science requires 62 credits consisting of the following categories of courses and credits.

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>22</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
</tr>
<tr>
<td>Physical Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Requirements</td>
<td>25</td>
</tr>
</tbody>
</table>

Courses which are recommended in order to Transfer to B.S. Degree Programs are as follows:

A. **Computer Engineering:**
   - PHY 212, PHY 213

B. **Software:**
   - CS 265, CS 281

C. **Telecommunications/Networking:**
   - PHS 221, PHS/CS 275

**Recommended Sequence for the A.S. Degree in Computer Science**

**Semester 1**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 151</td>
<td>Introduction to Computing</td>
</tr>
<tr>
<td>MTH 201</td>
<td>Calculus I</td>
</tr>
<tr>
<td>ENGL 112</td>
<td>College Composition I</td>
</tr>
<tr>
<td>SPCH 102</td>
<td>Fundamentals of Speech</td>
</tr>
<tr>
<td>ART 101</td>
<td>Introduction to World Art or</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Introduction to World Music</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>SF 101</td>
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|          |         | **Subtotal**                                     | 16

**Semester 2**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>CS 241</td>
<td>3</td>
<td>Introduction to Discrete Structures</td>
</tr>
<tr>
<td>CS 263</td>
<td>3</td>
<td>Object Oriented Programming and Design</td>
</tr>
<tr>
<td>MTH 203</td>
<td>4</td>
<td>Calculus II</td>
</tr>
<tr>
<td>ENGL 150</td>
<td>3</td>
<td>College Composition II</td>
</tr>
<tr>
<td>HIST 101</td>
<td>3</td>
<td>World Civilization</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 102</td>
<td>3</td>
<td>World Civilization II</td>
</tr>
</tbody>
</table>
|          |         | **Total**                                         | 17

**Semester 3**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CS 252</td>
<td>3</td>
<td>Assembly Language and Architecture</td>
</tr>
<tr>
<td>CS 262</td>
<td>3</td>
<td>Data Structures</td>
</tr>
<tr>
<td>PHY 211</td>
<td>4</td>
<td>University Physics I</td>
</tr>
<tr>
<td>ENGL 211</td>
<td>3</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>HIST XXX</td>
<td>3</td>
<td>History Elective</td>
</tr>
</tbody>
</table>
|          |         | **Total**                                         | 16

**Semester 4**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 260</td>
<td>4</td>
<td>Computer Organization and Design</td>
</tr>
<tr>
<td>CS 280</td>
<td>3</td>
<td>Artificial Intelligence</td>
</tr>
<tr>
<td>CS XXX</td>
<td>3</td>
<td>Computer Science Elective</td>
</tr>
<tr>
<td>*PHY 212</td>
<td>4</td>
<td>University Physics II</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 213</td>
<td>4</td>
<td>University Physics III</td>
</tr>
<tr>
<td>ELECT</td>
<td>3</td>
<td>College Core Elective – Select one course</td>
</tr>
<tr>
<td>(PHIL 101, PSYC 101, SSC 101, SSC 305)</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits Required for the A.S. Degree in Computer Science** 61

*Note: Needed for articulation to B.S. degree programs requiring physics.*

A.S. in Science
This associate degree program is essentially a Chemistry, Engineering or Physics transfer program which is designed to meet the requirements for entry into the lower junior level of most baccalaureate degree programs (B.S. Degree Programs in Chemistry, Engineering or Physics). The goals of the Chemistry, Physics and Pre-engineering Transfer Program are to develop in our students high-level skills, such as problem solving, reasoning, and learning ability, to prepare students for well-paying positions with excellent growth potential in applied sciences, and to prepare students for advanced study in B.S. Degree Programs.

The A.S. in Science degree program requires of 60 credits consisting of the following category of courses and credits:

- Chemistry: 8 credits
- Physics: 12 credits
- Mathematics: 8 credits
- Computer Science: 3 credits
- Science Electives: 4 credits
- Liberal Arts Requirements: 25 credits

This program includes the required courses of the College-Wide Core Curriculum. The Department recommends the following courses for Transfer to B.S. Degree Programs:

A. Chemistry: CHM 303, CHM 304, CHM 311
B. Engineering: PHY 303, MTH 203, MTH 204 or MTH 207
C. Physics: PHY 303, PHY 305, MTH 203, MTH 204

**Recommended Sequence for the A.S. in Science**

**Semester 1**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 100</td>
<td>College Composition I</td>
</tr>
<tr>
<td>FS 101</td>
<td>Freshman Seminar I</td>
</tr>
<tr>
<td>MTH 202</td>
<td>Calculus I</td>
</tr>
<tr>
<td>CHM 201</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>SPCH 102</td>
<td>Fundamentals of Speech</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 150</td>
<td>College Composition II</td>
</tr>
<tr>
<td>FS 102</td>
<td>Freshman Seminar II</td>
</tr>
<tr>
<td>MTH 203</td>
<td>Calculus II</td>
</tr>
<tr>
<td>CHM 202</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>PHY 211</td>
<td>University Physics I</td>
</tr>
<tr>
<td>COURSES</td>
<td>CREDITS</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>CS 151</td>
<td>Introduction to Computing</td>
</tr>
<tr>
<td>PHY 212</td>
<td>University Physics II</td>
</tr>
<tr>
<td>ENGL 211</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World Civilization I</td>
</tr>
<tr>
<td>HIST 102</td>
<td>World Civilization II</td>
</tr>
<tr>
<td>ART 100</td>
<td>or</td>
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<tr>
<td></td>
<td>Total</td>
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</table>

**Semester 4**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>PHY 213</td>
<td>University Physics III</td>
</tr>
<tr>
<td></td>
<td>SCIENCE ELECTIVE</td>
</tr>
<tr>
<td></td>
<td>HISTORY CORE COURSE</td>
</tr>
<tr>
<td>SSC 101</td>
<td>or</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>or</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

**Total Credits Required for the A.S. in Science Degree** 60
THE OFFICE OF EXTERNAL PROGRAMS AND CONTINUING EDUCATION

The Office of External Programs and Continuing Education provides non-degree learning opportunities for adults and children. Its main purposes are:

- To improve and develop skills for career opportunities;
- To upgrade skills in preparation for promotional opportunities;
- To provide the basic skills in preparation for higher education;
- To enrich the learning experiences of children; and
- To provide opportunities for involvement in community related centers that are responsive to community needs.

The Office of External Programs and Continuing Education also focuses on meeting the needs and interests of many different segments of the community. Through its School of Continuing Education it offers skills training programs for high school students and dropouts, unemployed and under employed adults, veterans and at risk high school students and it sponsors special seminars, workshops and skills training modules as needed by the community and local employers.

NON-CREDIT FEE-BASED PROGRAMS

School of Continuing Education

Non-credit courses are offered during the Fall, Spring and Summer semesters in literacy, skills development, career and professional development; business and office skills, and health and leisure activities for adults and children. In some cases, prerequisites are stipulated and must be met in order to obtain permission to register. Classes are offered for a moderate fee days, evenings and weekends. A listing of the areas of study and of some of the courses offered in the School of Continuing Education is provided below:

Academics

English as a Second Language, GED Preparation, Pre-College Math, Pre-College Grammar and Writing and Preparation for the CUNY Assessment Test.

Office Skills and Computers

Bookkeeping and Accounting, Computer Basics, Keyboarding, Microsoft Office (Word, Excel, PowerPoint and ACCESS), PC Repair, Desktop Publishing and the Internet.
Business and Career Opportunities
Real Estate Salespersons, License Your Own Day Care or Become a Family Day Care Provider, Travel and Tourism, Floral Design, The Business of Music, Vocals for Studio and Stage, Become a Special Events Planner and Marketing and Selling Your Own Products.

Certificate Programs
Word Processing, Microsoft Office, Computer Repair, Bookkeeping and Accounting, Medical Billing, Cancer Data Management, Real Estate, Hypnotherapy, Travel and Tourism, Floral Design, Natural Hair Care Design, Cake Craft, Sugar Craft and Sewing/Patternmaking.

Personal Growth and Development
Feng Shui, Yoga, Income Tax Preparation, Piano and Wedding Planning.

Communication Skills
Effective Speaking and Diction, Creative Writing and English for the Foreign Born.

Seminars
Job Readiness, Debt-Free Living, Notary Public and Proposal Writing

Online Instruction
PC Troubleshooting, Photoshop Basics, LSAT and GRE-GRE/CAT Preparation

Children’s College at MEC
Remedial Reading, Writing and Math for Grades 2 through 12, Preparation for Promotion exams, Regents and SAT exams, Computers, Piano and Art.

GRANT FUNDED PROGRAMS
In addition to the fee-based courses and seminars offered during the year, the Office of External Programs and Continuing Education also houses a large number of grant funded programs which are free to our students. Current grant-sponsored programs include:

CBSTCOP
The Central Brooklyn School-to-Career Opportunities Partnership (CBSTCOP) is a collaborative partnership, dedicated to serving the schools of Brooklyn, which is devoted to education, workforce development, empowerment and excellence. The Partnership was established in 1995 to develop a comprehensive and coherent system of
career education, which is fully integrated into the academic curricula and instructional programs. Its mission is to help ensure that children and youth in grades K-13+ and out-of-school youth to the age of 24 make the transition from school to career-oriented work or to requisite career-oriented post-secondary education or training.

COPE
The College Opportunity to Prepare for Employment Program (COPE) is a joint initiative of the City University of New York (CUNY) and the City of New York Human Resources Administration's Office of Employment Services (HRA, OES). COPE is intended 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/case management services on a continual basis; employment assistance in the form of a part or full time; and job readiness workshops.

Gear Up
The Gear Up program was developed through the Higher Education act of 1965 and identifies low-income and first-generation college students to provide them with encouragement, support and assistance.

Specifically, the Gear Up program's mission 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 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. The program serves over one thousand students per year.

Head Start
The Head Start program was developed through the Higher Education act of 1965 and identifies low-income and first-generation college students to provide them with encouragement, support and assistance.

High School Equivalency General Educational Development (GED)
Free classes are offered to community residents to prepare them to pass the GED exam. In addition to instruction, students receive vocational and college counseling.

National Youth Sports Program
The National Youth Sports Program (NYSP) is a federally funded program that provides supervised sports training and competition for disadvantaged youth. Program participants acquire knowledge of good health practices, improve their
physical fitness and are acquainted with career and educational opportunities through contact with the personnel and facilities of the College.

**New York City Adult Literacy Initiative**
This program provides free classes for adults in Basic Skills and English as a Second Language, together with academic and career counseling.

**Off-Campus GED Classes**
GED classes are provided to community residents at off-campus sites such as the BEACON Project and ACD/Headstart Parent Training Institute.

**Para-Professional Academy**
Classes are offered as part of the UFT Paraprofessional Development Continuing Education Program. They cover skills applicable to classroom activities so as to enhance the ability of paraprofessionals to work with and support teachers in the educational process.

**PAVE**
PAVE – Progressive Adolescent Vocational Exploration - is a free two-year early intervention program intended to encourage youth to succeed in school. PAVE serves 40 students from Central Brooklyn between the ages of 14 – 21. PAVE provides career exploration that exposes young people to job opportunities and careers they may want to pursue, in addition to work readiness-skills.

**BUTA**
Better Use of Teen Activities Center at Middle school 2 is an after-school program dedicated to the betterment of today’s aspiring students. The BUTA center combines sports and arts instruction, individualized peer tutoring and homework assistance.

**Science and Technology Entry Program (STEP)**
This State supported program provides disadvantaged minority students in Intermediate and High Schools with an enriched science and mathematics education through after school instruction and activities. Students are exposed to various career opportunities through seminars and guest lectures.

**Student Support Services**
The Student Support Services (SSS) program is designed to help students stay in college and graduate, by providing them with a combination of intensive personalized supportive services. SSS is grounded in the philosophy that we must help to develop the “whole” student. Staff members are not only available to listen to and talk with
students about academic concerns, but also assist students with nonacademic issues which can also impact educational achievement. Workshops are conducted to help students develop better time management, study and test taking skills. During career planning and development workshops, students participate in skill-building activities that they can use to guide them in making better informed career choices.

**Talent Search**
The Talent Search program was developed through the Higher Education Act of 1965 and identifies low-income and first-generation college students to provide them with encouragement, support and assistance. Specifically, the Talent Search program's mission 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 enroll in post-secondary education. Services include small group tutoring, academic and personal counseling, college and financial aid application assistance, college campus tours, test taking, time management skills training, career development training and counseling, workplace tours and job shadowing opportunities. The program serves over one thousand students per year.

**CENTERS**

**Access Center for Workforce Development**
The ACCESS Center for Workforce Development provides multiple support services to assist individuals gain meaningful employment. Services offered by the Center include testing, assessment, counseling and referral to appropriate education or training programs. The ACCESS Center for Workforce Development also provides job placement and post placement counseling services. In addition, the Center administers a grant to train AFDC recipients to become Nursing Assistants. Upon graduation and passing the State certification exam, these public assistance clients are hired by hospitals and nursing homes.

**Center for Law and Social Justice**
Founded in 1985 the Center for Law and Social Justice (CSLJ) is a focal point for progressive activity because of its unique combination of research, public policy, advocacy, and litigation from a community-based perspective.

**Mission Statement**
The Center for Law and Social Justice is a community based education, research, and legal organization. It provides quality advocacy, training and expert legal services in a personal manner to people of African descent and the disenfranchised.
The vision of the Center for Law and Social Justice is to be a resource for the liberation of African people in order to achieve a world that will equally distribute societies' and natures' wealth to everyone, such that they are able to realize their highest creative potential and enjoy their cultural, economic, political, and social right.

**Center for Religious Studies**
The vision of the 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 by providing a wide range of courses." Its mission is to "affect the transformation of disadvantaged communities through the preparation of pastors, lay leaders and persons of related fields to create new paradigms for solving urban challenges. The Center proactively addresses the continuing education needs of local faith communities and secular ministries, by forging dynamic partnerships between our institution and local communities of faith, and by supporting and simulating ecumenical dialogue."

**Center for Black Literature**
The Center for Black Literature is designed to expand, broaden, and enrich the public's knowledge and aesthetic appreciation of the value of Black literature. It accomplishes this through:
1. building an audience for the reading, discussion, and critical analysis of contemporary Black literature;
2. serving as a forum for the research and study of black literature;
3. providing opportunities for writers to study the craft of writing;
4. collecting, preserving, and documenting conference proceedings, literature, and Black literary resources;
5. providing a writer-in-residency program for established writers;
6. collaborating with community institutions and literary organizations;
7. convening conferences, symposia, workshops, and seminars related to the study, teaching, and discussion of Black literature;
8. sponsoring workshops on the business of book-selling, publishing, and reviewing books; and
9. supporting college programs, including the English BA program, the Mass Communications and Performing Arts program, and MEC students and faculty.

**Community Resource, Information and Technology Center**
The Community Resource, Information and Technology Center (CRITC) is a result of a growing partnership between the College, the State and the Local Development Corporation of Crown Heights. CRITC was developed to address the gap that exists between those who have access to information technology and those who do not. The Center offers low cost computer literacy, education and training to residents of the
Central Brooklyn community. In addition to hands-on training, participants receive specialized job readiness and placement services through the Office of External Programs and Continuing Education.

Flatbush Beacon Center
The Flatbush Beacon Center is a Mayoral initiative, in conjunction with the Agenda for Children Tomorrow (ACT), and the Department of Youth and Community Development. The mission of the Flatbush Beacon Center is to foster an atmosphere of mutual respect, high expectations, cooperation and an understanding of similarities and differences among the residents in the community.

The Center is a school-based community initiative representing a commitment to ensuring the presence of positive support for youth and their families. Participants receive educational enrichment, and various preventive tips, relating to health and life skills on-site and at educational forums and training sessions.

LIBERTY PARTNERSHIP PROGRAM
The Liberty Partnership Program (LPP) is a collaboration between Medgar Evers College and Middle College High School to provide comprehensive educational support and cultural enrichment activities to students at the MEC Middle College High School. The program offers intensive targeted services and activities which help students improve on their daily school attendance, upgrade their competency in basic skills, develop a sense of pride in self and improve attitudes related to school and community.

Jackie Robinson Center for Physical Culture
This Center develops and implements programs aimed at youth ages 8-18 years, from elementary school through high school, in districts 13, 16, 17, 23 and 32. Currently, the Center provides services for approximately 6,000 students in after school programs providing tutoring in math and science, sporting events, cultural activities and counseling. It sponsors a Youth Leadership Program and College Placement advisement. There is also counseling available for parents at all of the sites and workshops designed to assist parents in coping are presented periodically. The program has at its core a strong orientation toward motivating young people to want to accomplish and succeed.

Pye Beacon Center
The PYE (Progressive Youth Empowerment) Beacon Center is a Mayoral initiative in conjunction with the Agenda for Children Tomorrow (Act), and the Department of
Youth & Community Development. The mission of the PYE Beacon Center is to foster an atmosphere of mutual respect, high expectations, cooperation and understanding of similarities and differences among the residents in the community.

The Center is a school-based community initiative representing a commitment to ensuring the presence of positive support for youth and their families. Participants receive educational enrichment, and various preventative tips, relating to health and life skills on-site and at educational forums and training sessions.

Toast
The Oasis After-School Team (TOAST) Center at Public School 181 is an after-school program dedicated to the betterment of today’s aspiring students. The TOAST Center combines sports and arts instruction, individualized peer tutoring and homework assistance.

MIDDLE COLLEGE HIGH SCHOOL AT MEDGAR EVERS COLLEGE
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, Middle College High School at Medgar Evers College. 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.
STUDENT SERVICES

DEPARTMENT OF STUDENT AFFAIRS
The mission of the Department of Student Affairs 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 both the Carroll and the Bedford Buildings.

The Office of Student Affairs consists of the Department of Student Affairs, the Department of Special Programs, the Freshman Year Program, the Student Advocacy and Support Services Center and the offices of Recruitment & Admissions, Financial Aid, Registrar, Career Management Services Center, Women’s Development Center, Student Life, Health services, Veteran’s Affairs, and International Student Advisement.

COUNSELING SERVICES
Counseling services are available to help students cope with academic, career, and personal problems that may interfere with their ability to achieve academic success and actualize their human potential. The counseling philosophy at the College is “to motivate and assist students in their pursuit of education, career, and personal/social empowerment for life long self development.” Counselors provide individual counseling, group sessions, workshops, and growth oriented seminars in a supportive and confidential atmosphere. The goals are to create conditions in which learning and growth can be maximized; to involve students in the life of the College which will lead to greater learning and development; and to increase social support, through increased peer interaction, peer support networks and an awareness and sensitivity to cultural differences. To achieve these results, MEC has implemented a multi-faceted approach to providing counseling for the highly diversified Medgar Evers College student body.

STUDENT ADVOCACY AND SUPPORT SERVICES CENTER (SASSC)
The primary goals of the Student Advocacy and Support Services Center will be to provide academic and counseling services to our students and improve our retention efforts. The Center’s operation will be based on a dual-model, which will entail providing academic advisement and counseling services to students via an assigned academic advisor and faculty mentor. The new initiative will enable Academic Advisor, Counselors, Faculty Mentors and Peer Leaders to work collaboratively to meet the needs of our students while simultaneously addressing student retention. The Center will forge a stronger collaborative working relationship between Student Affairs
and Academic Affairs in the delivery of academic and counseling services. The Student Advocacy and Support Services Center is located in Suite 2032 in the Bedford Avenue Building. The telephone number is (718) 270-5170.

FRESHMAN YEAR PROGRAM (FYP) COUNSELING

Entering first-time freshmen, who are not part of the SEEK Program, are assigned to a Freshman Year Program counselor during registration. Transfer students, with less than 24 transferable credits are also assigned a Freshman Year Counselor. FYP students work with their assigned counselor for one academic year in the Freshman Seminar I and Freshman Seminar II. In addition to their enrollment in these courses, students are required to meet with their counselor throughout the semester.

The primary goal of the Freshman Year Program is to assist freshman with many of the transitional issues facing students during their first academic year in college. This goal encompasses providing students with academic advisement, personal and career counseling. In addition to instructional activities within their freshman seminar courses, counselors provide crisis intervention, referrals and follow-up. Freshman Seminar I focuses on study/library research skills, college survival skills, an extensive orientation to Medgar Evers College, enhancing students' interpersonal skills for collaborative/cooperative learning activities, critical thinking, academic/career planning, and how to successfully meet the many demands of college and outside responsibilities while maintaining one’s health: physical, emotional and social. Freshman Seminar II primarily focuses on enhancing students’ critical thinking and problem solving skills in written and oral expression. 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 experience at the College is a positive one.

SEEK COUNSELING

SEEK students are assigned to a counselor based on the major they select. SEEK counselors provide academic, personal and career counseling for all SEEK students on an individual basis and in a weekly group counseling class (SP/C, AGRO, or SPAE).

The primary goal of SEEK counseling is to develop, monitor and assess programs which aim to 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 remain the basic objectives of the SEEK Program.
SCHOOL COUNSELING
Once students complete the Freshman Year Program (FS 101/102) counseling and academic advisement services are provided by two separate divisions. Two counselors within the Counseling unit of the Department of Student Affairs will focus exclusively on the counseling students throughout the College. The faculty and academic advisors assigned to Schools will refer counseling matters to the counselors. The role of the counselor is to manage emerging student problems, engage in aggressive outreach efforts, and facilitate preventative and developmental workshops for continuing students. Counselors also work to develop and maintain campus partnerships with the academic schools, Learning Center and Career Development Services. The goal of the Counseling unit is to broaden learning experiences and to encourage greater student involvement in the life of the College.

Further, two Academic Advisors have been assigned to work with students in each of the three Schools. 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.

PROBATIONARY COUNSELING
Probationary counseling at MEC is grounded in the belief that, if given the opportunity in a student centered environment, students can succeed in higher education. Since probationary students are in need more proactive advising, outreach, and monitoring, the counseling services that they receive are far more intensive.

All students placed on academic probation are required to contact their counselor. In addition, it is mandatory for them to register for an Academic Improvement Seminar (AIM) taught by a counselor assigned to one of the three academic Schools. SEEK students on probation are required to register for a Special Programs Academic Enhancement Seminar (SPAE). In addition to academic advisement, counselors assist students with personal, social, career and educational counseling. Counselors are available on a walk-in or appointment basis.

VETERAN’S AFFAIRS COUNSELING
A Veteran's Affairs advisor offers specific counseling services for persons needing information about Veteran's Administration benefits, the Selective Services, and career opportunities in the military services. Students with prior military service or who are dependents of veterans are also required to contact the Veteran's Administration regarding available educational benefits. A tutoring program is also made available for
veterans who need academic help. The Veteran’s Affairs Office is located at the Carroll Building in C-114. The telephone number is (718) 270-6247.

DIFFERENTLY-ABLED STUDENT COUNSELING SERVICES
The Office of Services for the Differently-Abled provides a full range of services to disabled students to enable them to meet their long-range educational goals. Among these services are counseling, priority registration, alternative testing, tutoring, adaptive equipment, interpreters, note-takers and readers. Workshops and seminar are also offered by the Office to educate the College community about disabilities and the needs of disabled students. For further information please call (718) 270-5027.

THE DEPARTMENT OF SPECIAL PROGRAMS/SEEK PROGRAM
The Department of Special Programs houses the Search for Education, Elevation and Knowledge (SEEK) Program, one of the major initiatives of The City University of New York (CUNY). Created by the Board of Higher Education of The City University in 1964, SEEK is designed for students who require financial and academic support to complete a college education. Students in the program receive up to ten semesters of economic and academic support while meeting the requirements for a baccalaureate degree.

A range of academic support services, individual and group counseling and financial aid, a book stipend, up to three summer stipends, and additional semesters of financial aid are provided to Special Programs/SEEK student. The New York State Higher Education Opportunity Program Act provides funding for these supportive services. The major objectives of the SEEK Program at Medgar Evers College are:

- 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.
- To provide, by means of special funding, a range of intensive supportive services (as provided for under the Higher Education Opportunity Act) to aid each Special Programs student to successfully meet the challenge of their chosen college curriculum.
- To explore, develop, and demonstrate innovative techniques to enable students to achieve their academic goal.
Admission
To apply for admission to the SEEK Program, an application 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 or she meets the following criteria:

- Is economically disadvantaged;
- Is educationally disadvantaged;
- 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.
- 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 or Maryland credits.);
- 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”.

State law also requires that, in order to receive financial aid from the SEEK program, students must file the FAFSA to apply for the Federal Pell Grant and the CUNY FASIR form to apply for the Tuition Assistance Program (TAP). Both applications are available at individual CUNY College Financial Aid Offices. (See Financial Aid section in this catalogue 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, citizenship 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 or she:

- has received a general equivalency diploma, or
- has a high school academic average or less that 80% or ranks at the 65th or lower percentile of his or her graduating.

Economic Eligibility
A student is considered economically disadvantaged if he or she is a member of:
a family supported by one worker whose total annual income (before taxes) is not more that the amount in the table below; or

a family supported by more than one worker in which the total annual income (before taxes) is not more than $2,500 above the amount listed in the table below; or

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 that $2,500 above the amount listed in the table below.

Fall/Spring 2000*/2001*
Number in Household Estimated Gross Annual Family Income
(Including head of household)
1 $10,750
2 17,600
3 20,150
4 25,100
5 29,700
6 34,950
7 38,850

* Plus $3,900 for family member in excess of 7.

An applicant is economically eligible if 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 II (College Discovery and Development Program).

In Program Standards
Maintenance of SEEK status require that a student:
- registers as a full-time student each semester,
- enrolls in group counseling each semester, and
- files a financial aid form, annually.

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) 270-4923.
OFFICE OF STUDENT LIFE & PROGRAMS
The Office of Student Life & Programs 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 & Programs. 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 & Programs 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 C-111 in the Carroll Building and it can be reached at (718) 270-6050.

Student Government Association
All students are members of the Student Government Association (SGA). The executive body of the SGA (president, day vice president, evening vice president, corresponding secretary, recording secretary, and treasurer) and elected class representatives constitute the Student Council. The SGA is concerned with many student activities including club budgets, the formation of new clubs, and the sponsoring of extra-curricular programs of intellectual, cultural and social value for the entire student body. The SGA also participates in the College decision-making process that affects the general student body. Additionally, by participating in various college-wide and departmental committees, students have the opportunity to share in the full range of responsibilities in the planning and governance of the academic and non-academic aspects of student life at Medgar Evers College. The SGA Offices are located in Room B-1005 in the Bedford Building. The telephone number is (718) 270-4980.

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 & 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 and Saturdays from 12:00-1:15 p.m.

Students interested in forming clubs/organizations, joining a student organization, and/or developing student activities should begin with the Office of Student Life & Programs. The MEC Student Activities Guide outlines the specific procedures that every group must adhere to be recognized as a bona fide student organization at MEC.

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.

Athletics (Intramural and Intercollegiate)
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 aquatics, dance, martial arts, co-ed volleyball, weight training, and half-court and full-court basketball.

There are 12 intercollegiate teams that provide outlets for students with advanced sports skills. Varsity teams include men's cross-country, basketball, track, soccer, indoor track, outdoor track and volleyball as well as women's basketball, cross-country, volleyball, softball, indoor track and outdoor track. Students on academic probation cannot represent Medgar Evers College in intercollegiate athletics.

Information concerning intramural and varsity activities is available in the Athletic Office, located in the Carroll Building, Room M9. The telephone number is (718) 270-6071.
SERVICES FOR STUDENTS

The Career Development Services Center

The Career Development Services Center utilizes innovative and technological approaches to assist students in acquiring those skills needed for success in a competitive job market. Today's workplace requires professionals that are flexible, marketable and ready to change jobs as frequently as necessary. Furthermore, the transformation from student to professional requires the skills, etiquette, and professionalism that are necessary to impart the professional image that corporations seek. The Center for Career Management Services seeks to foster those skills so that students can successfully compete in the job market. The Center offers workshops, and career-counseling services such as resume writing and interviewing skills. In addition to the workshops, there are panel discussions that offer students the opportunity to speak with and gain exposure to professionals in the business arena. Information on internships and career opportunities are also made available. The Center also incorporates JobDirect.com. This internet based job search tool enables students to perform extensive job searches. The site also offers part-time, full-time, summer and internship positions all over the country. The Center for Career Management is located in Room M2 in Carroll Street building. The office’s phone number is (718) 270-6055.

Health Services

The Office of Health Services offers medical referrals and health counseling. A Registered Nurse provides the following services: first-aid treatment to students, faculty, and staff, preventative health counseling, GHI student health insurance forms, and student dental forms. Other services offered include student preventative health programs, annual college wide Health Fairs, HIV/STD preventative health library/resource center sponsored by NAFEO/CDC and the immunization programs (measles, mumps, rubella) mandated by New York State PHL 2165 and sponsored by CUNY. Student immunization records are kept and reviewed in the Health Services Office. The office is located in room M-20 in the Carroll Street building on the mezzanine level. The telephone number is (718) 270-6075.

Center for Women's Development

The Center for Women’s Development (CWD) supports the self-actualization of students by providing services and programs of specialized support needed by women, particularly the student/parent, in pursuit of higher education. The Center’s services and programs promote equal access to higher education for women through institutionalized support, including counseling and referrals, development and implementation of educational forums and events, and publication of both printed and audiovisual materials on women, families, and gender issues. The CWD compiles
resource information and maintains a mini-library as well as an extensive Resource Directory.

The Center sponsors on-going individual and group counseling with specialization in 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 2nd floor of the Bedford Building. The telephone number is (718) 270-5127/5155.

**Child Development Center**
The Ella Baker/Charles Romain Child Development Center was established in October of 1982 to provide child care services for the children of students, staff and the community. Since 1984 when the state began to contribute to day care funding for the CUNY colleges, enrollment is limited to enrolling only the children of students. It is located in the Carroll Street building, Room 100.

The program consists of day care for children from 3 to 5 years old and an after-school program for children from 6 to 12 years old. The Center operates Monday through Friday, 8:00 a.m. - 10:00 p.m., and follows the college calendar with regard to holidays, etc. We have a subsidized fee schedule which is based on funding eligibility. Because space is limited children are accepted on a first come, first served basis.

**Automated Photocopier Services**
Students with an encoded CUNY-ID are able to make copies at ten photocopy machines located throughout the Bedford Avenue and Carroll Street buildings. Information brochures and instruction pamphlets are available at each copier. The cost per copy is 8¢. Please remember that your ID will not work in the copiers until it is encoded. The encoding process is done Monday through Friday, 9:00 a.m. to 7:00 p.m. and during registration periods in the Carroll Street building, Room 200F. For more information, call (718) 270-6116.

**Automated Teller Machine (ATM)**
European American Bank has an ATM which is located near the security desk on the first floor of the Bedford building. The machine also provides first class stamps. Non-EAB customers are charged $1.50 per transaction in addition to any other user bank fees. If there are any problems with the machine, please call 1(888) BANK–EAB.
COURSE DESCRIPTIONS

The following section contains a list of course descriptions.

Course Number Descriptions
100 level courses are designed for freshmen
200 level courses are designed for sophomores
300 level courses are designed for juniors
400 level courses are designed for seniors

Schools will be designated as follows:
LAE - Liberal Arts and Education
SHT - Science, Health, and Technology
BPA - Business and Public Administration
SA/S - Student Affairs/Services

ACCOUNTING

BPA: Accounting, Economics, Finance and Business Law

ACCT 217    Principles of Accounting I
3 credits    4 class hours
Principles of Accounting I 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 141

ACCT 227    Principles of Accounting II
3 credits    4 class hours
Principles of Accounting II is an extension of the basic principles of accounting, 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  
Theories and practices in the determination of income, liabilities and asset valuation are studied. Financial statements are studied as a means of communicating information to creditors, potential creditors, stockholders, potential investors, and others. Topics of interest include financial statement analysis, inventory valuation, receivable and fixed assets. Reporting practices and regulations are studied. Software applications are considered.  
Pre-Requisite: ACCT 227

ACCT 312 Intermediate Accounting II  
3 credits 3 class hours  
This course is a continuation of ACCT 311 (Intermediate Accounting I). 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 311

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 311

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.

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 311

**ACCT 408 Federal Taxation II**
2 credits 2 class hours
This course is a continuation of ACCT 407 and 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 407

**ACCT 467 Cost Accounting II**
3 credits 3 class hours
Continuation of ACCT 367 (Cost Accounting I); 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-Requisites: ACCT 367 and ECON 316

**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
Continuation of Advanced Accounting I (ACCT 477); covering additional topics in the theory of accounting. Other topics include liquidations, fiduciaries, 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-Requisite:  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, and (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-Requisites:  ACCT 367

**ADVANCED GROUP COUNSELING/SEEK**

**SA/S: Special Programs**

**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 and maintenance, resume preparation, values clarification and decision making.
Pre-Requisites:  SP/C 004 and AGRO 102

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 press. Issues and activities are: the voter registration process, club house politics, the relationship between politics and the absence or presence of community resources, citizen rights and responsibilities, city and state political personality profiles.
Pre-Requisites:  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, tenants 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: parental care, child care, prevention of child abuse, alternative family system, 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, 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 to study 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-Requirements:  SP/C 004 and ENGL 112

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-Requirements:  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-Requisites:  AGRO 102 and AGRO 103

ACADEMIC IMPROVEMENT
SA/S:  Student Services

AIM 001  Academic Improvement Seminar
0.5 credit  1.5 class hours
This course is designed to motivate and promote academic success by assisting students to develop the necessary study skills needed to study effectively. The students will also be instructed on how to successfully negotiate the learning environment through the
acquisition of information and knowledge. The main focus of the course will be to motivate students and help them strengthen their study skills through the presentation of motivational and informational lectures, extended reading assignments and the use of other supplementary learning/study skills resources. This course is mandatory for all students (other than SEEK students) on academic probation.

Pre-Requisite: Students who do not achieve satisfactory academic progress for two (2) consecutive semesters as defined in the catalogue under Academic Progression.

**ANTHROPOLOGY**

**LAE: Social and Behavioral Sciences**

**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-Requirements: ENGL 112 and SSC 101

**ANTH 202 Physical and Cultural Evolution**
3 credits 3 class hours
This course is an analysis of the human being’s physical and cultural evolution to be used as a basis for understanding present day variations in physical type and cultural systems.
Pre-Requirements: ENGL 112 and SSC 101

**ANTH 204 Afro-American Societies and Cultures**
3 credits 3 class hours
This course examines the cultures developed by people of African descent in the New World. The national, economic and ecological factors underlying their diversification are discussed.
Pre-Requirement: ANTH 201

**ANTH 302 Societies and Cultures of Latin America**
3 credits 3 class hours
This course is a comparative analysis of selected rural and urban communities, with particular attention to social and political organizations, religion, traditional economic problems, and values; the uses of anthropological materials in programs of directed change in education will be discussed.
Pre-Requisites: ANTH 201 and ENGL 150

**ANTH 304**  
African Societies and Cultures  
3 credits  
3 class hours  
This course surveys African cultures throughout the continent, including in-depth ethnographic descriptions of some traditional African societies. Socio-political organizations and religions are also examined.  
Pre-Requisites: ANTH 201 and ENGL 150

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**ART**  
**LAE: Mass Communication, Creative and Performing Arts, and Speech**

**ART 100**  
Introduction to World Art  
2 credits  
2 class hours  
The 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.

**ART 109**  
Creative Expressions in the Visual and Performing Arts  
3 credits  
3 class hours  
1 lab hour  
The 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  
3 credits  
3 class hours  
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; 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. 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 BC through the classic Benin life periods to present contemporary African art forms of the twentieth century. Museum trips are integral part of the course.  
Pre-Requisite:  ART 100

ART 203  Ceramics  
3 credits  4 class hours  
A studio course in the study of clay, 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 instructor.

ART 207  Drawing and Painting  
3 credits  4 class hours  
A combined studio and art analysis course including drawing, pen and ink, conte crayon, charcoal, water color, wash, and oils. Student must complete one oil painting a semester. Lectures will deal with contemporary art forms. Special projects and gallery trips are an integral part of the course.  
Pre-Requisite:  ART 100 or permission of instructor.
ART 208  Painting Techniques
3 credits  4 class hours
An advanced exploratory studio and lecture course designed to intensify painting in oil, acrylics and watercolor. Lectures will deal with contemporary art forms. Special projects and gallery trips are an integral part of the course. Pre-Requisite: ART 100 or permission of instructor.

ART 210  Printmaking Etching
3 credits  4 class hours
An introductory studio course in the techniques of intaglio printing on the metal plate. Includes the techniques of engraving, drypoint, aquatint and various grounds. Students will explore contemporary printmaking concepts. Pre-Requisite: ART 100 or permission of instructor.

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 207 or permission of instructor.

ART 283  Advertising Design
3 credits  3 class hours
The purpose of this course is to familiarize the students 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 or permission of instructor.

ART 299  Independent Study
3-6 credits  3-9 hours
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. Permission of department chairperson is required.
BIOLOGY

SHT: Biology

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-Requisites: Completion of all Math and Language Basic Skills.

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. Introduction to genetics and DNA science and technology, ecology and evolution as well as biodiversity. The laboratory component of the course will reinforce the biological principles with hands-on experiments at a level appropriate for elementary teaching.
Pre-Requisites: Completion all Math and Language Basic Skills.

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-Requisites: Completion of all Math and Language Basic Skills.

BIO 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 150/151/152). 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 all basic skills in Math and English.

Co-Reqiuisites: MTH 120 and BIOL 150

**BIO 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 150/151/152). 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-Requisite: BIO 150

Co-Requisite: BIOL 151

**BIO 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 170 Biological Aspects of Aging**
3 credits 3 class hours
This course is a survey of the biological theories of aging and the examination of interact ional physiological processes which impact on the functional integrity of the aging individual in a multi-cultural society.

Pre-Requisite: BIO 111 or BIO 101
BIO 201     General Biology I
4 credits     3 class hours     3 lab hours
A lecture and laboratory course in general biology. Topics include molecular and cellular biology, energy transformation, metabolism and heredity.
Pre-Requisites: Completion of all Math and Language remediation, BIO 111 or BIO 101.
Co-Requisites: BIOL 201 and CHM 112

BIO 202     General Biology II
4 credits     3 class hours     3 lab hours
A lecture and laboratory course in general biology. Topics include structural and functional organization of living systems, development, principles of organic evolution, ecological relationships and animal behavior.
Pre-Requisites: BIO 201, CHM 112
Co-Requisites: BIOL 202 and MTH 130

BIO 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 Math and Language remediation, BIO 111 or BIO 101 or CHM 105
Co-Requisites: BIOL 251 and CHM 112

BIO 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 and CHM 105
Co-Requisites: BIOL 252

BIO 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, CHM 112 and BIO 202 or BIO 252.
Co-Requisites: BIOL 261

**BIO 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, CHM 201, and MTH 130  
Co-Requisites: BIOL 302

**BIO 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 histochemical techniques.  
Pre-Requisites: BIO 202 or BIO 252 and CHM 201

**BIO 310**  **Endocrinology**  
3 credits  3 class hours  
The study of the anatomy and physiology of the mammalian endocrine system. Emphasis will be placed on the major endocrine glands, interactions among endocrine glands, influences on the body and the nervous system. Various pathological conditions which arise will also be addressed.  
Pre-Requisites: BIO 202 or BIO 252 and CHM 202 or CHM 206

**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 courses is required for those students in the honors program.  
Pre-Requisites: 16 credits of biology or permission of the chairperson of the department

**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 and permission of the chairperson of the department.

**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, CHM 202 or CHM 105

**BIO 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: immuno-diffusions, 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 or by the permission of the department
Co-Requisite: BIOL 331

**BIO 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

**BIO 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 Actions.

Pre-Requisites: BIO 202 and CHEM 202 or by the permission of the department.

**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 or 206

**BIO 373**  
**Invertebrate Zoology**

4 credits  3 class hours  3 lab hours

Survey of invertebrate phyla. Anatomy, physiology, ecology, and phylogeny of the major invertebrate organisms.

Pre-Requisite: BIO 202

**BIO 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-Requisites: BIOL 375

**BIO 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
BIO 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- Requisites:  BIOL 403

BIO 410/411/412  Independent Research I, II, III
3 credits  9 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. Only three of these credits may be applied to the Bachelors degree.

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-Requisites:  Status as an honors student.

BIO 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 201, BIO 202, BIO 302, CHM 303, and MTH 201
Co- Requisites:  BIOL 461
BIO 462  Microbial Physiology
4 credits  3 class hours  3 lab hours
Study of the physiology of microorganism with the emphasis on bacteria. The composition, growth, nutrition, metabolism, and genetic regulation of bacteria and other selected microorganisms will be studied in lecture and in the laboratory.
Pre-Requisites:  BIO 403, CHM 304 and A 300 level Biology course with a lab.

BIO 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-Requisites:  BIO 202 and BIO 302

BIO 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 laboratory and CHM 303

BIO 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-Requisites:  A 300 level biology course with lab
Co-Requisite:  CHM 303
## BUSINESS

### Accounting, Finance, Economics and Business Law

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>BUS 204</strong></td>
<td><strong>Insurance</strong></td>
<td>3</td>
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<td></td>
<td>A survey course covering life, health, property and casualty insurance, insurable types of interest, rights of beneficiaries, insurance policies, reinsurance rates, and regulations of insurance companies.</td>
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<td>Pre-Requisites: MAN 200, MTH 141 and ECON 213.</td>
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<td><strong>BUS 301</strong></td>
<td><strong>International Business</strong></td>
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<td>The 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.</td>
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<td>Pre-Requisites: MAN 200, ECON 212 and ECON 213</td>
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<td><strong>BUS 311</strong></td>
<td><strong>Small Business Management</strong></td>
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<td>This course is designed to provide assistance in starting and operating a small business to 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.</td>
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<td>Pre-Requisite: MAN 200 or permission of chairperson.</td>
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<tr>
<td><strong>BUS 451</strong></td>
<td><strong>Business Policies and Strategies</strong></td>
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<td>This capstone course is required of all senior students for the B.S. in Accounting and the B.S. in Business. Students will have the opportunity to integrate knowledge from the functional areas in analyzing business problems and developing policy recommendations for executive action. Emphasis will be placed on the seminar and case study approaches.</td>
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<td>Pre-Requisites: All Business Core courses and Senior Standing</td>
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</tbody>
</table>
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. Special approval is required by the department chairperson.

CHEMISTRY
SHT: Physical Sciences and Computer Science

CHM 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 (s) for organic chemistry.
Pre-Requisites: Pass all Basic Skills.

CHM 106 Chemistry for Health Professionals II
4 credits 3 class hours 3 lab hours
An introductory course designed to develop fundamentals of biochemistry with application in the life sciences. Topics include the biochemistry of the cell, chemistry of carbohydrates, proteins, lipids, and nucleic acids, principles of metabolism, regulation and control, genetics, and biochemistry of drugs.
Pre-Requisite: CHM 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 130

CHM 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 or permission of chairperson

Co-Requisite: MTH 151

**CHM 202**  General Chemistry II

4 credits  3 class hours  3 lab hours  1.5 workshop hours

A continuation of CHEM 201. Topics include the study of liquids, solids and solutions, chemical kinetics, equilibrium, acids and bases, thermodynamics and electrochemistry.

Pre-Requisite: CHM 201

**CHM 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: MTH 203

**CHM 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: CHMW 304

**CHM 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.

Pre-Requisite: CHM 202
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Class Hours</th>
<th>Lab Hours</th>
<th>Notes</th>
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<tbody>
<tr>
<td>CHM 321</td>
<td>Physical Chemistry I</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>This course in physical chemistry provides a theoretical understanding of chemical phenomena. Topics include the laws of thermodynamics, the kinetic theory of gases, statistical mechanics, chemical equilibrium, phase equilibrium, electrochemistry, and quantum mechanics. Pre-Requisites: CHM 202, PHY 212 and PHY 213 Co-Requisite: MTH 204</td>
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<tr>
<td>CHM 322</td>
<td>Physical Chemistry II</td>
<td>3</td>
<td>3</td>
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<td>This course is a continuation of Physical Chemistry I. Topics include reaction kinetics, photochemistry, macromolecules, molecular electronic structure, symmetry, spectroscopy, solid state chemistry and surface dynamics. Pre-Requisite: CHM 321</td>
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<tr>
<td>CHM 341</td>
<td>Biochemistry</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>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. Pre-Requisite: CHM 304</td>
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<tr>
<td></td>
<td><strong>COMPUTER APPLICATIONS</strong></td>
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<td></td>
<td><strong>BPA: Management, Computer Applications, and Public Administration</strong></td>
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<td>CIS 211</td>
<td>Computers and Information Systems: Introduction</td>
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<td>4</td>
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<td>This is an introductory course in data Processing emphasizing the use of computers in business applications. Students will be introduced to hardware, software, communications, basic systems concepts, flowcharts and programming. A PC-dominant programming language that is particularly suited for small- to medium-sized business applications will be used for the development of computer-based problem-solving skills. The course includes several laboratory assignments. Pre-Requisite: MTH 130</td>
</tr>
</tbody>
</table>
CIS 220       RPG Programming
3 credits        3 class hours
This is an introductory course in RPG programming. The emphasis is on common
business data processing principles (i.e. accounting, production, finance, sales analysis,
etc.) and managerial decision-making. This course prepares students to write RPG
application programs and several laboratory projects will be assigned.
Pre-Requisite: CIS 211

CIS 223       Foundations of Computer Information Systems
4 credits        4 class hours
This course consists of two modules. In the first module, it 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. In the second
module, it provides students with the productivity software tools that are required to
navigate the information society and solve a variety of common business problems.
Application software such as spreadsheet, database and other integrated applications
will be studied in-depth. The course includes several laboratory assignments.
Pre-Requisite: MTH 130

CIS 232       Introduction to Programming
3 credits        3 class hours
This course will focus on COBOL programming language from a theoretical and
practical application approach. The emphasis is on structured program design,
development, testing, implementation and documentation. COBOL structure, data
organizations, table processing, editing, debugging of compilation phase programs, and
sequential file creation will be covered. The course includes several laboratory
assignments.
Pre-Requisite: CIS 211

CIS 245       Business Programming with PL/1
3 credits        3 class hours
This course will focus on the major features of PL/1 programming with primary
emphasis on its relevance to business applications. The emphasis is on structured
program techniques, and students will write programs that highlight and compare the
major features of business and scientific applications. Topical coverage will include
stream and record I/O; data types and data manipulation; logical operations; sub-
routines and functions; built-in functions and list processing. Several laboratory projects will be assigned.

Pre-Requisite: CIS 211

CIS 252    Machine Organization and Assembler Languages
3 credits    3 class hours
This course is an introduction to IBM 370 assembler language. It includes the basic 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 220 or CIS 232 or CIS 245

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 in PASCAL language that highlight and compare 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 exemption by examination or CIS 211

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 300    Data Structures for Business Applications
3 credits    3 class hours
This course will emphasize the study of the various types of file organizations 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. Several laboratory projects will be assigned.

Pre-Requisite: CIS 220 or CIS 232 or CIS 245 or CIS 252

**CIS 301 Operating Systems**

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 (OS). 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 220 or 232 or 245 or 252

**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: At least two 200 level CIS courses or CIS 211 or CIS 223 and two advanced level non-computer School of Business courses.

**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-Requisite: CIS 232 or 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,
Intranetware, 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 multi-protocol network will also be discussed.

Pre-Requisite: CIS 301

**CIS 325**  \(\text{Visual C++}\)

3 credits  \(\text{4 class hours}\)

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-Requisite: CIS 232 or 252

**CIS 331**  \(\text{Information Security}\)

3 credits  \(\text{3 class hours}\)

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-Requisite: CIS 252

**CIS 332**  \(\text{Advanced Programming}\)

3 credits  \(\text{3 class hours}\)

This course covers advanced programming techniques using COBOL. The emphasis is on structured program techniques, and students will write and run programs using the sequential, indexed-sequential and random processing techniques. Multiple input and output devices will be used for program assignments. Topical coverage will include advanced language features such as the SORT facility, the REPORT WRITER, two- and three-dimensional table handling, and debugging of execution phase programs. The course includes several laboratory assignments.

Pre-Requisite: CIS 232
CIS 340       Visual Basic
3 credits     4 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); and (5) multiple document interface (MDI), active X and Windows application programming interface (API). The course includes several laboratory assignments.
Pre-Requisite: CIS 232 or CIS 252 or Chairperson’s permission

CIS 400       EDP Audit & Controls
3 credits     3 class hours
This course covers the fundamentals of EDP (Electronic Data Processing) auditing. The emphasis is on types of EDP audits, EDP controls, EDP concepts and techniques used in EDP auditing, and their effects on systems development. The use of audit software to verify results such as confirmations and reasonableness tests will be covered. Several laboratory projects will be assigned.
Pre-Requisites: ACCT 227 and CIS 261 or CIS 311

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-Requisites: CIS 301, 311, junior/senior status and permission of faculty

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 are discussed based on their geographical scope (LAN, MAN, WAN) and Internet working 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: PHS 221

**CIS 410**  
**Computer Graphics**  
3 credits  
4 class hours  
This course presents principles of effective interactive design for multimedia applications and Internet sites. Several categories of multimedia products are analyzed to demonstrate factors that contribute to good design. Topics covered include screen layout, background, textures, typography, use of video and animation, and imaginative use of clip art. The course includes several laboratory assignments.  
Pre-Requisite: CIS 300

**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-Requisites: CIS 311 and MTH 141

**CIS 413**  
**Internet and Emerging Technologies**  
3 credits  
4 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 223 and PHS 221

**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-Requisites: CIS 300 and CIS 301 or Departmental permission

CIS 421 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-Requisites: PHS 221 and CIS 301

CIS 425 Special Topics in Information Technology
3 credits 3/4 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

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 be an information system development or an application software system development. This is a senior-year course.

Pre-Requisites: CIS 411, CIS 420 or Chairperson’s permission
CIS 500 Independent Study
3 credits 0 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, CIS 301 and permission of Chairperson.

COMPUTER LITERACY
BPA: Management, Computer Applications, and Public Administration

CL 101 Computer Literacy
3 credits 3 class hours
This course provides students with the basic knowledge of computing and information communication technologies. It offers students a step-by-step, hands-on introduction to the popular applications that run on industry-dominant operating systems. Topics include data communications and networks, especially E-mail and voice messaging systems. Elementary programming concepts using a PC-dominant language such as BASIC, etc., will also be covered. The discussion of ethics, privacy, etc. will familiarize students with the prominent information issues of society. Several laboratory projects will be assigned. This course cannot be substituted for the computer requirements of certain departments in the College.

COMPUTER SCIENCE
SHT: Computer Science

CS 100 Internet and Web Technologies
3 credits 3 class hours
This course provided students with practical knowledge about computer hardware and software, and a basic understanding of the underlying communication technology of the Internet. Students learn how 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. A publishable home page or other Web document is produced by students as their final course project.

Co-Requisite: MTH130

CS 151  Introduction to Computing
3 credits  4 class hours  2 lab hours
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, and pointers.

Co-Requisite: MTH151

CS 241  Discrete Structures
3 credits  4 class hours  1 recitation hour
This course introduces the elements of discrete mathematics systems pertinent to the field of computer science, i.e., from the formulation of problems, to the understanding of their underlying structure, to the comparative analysis of the complexity of algorithms that can be used to solve these problems. Through computer programming examples, exercises and case studies, the following mathematical concepts are applied to computer science: sets and binary relations, functions, first-order logic, proof techniques, algebraic systems, vectors and matrices, and finite state machines, applications of graph theory to computer science and combinational computing are also introduced.

Pre-Requisite: CS 151

CS 251  Fortran Programming
2 credits  2 class hours
This course is designed to introduce students to an understanding of the basic techniques and methods of solving computer oriented problems using FORTRAN as a language. The programming language will be used to learn mathematical operations, control, input/output statements, subroutines, functions, and program testing. Techniques involved in writing programs to solve commercial and scientific problems are emphasized.

Pre-Requisite: CS 151 or MTH151
CS 252  Assembly Language Programming
3 credits  3 class hours  1 lab hour
This course covers computer organization and assembly language programming. Students are exposed to the register level architecture of a modern processor and gain experience programming in the assembly language for that processor. Topics include: computer structure, machine language, instruction formats and executions, addressing, and indexing, computation and control instructions, digital representation of data, program segmentation, linkage, subroutine calling conventions, and floating-point operations.
Pre-Requisite: CS 151

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 and the Quine-McCluskey method and basic computer organization. Interactive circuit software is used for laboratory experiments.
Pre-Requisites: CS 241 and CS 252.

CS 262  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 ideas 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-Requisites: CS 263

CS 263  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 using JAVA AWT.
Pre-Requisites: CS 151 and CS 241

CS 265   **UNIX System Programming**
3 credits  3 class hours  1 lab hour
This course provides an in-depth introduction to the UNIX Operating System and the C Programming Language. Operating systems topics include: UNIX commands, the UNIX File System and its related structures, Editors (ed, vi), the UNIX Command Interpreter (Shell System), System Administration, UNIX Applications Operating Environments, Communicating and Networking through UNIX, as well as a brief history of UNIX and how it relates to the current multi-tasking/multi-user environment. C Programming topics include: The origins of C as part of the UNIX Operating System, grammar and constructs, Data Types, Operators, Expressions, Flow of Control, Functions and Program Structure, Pointers and Arrays, Structures, and I/O. The UNIX/C System Interface is studied via several examples of UNIX system calls from C Programs. The conventional core of the C programming language is covered.
Pre-Requisites: CS 252 and CS 262.

CS 275   **Data Communications and Networks**
3 credits  4 class hours
This course covers the theoretical foundations and some practical applications of data communications. Topics include data codes, error detecting codes, error correcting codes, Huffman codes, frequency division, multiplexing, time division multiplexing, synchronous and asynchronous communications, data link control protocols, data communication software design, programming asynchronous interfaces and synchronous communications hardware interfaces.
Pre-Requisite: CS 151

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 methods, problem solving, game playing, logical inference, planning, reasoning under uncertainty, expert systems, learning, perception, natural language processing, and intelligent agents. Robotics and related AI products are also discussed. Emphasis is placed on representation as a central and necessary concept for work in intelligent systems. A functional programming language appropriate to artificial intelligence will be introduced and used for representation of intelligent systems.
Pre-Requisites: CS 262 and MTH 202

CS 281   **Database Systems**
3 credits  3 class hours  1 lab hour
This course provides both the basis for a solid education in the fundamentals of database technology. Database Management, Database System Architecture, Relational Database Systems (Query Languages, Application Development Systems), Software Specific (Self Contained) and Hardware Specific (Data Base Machines) are also covered. Data Manipulation studied include: SOL, relational calculus, relational algebra, Query-By-Example, and natural language.
Pre-Requisite: CS 262

CS 310  Special Topics in Computer Science  
3 credits  4 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 implementation issues involved in computing. Prior to registration, the Department offers several examples and applications are used to illustrate the theory. Students are also required to submit a research paper on an approved topic.
Pre-Requisites: CS 262 and permission of the Chair.

CS 319/ENVS 319  Geographic Information Science  
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-Requisites: CS 151 and GEOG 201

CS 321  Remote Sensing-Computer Methods for Satellite Data Analysis  
3 credits  2 class hours  2 lab hours  
This course examines how the raw satellite data is converted into meaningful physical quantities such as temperature and reflectance, how clouds are detected, and how radioactive transfer techniques are applied to obtain additional information about the clouds and surface of Earth. The course will use actual satellite data. Emphasis will be on scientific principles of satellite data analysis, digital image processing, efficiency of computer methods for carrying out this analysis and meteorological, oceanographic and environmental applications.
Pre-Requisites: CS 151, PHY 212 or PHY 213

CS 325  Computer Architecture  
4 lecture hours  3 credits
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, multiprocessing and networking.
Pre-requisite: CS 260

**CS 345 Scientific Programming I - Data Analysis**
4 lecture hours 3 credits
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: Math 203, CS 263

**DANCE**

**DNCE 100 Introduction to Modern Dance**
2 credits 3 class hours
This theory and practice course which will focus on the basic elements of modern dance includes an understanding of movement techniques and improvisation.

**DNCE 200 Movement Education Rhythmic Analysis Technology**
3 credits 3 class hours
This course prepares the elementary school teacher 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.

**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.

**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: DNCE 100 or permission of Instructor

**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 Instructor

**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.

**ECONOMICS**

**BPA: Accounting, Finance, Economics, and Business Law**

**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 141 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-Requisite: ECON 212, MTH 141 or MTH 241

**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 economies 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

**ECON 307**  
**Intermediate Microeconomic Analysis**  
3 credits  
3 class hours  
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.  
Pre-Requisite: ECON 213

**ECON 309**  
**Intermediate Macroeconomic Analysis**  
3 credits  
3 class hours  
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.  
Pre-Requisite: ECON 213
ECON 311 Mathematical Economics
3 credits 3 class hours
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.
Pre-Requisites: MTH 241 and ECON 213

ECON 316 Business and Economics Statistics I
3 credits 3 class hours
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.
Pre-Requisite ECON 213 and MTH 241

ECON 333 International Economics
3 credits 3 class hours
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.
Pre-Requisite: ECON 213

ECON 350 Money and Banking
3 credits 3 class hours
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.
Pre-Requisite: ECON 213

ECON 356 Business and Economic Statistics II
3 credits 3 class hours
This course is a continuation of Business and Economics Statistics I (ECON 316). 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.

Pre-Requisite: ECON 316

**ECON 370 Managerial Economics**
3 credits 3 class hours
This course will cover applications of the principles of micro economics 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.

Pre-Requisite: ACCT 312

**ECON 451 Public Finance**
3 credits 3 class hours
This course will present an analysis of the theory and practice of public finance, including taxation, revenues, and expenditures, debt management and public policies.

Pre-Requisite: ECON 213

**ECON 455 International Finance**
3 credits 3 class hours
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.

Pre-Requisite: ECON 333 or BUS 301

**ECON 474 Econometrics and Forecasting**
3 credits 3 class hours
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.

Pre-Requisite: ECON 316
**ECON 498**  Economics Seminar  
2 credits  3 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

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**EDUCATION**  
**LAE: Education**

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**EDUC 100**  Parent Teacher-Child Interaction  
3 credits  3 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.

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**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

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**EDUC 103**  School Community Relations (Community Involvement)  
3 credits  3 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.

**EDUC 104 Innovations in Education**
2 credits 3 class hours
The course introduces current issues in elementary education, such as mainstreaming, individualization, accountability, CBTE and bilingual education. It serves as a survey of federal, state and local legislation affecting education, and the response of educational systems to their mandates. Special attention will be given to innovative methods of teaching.
Pre-Requisites: ENGL 112, pass all CUNY exams

**EDUC 107 Literature Based Reading**
2 credits 3 class hours 1.5 lab hours
EDUC. 107 IS PAIRED WITH EDUC 108 [The Art of Teaching Writing Through Authorship] and is part of a six-credit package for paraprofessionals and students seeking the AA degree in Elementary Education. The aim of this course is to introduce students to the theory and practice of using children’s literature as a way to teach reading. Students will link theories of reading teaching with a literature focus to practical applications for implementing literature in classrooms. Demonstrations and applications of strategies, such as Interactive Reading Aloud and Shared Reading, will provide practical experiences for students in the course. Students will become familiar with children’s books, practice using literature to teach reading, and develop classroom activities that focus on children’s literature to teach reading. Students will be required to work in classrooms with children to develop their expertise in using literature to teach reading.

**EDUC 108 The Art of Teaching Writing through Authorship**
2 credits 3 class hours 1.5 lab hours
EDUC 108 is paired with EDUC 107 Literature Based Reading] and is part of a six credit package for paraprofessionals and students seeking the AA degree in Elementary Education. The aim of this course is to introduce students to the theory and practice of teaching writing through developing children as authors. Students will be introduced to new theories of writing which emphasize writing as a process to practical applications for implementing the writing process in classrooms where children author their own work. Demonstrations and applications of writing process strategies, such as drafting, revising, editing and publishing, will provide practical experiences for students in the
course. Students will become familiar with strategies for structuring classrooms as writing workshops. Students will be required to work in classrooms with children to develop their expertise in teaching writing through authorship.

Pre-Requisite: Pass ALL CUNY Exams, ENGL 112 and ENGL 150
Co-Requisites: EDUC 107

EDUC 109 Introduction to Early Childhood Education
3 credits 3 class hours
This is an introductory course that examines developmentally appropriate educational practices in the integrated curriculum areas of Art, Music, Movement, Language Arts, Mathematics, Science, Health, Social Studies and creative play at the pre-kindergarten through third grade level. Current issues such as multicultural/non-sexist and inclusionary classroom settings will be discussed. Students will compare and contrast the structures and curricula of early childhood education programs in a variety of settings, (e.g., Head Start, public pre-K, parochial, corporate, hospital, military, family day care and parent cooperative). Students will be exposed to early childhood programs which operate on varied schedules, (e.g., full-day, half-day, after school, evening and hourly).

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; (7) the impact of alcohol and substance abuse on personal health and families.

EDUC 150 Technology for today
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 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. Students will observe technology classes in local elementary schools to provide a forum for examining theory and practice.
Pre-Requisite: Pass CUNY Examination

**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: Passage of ALL CUNY Exams

**EDUC 153 Introduction to Developmental Disabilities**
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 152, ENGL 150

**EDUC 200 History and Foundations of Bilingual General and Bilingual Special Education**
3 credits 3 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 205**  
Children's Literature in the Urban Elementary School

3 credits  
3 class hours

This course is designed to familiarize future teachers with the categories of children's books (myths, legends, folk tales, realistic fiction, etc.), the criteria for evaluating children's books (racism, sexism, illustrations, format, plot, theme, etc.), the methods and materials for using children's books in the urban elementary classroom (storytelling, playwriting, puppetry), and the historical origins and social implications of these books. Students will spend a great deal of time examining and discussing children's books. All students are required to have a public library card.

Pre-Requisites:  ENGL 150

**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

**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, 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:  PSYCH 101
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<th>Course Code</th>
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<tbody>
<tr>
<td>EDUC 252</td>
<td>Principles of Early Intervention: Needs of Infants, Toddlers and Children with Developmental Disabilities</td>
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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: ENGL 112 and EDUC 152

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<tbody>
<tr>
<td>EDUC 253</td>
<td>Assessment, Treatment and Services for Infants, Toddlers and Children with Developmental Disabilities</td>
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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 153 or EDUC 252

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<tr>
<td>EDUC 254</td>
<td>Clinical Experience with Seminar in Mental Retardation and Developmental Disabilities</td>
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<td>3</td>
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This seminar, integrated with clinical experience, focuses on daily issues and problems found in the workplace serving the mentally retarded and developmentally disabled population. Cases will be presented by student participants. Effective strategies selected and implemented in the work site will be discussed, and outcomes will be evaluated using a team approach. This course will include a supervised field placement.
Pre-Requisites: EDUC 153 and two of the following: EDUC 152, EDUC 252, EDUC 253, EDUC 324, EDUC 331 or EDUC 407

EDUC 260  Technology for Teaching
2 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.
Pre-Requisite: ENGL 112

EDUC 266  Transition Services and Supported Employment for Students with DD/MR
2 credits  3 class hours
This course is designed to examine some of the factors which contribute to the high unemployment rate among individuals with developmental disabilities/mental retardation and to discover possible solutions to this multifaceted problem. The course will examine what should happen in secondary school programs and in the world of work to facilitate individuals with disabilities more effectively crossing the bridge between school life and adult life in the community. The course will analyze the process of systematic transition planning and implementation, paying particular attention to critical components such as joint transition planning between educational and community service agencies, adult service programs geared to meet the diversified support needs of individuals with developmental disabilities in employment in employment and community settings, and high school programs which prepare individuals with DD/MR to work and live in the community. This course will include a supervised field placement.
Pre-Requisite: EDUC 254

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: ENG 150

EDUC 302 Curriculum and Instruction in Early Childhood Education
2 credits 3 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 are 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 B.A. Program

EDUC 304 Creative Drama for Early Childhood Education
3 credits
This workshop course will explore the ways in which creative drama and children's theater are of educational value in the classroom. Students will learn to utilize movement, music, dance and other art forms to creatively express ideas. Current events and personal experiences as well as classic children's stories will be used as stimuli for improvisations. Students will have the opportunity to explore different drama techniques such as pantomime, improvisations, and puppetry with different age groups in the schools, day care and/or recreational programs. Supervised field experiences are a required component of this course.
Pre-Requisite: ENGL 112, ENG 150

EDUC 306 Management in Early Childhood
2 credits 3 class hours 1 lab hour
This course presents an interdisciplinary study of systematic management theory and applications in the organization and operation of early childhood education programs. Child, teacher, and community needs are viewed through their impact on early childhood education programs. Organizational functions such as financing, services, personnel, research, and evaluation as well as management functions such as planning, organizing, staffing, directing, controlling, and innovating are examined. Supervised field experiences are a required component of this course.
Pre-Requisites: Admission to B.A. 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-Requisite: Admission to B.A. Program, ENGL 150 and PSYCH 101, EDUC 231 or PSYCH 209

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.

EDUC 309  Human Dynamics in the Classroom
3 credits  3 class hours
This course is a seminar laboratory experience developed to meet the needs of teachers in the area of self understanding and effective human relationships. Emphasis will be directed towards effective classroom management. Participation in actual group process will provide opportunity for development of insight into the effects of one's behavior on another's behavior.
Pre-Requisite: Admission to B.A. Program

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 B.A. Program, EDUC 152, ENGL 150, PSYC 209 or EDUC 231
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-Requisites: Admission into the B.A. 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.
Pre-Requisites: EDUC 311

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 B.A. Program

**EDUC 315  Teaching Elementary Mathematics**
2 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 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. 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-Requisites: Satisfactory completion of the Praxis examination and completion of MTH 220 and MTH 231 with grade of C or better, Admission into the B.A. Program.

**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 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. 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. 

Pre-Requisites: Satisfactory completion of the Praxis examination
Co-Requisites: BIO 101 and PHS 101 with a grade of B- or better.

EDUC 334 Language and Learning Across the Curriculum
3 credits 3 class hours
This course is designed to engage students in using reading, writing, speaking, and listening to learn through various practical simulations. Students majoring in education at the middle school levels will learn how to use these experiences to plan and write curriculum which uses language as a way of learning. Students will develop thematic, cross-curricular units of learning which include lessons plans with activities, materials, and assessments relevant to applying language as a way of learning across the curriculum. Field experiences will assist students to link course work with practical applications and are a required component of this course.
Pre-Requisites: EDUC 311 and admission to the B.A. Program.

EDUC 322 Identification and Treatment of Learning Disabilities
2 credits 3 class hours
This course provides a very comprehensive overview of learning disabilities. Various definitions are offered and the characteristics associated with learning disabilities reviewed. Specific procedures for identification and referral and the role of special and regular education teachers are detailed. The remainder of the course provides an overview of specific principles and techniques that are effective in remedying learning disabilities and how to use these strategies.
Pre-Requisites: EDUC 152 and admission to the B.A. Program.

EDUC 324 Persons with Mental Retardation Across the Life Span
3 credits 3 class hours
This course is designed to provide a broad-based coverage that encompasses causation, assessment, characteristics, and intervention techniques for every level of retardation—mild, moderate and severe. The course will synthesize information from education, psychology, sociology, medicine and other related fields. Topics such as ethics and withholding treatment, legal and legislative issues, and the position of the retarded individual in the family, community and society will be explored.
Pre-Requisite: Admission into the B.A. Program
EDUC 332  Managing Classroom Behavior
3 credits  3 class hours
This course is intended for teachers-in-training. It provides for successful management of classrooms that promote optimal learning outcomes for all students. The course presents specific considerations and strategies for creating positive, supportive, respectful learning environments in inclusive and special classes.
Pre-Requisites: ENGL 112 and EDUC 152

EDUC 337  Teaching Physically Challenged Individuals
3 credits  3 class hours
This course is designed to provide skills and knowledge for teaching individuals whose primary health and physical disabilities impede mobility and coordination. It will detail best practices that extend the educational process into work and independent living environments. Students will understand the historical perspective and legislative guidelines. They will identify the class disabilities and attending etiology to aid in ascertaining best practices for attaining maximum potential. Opportunities will be provided for critical examination and application of techniques that enhance the learning environment through hands-on and simulated experiences.
Pre-Requisites: Admission into the B.A. Program and EDUC 153

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: MTH 130 or MTH 231, EDUC 231 or PSYC 209, at least one course in teaching methods

EDUC 350  Computers in Technology
This survey 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 addresses 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: Passing scores the Freshman Skills Assessments or equivalents. Minimum of six credits in education courses. Demonstrated computer literacy by completion of CL101, CIS 211 or EDU 150 or placement exam.

EDUC 353  Structuring the Multi-Cultural Classroom for Academic Success
3 credits  3 class 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: ENGL 112 and PSYC 101

EDUC 354  Sociology of Urban Education
2 credits  2 class hours
This course is designed to engage students in critical examination and analysis of a variety of issues (inclusive of race, ethnicity, socio-economic status, gender, immigrant status, language/culture, and exceptionalities) relevant to understanding the changes in urban structures and schools. Considering the case of New York City as constituting a
dynamic spatial experience, students will analyze a variety of political economic, social, and ideological themes that may help to illustrate the pedagogical practices of urban schools. The analysis will be guided by contemporary critical social theories from the sociology of education and contextual perspectives of pedagogy and learning outcomes. The content and instructional approaches in the course will support the development of a language for evaluating current practices especially with bilingual and bicultural student populations. Essentially, the course will advance a pedagogy of possibilities that asserts that, above all, the role of educators must be redefined as transformative intellectuals and practitioners.

Pre-Requisite: ENGL 150

EDUC 355    Critical Issues in the History of Education
2 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 historical research methodology as they examine and analyze particular issues in the history of education.
Pre-Requisite: ENGL 150

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, 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. This course is a pre-requisite to student teaching.
Pre-Requisites: ENGL 150, EDUC 311 and six (6) credits in EDUC courses

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 B.A. Program and EDUC 311

EDUC 383 Reading Methods for the Exceptional Learner: Middle Childhood
2 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, EDUC 311 and EDUC 334

EDUC 384 Teaching Social Studies in Middle School
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 middle 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 includes a supervised field placement.

Pre-Requisite: Admission into the B.A. Program

EDUC 385  Teaching Mathematics in the Middle Grades
2 credits  3 class hours
This course is designed to explore topics in the mathematics curriculum from the fifth through ninth grades. 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.

Pre-Requisites: Satisfactory Completion of all basic skills examinations, Praxis examination and six credits of college level mathematics with grade C or better.

EDUC 387  Teaching Science in Middle School
2 credits  3 class hours
Students will examine national and state standards, curriculum development, instructional planning and multiple research-validated instructional strategies for teaching science to middle 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. Discovery-based lesson planning, including experimentation and use of scientific method of inquiry, will be emphasized, as well as strategies for planning science-related Internet experiences for middle school pupils. 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 for securing and submitting some assignments. This course includes a supervised field placement.

Pre-Requisites: Admission into the B.A. Program, BIO 101 and PHS 101
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-Requisite: PSYC 101

EDUC 457 Research Seminar
2 credits  2 class hours
This seminar examines the construction, classification and acquisition of knowledge from an interdisciplinary perspective. In this course, student teachers will describe four major areas of knowledge (humanities, mathematics, natural sciences, and social sciences), identifying their disciplines and methods of inquiry/research. Each student teacher will research a topic from the discipline or area of their major or concentration, seeking information and using methodologies of two or more areas. The student teachers will develop multi disciplinary study plans that could be used by early childhood, childhood or middle childhood level pupils (consistent with the level of initial certification the student teacher is pursuing) to research the topic. Student teachers will develop a curriculum unit on the topic and at an appropriate grade level, including objectives, learning strategies, and multiple assessments. The unit will address relevant New York State Learning Standards and New York City Performance Standards and Curriculum Frameworks. Student teachers will develop a resource for the unit, such as a children’s/adolescents’ book, video, power point presentation or instructional software. This teacher-made resource will be field tested in the student teaching placement site.
Pre-Requisite: EDUC 357
Co-Requisites:  EDUC 481 and EDUC 491

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 457 and EDUC 491
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, challenge of implementing inclusion and integrating technology, etc.
Co-Requisite: EDUC 492

EDUC 491  
Student Teaching I

3 credits  9 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.

Early Childhood- 3 areas: pre-kindergarten, kindergarten, grades 1-2, Childhood- 2 areas: grades 1-3, 4-6, and Middle Childhood- 2 areas: grades 5-6, 7-9. 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, 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: Department Approval
Co-Requisites: EDUC 457 and EDUC 481

EDUC 492  
Student Teaching II

3 credits  9 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. Early Childhood- 3 areas: pre-kindergarten, kindergarten, grades 1-2 Childhood- 2 areas: grades 1-3, 4-6 Middle Childhood- 2 areas: grades 5-6, 7-9

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-Requisites: Department Approval, passed department comprehensive exam EDUC 311, EDUC 312, EDUC 457, and EDUC 491

Co-Requisite: EDUC 482

**EDUC 500 Independent Study for Education Majors**

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.

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.

**ENGLISH**

**LAE: Languages, Literature, and Philosophy**

**ENGL 105 Basic Semantics**

3 credits 3 class hours

This course covers a linguistics examination of the structure of modern English through the study of phonemics and phonetics. Students will develop an understanding of the methods of word formation in English, common Latin, Greek roots and affixes, as well as the etymology of familiar and specialized words.

Pre-Requisite: ENGL 112

**ENGL 112 College English 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 their college careers. Students will improve their writing skills through the writing and revision of weekly essays and through an in-depth focus on grammar and usage. Students are
introduced to elements of literary criticism in poetry, drama, and fiction will include fiction and non-fiction from a variety of cultures and in at least two genres.

Pre-Requisites: A passing score on the CUNY Writing Exam and the CUNY Reading Exam

**ENGL 150**  
College English 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 their college careers. Students will improve their writing skills through the writing and revision of weekly essays and through the completion of a major research paper. Course readings will include fiction and non-fiction from a variety of cultures and in at least two genres, and students will be introduced to the vocabulary and methodology of literary criticism.

Pre-Requisite: Successful completion of ENGL 112 with a grade of C or better

**ENGL 202**  
The Craft of Writing  
3 credits  
3 class hours  
An exploration of modes of written communication: autobiography, formal and informal essays, and more advanced writing. Emphasis will be on the development of personal writing styles reflecting the student's view of the world.

Pre-Requisite: ENGL 150

**ENGL 203**  
Introduction to Journalism  
3 credits  
3 class hours  
This course presents an introduction to forms of journalistic writing - news story, feature story, editorial, critical review and the development of skills necessary for newspaper writing.

Pre-Requisite: ENGL 150

**ENGL 208**  
Applied Linguistics  
3 credits  
3 class hours  
This is a writing-intensive course that applies current linguistic theory to the study of the English language. Emphasis is on the study of English grammar, speech variation, multilingualism, language as a social issue, and concepts of meaning from a linguistic viewpoint. Students use these concepts to analyze their own language use.

Pre-Requisite: ENGL 150
ENGL 210 Intermediate Composition
3 credits 3 class hours
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 150

ENGL 211 Introduction to Literature
3 credits 3 class hours
In this writing intensive course students will be introduced to a wide variety of literature, including at least three novels, two plays and a variety of poems and short stories by authors of diverse cultures and nationalities. The readings will include works from three time periods: before the seventeenth century. Students will become more accurate, critical and responsive readers. They will acquire the tools to react to literature both aesthetically and thematically and will gain an increased understanding of their own lives and the social, personal and cultural issues they face.
Pre-Requisite: ENGL 150

ENGL 212 Masterpieces of World Literature
3 credits 3 class hours
An introduction to literature through a program of directed readings, lectures, and discussions. Among the readings will be works by some of the most influential writers of the world as well as some of the most prominent contemporary writers whose work may well survive their own lifetimes. Attention will be paid not only to Western literature of Europe and America but also to literature of Asia, Africa and African American literature, Hispanic American literature. Women writers will be included among these various sources. The course will focus on how well various cultures and individual human values are portrayed in the literary genres of fiction and nonfiction: Drama, poetry, novels, short stories, and folktales, and autobiographical narratives. Participation in off-campus literary events is part of the course requirements.
Pre-Requisites: ENGL 150 and ENGL 211

ENGL 226 African and Caribbean Literature
3 credits 3 class hours
The course will examine such questions as the literary tradition of the African and Caribbean novel, the role of the literary artist, and the problem of language and imagery. There will be a cross-cultural perspective viewed through selected readings of 20th century British and American authors.
Pre-Requisite: ENGL 150

ENGL 230  Writing for the World of Work
3 credits  3 class hours
This course is open to all who wish to increase their oral and written communication skills in preparation for work in business, government, industry, and the technical professions. Focus will be on practical experiences in writing letters, minutes, memoranda, reports, resumes, filling out application forms, making oral reports, and illustrating presentations. Excellent for those in all majors, programs, and general areas of work.
Pre-Requisite: ENGL 150

ENGL 240  Technical Writing
3 credits  3 class hours
Students are introduced to the skills and strategies required to translate technical topics into clear, easy-to-read English. Subject matter crosses the curriculum, including electronic data processing, the sciences, and business. Focus is on clarity and simplicity of organization and presentation with particular emphasis on audience and purpose.
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: Completion of ENGL 112 with a B or higher and/or permission of instructor.
Note: Because this course requires considerable independent work, most students will enroll as a result of a recommendation by their previous English instructor. In addition, promising students who have not completed English 112 will occasionally be allowed to register.

ENGL 301  Creative Writing I
3 credits  3 class hours
A course to develop creative writing abilities with special emphasis upon the short story. Analysis of form, style, characterization, ideas, development, language, and effectiveness. The majority of works studied will be written by members of the class.
Pre-Requisite: ENGL 150 or permission of the instructor.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Class Hours</th>
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<tbody>
<tr>
<td>ENGL 302</td>
<td>Creative Writing II</td>
<td>3</td>
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<td>This course is a continuation of ENGL 301. Pre-Requisite: ENGL 301 or permission of the instructor.</td>
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<td>ENGL 303</td>
<td>Poetry Writing</td>
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<td>This poetry course will expose students to a wide variety of poets ranging from the traditional (Donne, Shakespeare, Wordsworth, Keats, and Browning) to the modern (including Whitman, Frost, Stevens, Eliot, Auden, Hughes, Brooks, Baraka, Clifton, Hayden, Gluck, and Lorde). Students will also read a variety of poetic styles: fixed structures, (including sonnet, villanelle, sestina, and haiku), dramatic, narrative, and free and blank verse. Students will write by following models; they will also work on discovering their own voices in poetry. Group discussion, peer critique, and student presentations are required. Pre-Requisite: ENGL 210 or Permission of Instructor</td>
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<tr>
<td>ENGL 304</td>
<td>Creative Writing/Drama</td>
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<td>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 210</td>
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<td>ENGL 305</td>
<td>Fiction Writing</td>
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<td>This fiction-writing workshop is designed to teach students basic techniques of fiction writing. Classic contemporary short stories are used as examples for analysis, though the workshop centers on writing produced by class members. Short in-class and out-of-class writing assignments help students to focus on particular problems of voice, point of view, plot development, character development, dialogue, and description. Pre-Requisite: ENGL 210</td>
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<td>ENGL 310</td>
<td>Journalism: News and Feature Writing</td>
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<td>This is a course in journalism. Readings in this course will focus on the changing nature of journalism. This course provides students with an understanding of the principles,</td>
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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 explore how to get their stories published, meeting and working with editors, and creating unique story ideas. Particular emphasis is placed on developing strong interviewing and research skills.

Pre-Requisite: ENGL 210 or Permission of Instructor

**ENGL 311  Technical Writing**

3 credits  3 class hours

This course introduces students to the kinds of skills they will need to have in technically oriented professional careers. The curriculum is guided by the technical writing needs of business, industry, and society. Students write using various formats including, resumes, application letters, short reports, proposals, business plans, progress reports, and user guides. They review writing process and audience analysis, conventions, graphics, and document design. Web research skills, on-line writing, and library skills are also covered in the course.

Pre-Requisite: ENGL 210, ENGL 212, or permission of the department chair.

**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 traditional 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

Co-Requisites: ENGL 210 and ENGL 310

**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-Requisites: ENGL 210, ENGL 212, or permission of the department chair.
ENGL 315       Survey of British Literature I
3 credits       3 class hours
Major British writers and literary movements from the earliest forms through the 19th Century.
Pre-Requisite: ENGL 150

ENGL 316       Survey of British Literature II
3 credits       3 class hours
Selected readings from the end of the eighteenth century to the present time will be presented. Major writers and literary movements will be covered.
Pre-Requisite: ENGL 150

ENGL 319       Survey of African-American Literature I
3 credits       3 class hours
This course presents a survey of Black American literature, oral and written from the 17th century through the Negro Renaissance of the 1920s.
Pre-Requisite: ENGL 150

ENGL 320       Survey of African-American Literature II
3 credits       3 class hours
This course presents a survey of Black American literature, oral and written from the Harlem Renaissance through the present.
Pre-Requisite: ENGL 150

ENGL 322       Survey of American Literature I
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 150

ENGL 323       Survey of American Literature II
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 150
ENGL 325  Caribbean Literature
3 credits  3 class hours
A survey of major Caribbean texts: pre and post-colonial fiction, poetry, autobiography, and drama. 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 150

ENGL 326  Introduction to African Literature
3 credits  3 class hours
This course is an introduction to the literature of the African continent. The course will provide students with an introduction to the vast diversity of African voices from its early orature to its major modern figures. We will examine some of the historical, political, social and ideological forces that have helped shape African literature. Students will also be exposed to methods of interpreting these texts from an African perspective.
Pre-Requisites: ENGL 210 and ENGL 212

ENGL 328  Introduction to Latin American Literature
3 credits  3 class hours
This course provides an overview of Latin American literature, with emphasis on the 19th and 20th centuries, focusing its study on major literary works that have shaped the cultural and literary horizons of generations of readers, and that are representative of the most important literary trends in Latin American literature. A special effort will be made to put the texts to be studied in their historical, social and cultural contexts, in order to give students the opportunity to interpret the texts from a Latin American perspective. An important objective of the course is to give students the necessary theoretical tools to analyze the texts to be studied from a literary point of view. Priority will be given, to facilitate such objective, to the generic context of the texts, although, within a particular genre, attention will be paid to historical development.
Pre-Requisites: ENGL 211, ENGL 212, PHIL 101, Span 101 and 102

ENGL 330  Introduction to Postcolonial Literature
3 credits  3 class hours
This course will investigate some of the over-arching themes that connect the literature produced in the postcolonial era. Questions of (western) modernity, economic dependency and marginalization, linguistic autonomy, and cultural hybridity are some of the issues that will be explored. Although literature will be our primary focus, this introduction to postcolonial studies will also take us into critical theory, history, political economy, and psychology as we use the notion of “the postcolonial” to interpret relationships—namely how power affects people on global, local, and personal
levels. This class will mostly concentrate on the outcomes of the British colonial project by looking at literature from England, Western and Southern Africa, New Zealand, the Caribbean, and India.

Pre-Requisites: ENGL 150 and ENGL 212

ENGL 332 Introduction to Modernist Literature
3 credits 3 class hours
This course will examine the literature of the modernist movement in English. 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-Requisites: PHIL 101, ENGL 210, ENGL 212 and ENGL 365

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 how these writings address some of the central issues that have faced Western society. Some of the writers include: Phyllis Wheatly, Francis Ellen Watkins Harper, Harriet E. Wilson, Linda Brent Jacobs, Ida B. Wells, Nella Larson, 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 150 or permission of instructor

ENGL 361 Shakespeare
3 credits 3 class hours
This course surveys 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 150

ENGL 362 Advanced Professional Writing Workshop
3 credits 3 class hours
Using the skills learned in English 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: Completion of ENGL 260 or permission of instructor. This course requires extensive independent work outside of class, including some evening and weekend time, to students must be highly motivated.

ENGL 365 Introduction to Applied Literary Theory
3 credits 3 class hours
This is a course in literary theory. The readings in this course will focus on the nature of literature. The course provides students not only with an understanding of the great traditions of literary criticism but with a chance to reflect on their own literary and critical interests. Students will be exposed to both historical and current applications of various methods of literary criticism.
Pre-Requisites: ENGL 210 and ENGL 212

ENGL 370 Special Topics in Literature
3 credits 3 class hours
This course will offer students a chance to approach literature through the perspective of a unifying theoretical or thematic concept. Students will also have the opportunity to read literature in areas particularly close to their own personal and societal experience and to gain perspectives on problems and issues in their own lives. Some examples of topics for a course organized around unifying themes and perspectives are: The Invisible Agenda: Class and the American Novel; The Changing Concept of Race in the American Novel; Literature of Social Protest; and Feminist Literature: From Victim to Hero.
Pre-Requisites: ENGL 150 and ENGL 212

ENGL 410 Honors Seminar for English Majors
3 credits 3 class hours
This course will allow students in their final semester of the BA in English 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, and literary criticism. It will be possible for students to complete longer and more complex readings, and it will allow faculty members to share a particular area of expertise or a current area of study.
Pre-Requisites: English survey and departmental requirements.

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 instructor and supervised by an internship site coordinator.

Pre-Requisite: Students should take the internship during the final two semesters of their program of study.

**ENGL 422 English Internship II**
3 credits 3 class hours
This second 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 instructor and supervised by an internship site coordinator.

Pre-Requisites: ENGL 420 and Students should take the internship during the final two semesters of their program of study.

**ENGR 005 Critical Literacy I**
0 credit 4.5 class hours
This course focuses on fundamental college reading skills, and encourages students to become active readers. 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 at least two novel reflecting different cultures and engage in class discussion of the themes and other aspects of the texts. Students write formal and informal critical responses to varied readings. Special sections will be set aside for non-native speakers. The ESL Coordinator and faculty will make recommendations for students who should enroll in these sections.

**ENGR 006 Critical Literacy II**
0 credit 4.5 class hours
This course focuses on critical reading skills necessary for successful college work. Reading and study skills are applied to college-level texts from literature, social sciences, or other college content courses. An integrative reading/writing model is used; students are required to write formal and informal critical responses to varied readings of college-level materials. Special sections will be set aside for non-native speakers. The ESL Coordinator and faculty will make recommendations for students who should enroll in these sections.

**ENGW 005 Composition I**
0 credit 4.5 class hours
This first level writing-intensive course focuses on fluency and clarity in composition 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
at least two full length works of fiction. They will use these readings as a basis for extensive personal writing, including a journal and culminating in a well organized and logically developed personal (narrative) essay. Students' own writing will be used as the primary basis for instruction in major areas of grammar and usage, including sentence structure, sentence and paragraph development, verb tense, and subject-verb agreement. Special sections will be set aside for non-native speakers. The ESL Coordinator and faculty will make recommendations for students who should enroll in these sections.

**ENGW 006  Composition II**
0 credit  4.5 class hours
This course emphasizes the persuasive essay. Major areas of grammar are reviewed. Students read and write persuasive essays which incorporate a full range of the rhetorical devices of narration, description, cause and effect, comparison and contrast, and persuasion. Readings are used as models and springboards for the composing of essays. Basic research skills are further developed through the writing of a short research paper. Students must submit at least one written assignment (including drafts) per week. Special sections will be set aside for non-native speakers. The ESL Coordinator and faculty will make recommendations for students who should enroll in these sections.

English as a Second Language

**ESL 002  English As A Second Language I**
0 credit  9 class hours
This intensive, first level course is for students whose primary language is other than English and whose placement scores indicate a need to break the language barrier that hinders their ability to speak, read and write in standard English. The focus of this course is to reinforce and extend students' use of standard English by providing them with considerable listening, speaking, reading and writing activities. Students' experiences are drawn upon and an integrative and collaborative learning model is used to help them learn the phonological, morphological, and linguistic systems of Standard English. The structure of this course reflects class hours and lab hours. Students attend class for 4.5 hours per week and the reading, language, and microcomputer writing labs for a total of 4.5 hours per week. Students must pass the departmental final to exit this course.

Placement: A placement score of 4 or less on the CUNY WAT and evidence of ESL writing patterns.
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 public 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-Requisites: Completion of math and language basic skills.

ENVS 203 Environmental and Occupational Laws
3 credits 3 class hours
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-Requisites: Completion of Math and Language basic skills.

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-Requisite: 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 202

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: CHM 201 and ENVS 200

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. This 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-Requisites: MTH 204 and PHY 212

ENVS 403 Field Study
3 credits 3 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 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

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-Requisite: Approval by department.

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      2 class hours   2 lab hours
Students are required to design and implement an environmental project and to prepare environmental reports. 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, tire stock piles, and abandoned sites in NYC; the level of compliance of small businesses in NYC with federal, state, and local environmental and occupational laws; the effectiveness of the New York City Department of Environmental Protection (DEP) in poor neighborhoods; pollution and contamination linked to businesses operating in NYC; and the compliance of area residents with new recycling laws.
Pre-Requisites: ENVS 302 and ENVS 400

FINANCE

BPA: Accounting, Finance, Economics, and Business Law

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
FRENCH

LAЕ: Languages, Literature, and Philosophy

FREN 101  Beginning French I
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.

FREN 102  Beginning French II
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 Instructor.

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: Open to native speakers of French; placement test; recommendation of faculty members 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 Instructor
FRESHMAN SEMINAR

FS 101 Freshman Seminar I
1 credit 3 class hours
This 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 be taken by S.E.E.K. students.

FS 102 Freshman Seminar II
1 credit 3 class hours
The course will continue to reinforce student awareness of college services, foster student’s involvement in college, community resources and activities, and foster critical thinking and problem solving skills. The five modules 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 to be taken by S.E.E.K. students.
Pre-Requisite: FS 101

GEOGRAPHY

LAE: Social Sciences

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: ENGL 150 or permission of Instructor.
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 their basic interrelationships. Among the topics to be treated are size and shape of the earth; 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 or permission of Instructor

GEOG 202  Human Geography 
3 credits  3 class hours
The main purpose of this course is to introduce the 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 Instructor

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 human 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: ENGL 150 or permission of Instructor
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-Requisite:  ENGL 150, GEOG 101 OR Instructor's Permission

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 changed in Urbanization, Industrialization, agricultural production, and trade and population distribution. Current problems such as ethnicity, environmental deterioration and widening gap between the rich and poor will be discussed.
Pre-Requisite:  ENGL 150, GEOG 101 OR GEOG 102 OR Instructor's Permission

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-Requisite:  GEOG 101,201 OR 202 or Instructor's Permission

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-Requisite: GEOG 301 or Instructor’s Permission

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 101,201 OR 202 OR Instructor’s Permission

HAITIAN

LAE: Languages, Literature, and Philosophy

HAIT 151 Haitian 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 Haitian. 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 cover major themes of the literature, music, arts, humanities and history of Haiti. 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 make a comprehensive grammar review using the student’s own compositions. Students will use the official Haitian orthography.

Pre-Requisite: This course will be open to students who pass the entrance placement test provided by foreign language faculty.
HAIT 251  Haitian for Bilingual General and Special Education

Students II

3 credits  3 class hours

This course is a continuation of HAIT 151. The general goals of HAIT 151 apply to this course. At the end of the course, students are expected to speak, read and 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 instruction across the content areas. Essays on art, music, culture and the social sciences will be used to facilitate competency in reading and writing in the native language. Literary texts will be stressed to enable students to use expository prose that is pedagogically persuasive, organized and free of major grammatical errors.

Pre-Requisite: HAIT 151

HEALTH SCIENCE

SHT: Nursing

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-Requisites: MAN 200, CIS 211, MAN 314 or PSYC 325

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-Requisites: MAN 200 and CIS 211

Co-Requisite: HSA 300

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, CIS 211, MAN 314 or PSYC 325, HSA 300

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: MAN 200, CIS 211, 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-Requisite: MAN 200, CIS 211, HSA 300, MAN 314 or PSYC 325

HSC 114 Introduction to the Health Professions Seminar
0 credit 3 seminar hours
Orientation seminar for students interested in nursing and other health care fields. The seminar will explore the roles and functions of health care team members and health care medical terminology. Emphasis is placed on student personal/career adjustment and communication skill development in relation to the mastery of fundamental nursing/inner city health care concepts. The goal is to promote student knowledge and effectiveness as a team member in the health care system. Mathematics for Pharmacology and Computer Literacy challenge examination are included.
Co-Requisite: HSC 114 should be taken while completing the last 4-7 credits of the Pre-Clinical Phase.

HSC 210 Nutrition: Concepts and Principles

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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: CHM 105

HSC 212 Child and Substance Abuse, and Family Health
This course is designed to introduce the student to the concepts of individual health from an integrated perspective of human interaction within the socio-cultural and physical environment. It acquaints the student with current issues in family health: nutrition, human sexuality, parenthood and wellness throughout the life cycle. Particular attention is devoted to the promotion of health in lifestyles and behavioral changes including child abuse, substance abuse and other threatening high stress situations.

Co-Requisite: ENGL 101 or ENGL 112

HSC 220 Health Aspects of the Aging Process
This course introduces the student to an overview of contemporary theories, concepts and issues that are related to the aging process. Emphasis is placed on the aging process during middle and older adulthood. The dynamics of growing older in the American multi-cultural, inner-city society will also be explored.

Pre-Requisite: ENGL 112

HSC 301 Fundamental Concepts of Gerontology for Health Professionals
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

**HISTORY**

**LAE: Social Sciences**

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Class Hours</th>
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<tbody>
<tr>
<td>HIST 101</td>
<td>World Civilizations I</td>
<td>3</td>
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<td>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 Americas. Emphasis will be placed on the religious, social, and political ideas and institutions of these cultures. Pre-Requisite: ENGL 112</td>
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<tr>
<td>HIST 102</td>
<td>World Civilizations II</td>
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<td>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</td>
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<tr>
<td>HIST 200</td>
<td>The Growth and Development of the U.S.A.</td>
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<td>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</td>
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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 1960s 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 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-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-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: HIST 101  
Co-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-Requisites: HIST 101 and 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-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-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-Requisite: 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 and 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-Requisite: ENGL 101,102 OR 208, 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 101,102 OR 208, ENGL 150

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 101,102 OR 208, ENGL 150

HUMANITIES
LAE: Languages, Literature, and Philosophy
Mass Communications, Creative and Performing Arts, and Speech
HUM 260  The Male/Female Dilemma: The Woman's Perspective
3 credits  3 class hours
This is an interdisciplinary course that will rely upon the resources of the social sciences, health sciences, business and humanities to examine interpersonal problems such as the sharing of household income, the monetary value of household skills, alimony, sexual passivity, frigidity, impotence, aggressiveness, sexual infidelity, sexual morality, love and morality, and alternatives to marriage.
Pre-Requisite: ENGL 150

HUM 261  Woman and the Self
3 credits  3 class hours
Using selected literature by women of diverse cultures, this course re-examines the concept of "woman" to assess biological and sociological stereotypes that inform contemporary women's life experiences as well as the range of life choices available to them. Readings, discussions and films explore the problems involved for women in loving themselves, living alone, balancing careers and family, building confidence, maintaining physical and mental well-being, developing intellectual abilities, tapping personal creativity, nurturing female sexuality, and coping with a male-dominated society.
Pre-Requisite: ENGL 150

HUM 268  Survey of Selected Eastern Philosophies
3 credits  3 class hours
This course presents an exploration of major cultural, social, political and philosophical movements in China, Korea and Japan. Cultural precepts will be contrasted with counterparts in Western Civilization. Zen Buddhism and the political philosophy of Mao Tse-Tung will also be studied. Guest lectures where applicable.
Pre-Requisite: ENGL 150

HUM 269  Interdisciplinary Seminar on Contemporary Writers
3 credits  3 class hours
This seminar examines the life and literature of a contemporary writer of national or international stature. Through the treatment of the selected author, students are introduced to a particular world culture and explore the politics and aesthetics of language and literary form. The writer to be treated--autobiographer, essayist, novelist, poet, playwright, or short fiction writer--is to be determined by the Department; students should check course listings.
Pre-Requisite: ENGL 150

HUM 273  Black Creative Arts
3 credits  3 class hours
An examination 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 the arts, music, dance, art, and literature are integral parts of the course.

Pre-Requisites: ENGL 150, SPCH 102, MUS 100 or ART 100

HUM 300        Contemporary Topics in 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. The course is open to faculty, students, staff, and persons from the community. Auditors are welcomed.
Pre-Requisite: Permission of chairperson

HUM 390        Research Projects in Humanities
3 credits       3 class hours
This course is designed to give students intensive research experiences through the completion of projects in cultural institutions in New York City. The students will use research skills to gain knowledge of the particular institution. Also, students will explore either the cultural, environmental, social, economic, political or career interrelationships between the institution and the community it serves. Activities will include experiences at museums, theaters, art galleries, mass media organizations, and the botanic and zoological gardens.

HUM 400        Independent Studies in Humanities
3-6 credits     3-6 class hours
A course of study centering on a project in the major area, which 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, 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. Approval by Department Chairperson.

HUM 401        Independent Studies in Mass Communications
3-6 credits     3-6 class hours
A course of study centering on a project in the major area, which 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, 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. Approval by Department Chairperson.

INTERDISCIPLINARY STUDIES

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<tr>
<td>IDS 100</td>
<td>Interdisciplinary Studies of the Classical World</td>
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Some of the most interesting questions in the contemporary study of the classical world cannot be fully investigated by the standard techniques of philology, philosophy, history, or archeology on their own, and may benefit from a more interdisciplinary comparative methodology. This introductory course in interdisciplinary studies uses primary documentary analysis, comparative intellectual history, museums, and other external learning sites in exploring world civilizations. Areas explored include language, literature, science, art, philosophy, culture, mythology, and religion. Emphasis is placed on developing the writing skills of the participant through historical content.

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<tr>
<td>IDS 210</td>
<td>African World Cosmology</td>
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The course takes the ancient African/Kemetic (Egyptian) origins of civilization as a point of departure in order to examine the evolution and current character of the cosmology and psychology of peoples of African descent from traditional African culture as well as throughout the Diaspora. Incorporating the biological basis of behavior, the course will also include examination of such issues as language and cognition, consciousness, child development, and family/interpersonal relationships, as correlates of the cosmology and psychology of African peoples.

Pre-Requisite: ENGL 150

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<tr>
<td>IDS 280</td>
<td>World Gender Studies Practicum</td>
<td>3-6</td>
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This course presents an opportunity for students to conduct cross-cultural study of the status and/or issues of women and/or men in an international context. Under the supervision of a faculty member of the Interdisciplinary Studies Department (IDS), a
student undertakes a field experience. The experience may entail participation in a study abroad or exchange program and/or an internship with an international organization, and focuses on understanding the human condition from an international perspective, especially in regard to gender, race, class and culture. Permission from the IDS Department is required to enroll, and a contract between the student and the IDS Department specifies the required activities, as well as writing, reading and oral assignments.

Pre-Requisites: Completion of at least 12 credits, including ENGL 112 and SPCH 102, and a minimum 2.0 GPA

IDS 286 Medgar Wiley Evers and the Civil Rights Movement
3 credits
This course is an educational travel seminar. Participants will focus upon the personalities, events and sites of the Civil Rights Movement in the Southern United States between 1954 and 1965. Particular emphasis will be placed on the impact of the life and work of Medgar Wiley Evers and other Mississippi and Southern Activists. The itinerary involves traveling by bus to the states of Mississippi, Alabama, and Georgia. Activities include workshops and interviews with living veterans of the movement and civil rights scholars.

Pre-Requisites: ENGL 150 and HIST 200 or HIST 201 or Permission from the Instructor

IDS 290 Interdisciplinary Research Methods
3 credits 3 class hours
Examining what constitutes evidence in research and scholarship and introducing interdisciplinary research methods are the main components of this course. Specifically, participants examine the relationship of facts to evidence, within and across disciplines, exploring along the way concepts such as experience, primary and secondary sources, forming and testing a hypothesis, and the rules of evidence. Participants also engage in a class research project utilizing online sources and multimedia forms of documentation.

Pre-Requisites: ENGL 150 and IDS 210

IDS 301 Study Abroad
3 credits 3 class hours
This course is part of the effort to internationalize the curriculum by offering upper level students the opportunity to have a direct experience of life in the developing world. It responds to the IDS expectation that World Studies majors and other IDS
students should have a study abroad option. It is a logical follow-up to courses in History, Social Science, Education, and Environmental Studies, especially for students who will work in inner-city multi-ethnic communities.

Pre-Requisite: Interview/permission of instructor or Department Chair

**IDS 310**  
*Migration: The African Diaspora in the Americas*  
3 credits  
3 class hours  
This is an interdisciplinary course on migration focusing specifically on the movement and development of people of African Ancestry throughout North, Central, and South America, and the Caribbean Basin. It will explore the cause and results of human rights problems through a variety of analytical and pedagogical approaches.  
Pre-Requisites: ENGL 150 and HIST 101 or IDS 100

**IDS 320**  
*The Life and Works of John Henrik Clarke*  
3 credits  
3 class hours  
This seminar will examine the great and mighty walk of an intellectual giant in the twentieth century. Fifty years of Dr. Clarke’s interwoven relationship with African, African American and Caribbean scholars and lay people will be highlighted in this seminar. The focus of the course will be on Dr. Clarke’s vast knowledge and understanding of African people in world history, his knowledge of Africa’s relationship to Europe, and his Pan-Africanist philosophy.

**IDS 350**  
*Contemporary Scholar: International & Cultural Perspectives*  
3 credits  
3 class hours  
This interdisciplinary seminar examines a particular thinker and writer, a scholar of international stature. Exploring universal themes in a world context, the seminar treats the life and selected writings of the scholar. The course also introduces students to the culture and geopolitics of the scholar’s homeland and region-Africa, Asia, the Americas, the Caribbean, Europe or the Pacific. The scholar to be studied can vary each semester, and will include intellectuals who enjoy the world stage as determined by their works’ translation into different languages, distribution in different global regions, span of multiple genres, and treatment of universal issues of an ethical and/or political nature.  
Pre-Requisites: ENGL 150 and IDS 100, HIST 101 or HIST 102; or permission of the Instructor.

**IDS 390**  
*Museum and World Cultures*  
3 credits  
3 class hours  
This seminar provides an interdisciplinary perspective on world cultures using the permanent collections and special exhibits of the Brooklyn Museum of Art. Taught by Museum staff and College faculty at the Museum, participants train to be docents and
study art history and theory, material life with a focus on a specific collection and/or culture, using traditional print and media sources as well as virtual museums on the Internet. Fifty percent of each class occurs in a gallery. Other activities include lectures, participant-led tours and presentations, and a research paper. This is the first semester of a two-semester seminar.

Pre-Requisites: IDS 100 or HIST 101, ART 100, MUS 100, SPCH 102, ENGL 112, and ENGL 150. For the American Gallery - only, HIST 200

IDS 392
Contemplation in Nature and Art
3 credits 3 class hours
This interdisciplinary course uses nature and art to explore contemplative thought and practices around the world, with an emphasis on Asia. The course will include cross-cultural readings, online resources, experiential learning in art museums and botanical gardens, and an introduction to either meditation or the science of breathing.

Pre-Requisites: ENGL 150, IDS 100 or HIST 101, BIO 101 or CHM 112 or PHS 101, or permission of the Instructor.

IDS 401
Women’s Worlds, Women’s Words: Gender in Intercontinental Women’s Literature
3 credits 3 class hours
This course examines the material existence and unique perspectives of selected, Southern and indigenous women of Africa, Asia, the Caribbean, Latin America, the Middle East and the Pacific Islands, focusing on the representation of gender in contemporary writings by women of the colonial experience globally. Course participants study novels, short stories, biography and/or autobiography, as well as prose and essay selections, to compare women’s realities and women’s consciousness. Students also survey the diverse forms and styles of expression women employ to represent their lives.

Pre-Requisites: ENGL 360, or HUM 260, 261 or 269 and an IDS 300-level course, or permission of the Instructor.

IDS 490
Peace and Development
3 credits 3 class hours
This senior level course is research based and writing intensive. It requires students to identify a specific research topic within the broader framework of peace and development, define the objectives and anticipated outcomes of their research, conceptualize the scope of the work to be done and, with faculty guidance, and determine the appropriate methodology to achieve those ends.

Pre-Requisite: Completion of junior year requirements in the relevant degree program.
## LAW

### BPA: Accounting, Finance, Economics, and Business Law

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Class Hours</th>
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<tbody>
<tr>
<td>LAW 208</td>
<td>Legal Environment of Business</td>
<td>3</td>
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<td>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</td>
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<tr>
<td>LAW 210</td>
<td>Business Law I</td>
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<td>After a brief survey of the American legal system the essential principles of the law of business are examined and applied to typical business transactions. The principle materials of study are New York contracts and their applications. Pre-Requisites: ENGL 150 and MAN 200</td>
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<tr>
<td>LAW 211</td>
<td>Business Law II</td>
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<td>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 or LAW 210</td>
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## MANAGEMENT

### Business, Business Administration

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<tr>
<td>MAN 200</td>
<td>Introduction to Business and Management</td>
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<td>An introductory study of business and management principles that help the student to develop an understanding of the role of business and its relationship to society. The course begins with an examination of basic business concepts. The basic functions of management will be examined: planning, organizing, leading and controlling. In addition, the related topics of communication, decision-making and motivation will be</td>
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explored. Throughout the course, special emphasis will be placed on ethical decisions and the social aspects of organizations managed by people in a global market.

Pre-Requisite: SOC 101 or SSC 101 or PSYCH 101 or ENGL 112

Co-Requisite: ENGL 150

MAN 205  Introduction to Management and Marketing
3 credits  4 class hours
This course consists of two modules: management and marketing. The management module will expose students to the managerial functions of planning, organizing, leading and controlling. Other topics in this module will include communication, decision-making and motivation. In addition, emphasis will be placed on business ethics and international management. The marketing module will expose students to the current marketing theory and practices including market planning and segmentation, and development and management of the marketing mix (product, promotion, pricing, and place/distribution).

Pre-Requisites: PSYC 101 and CIS Majors only.

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

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

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-Requisite: MAN 314

**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 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-Requisite: MAN 200

**MAN 401  Field Experience Internship**
3 credits  3 class hours
A course that provides the students with a practice setting where they can integrate prior learning with professional practice.
Pre-Requisite: By permission of chairperson

**MAN 402  Business Ethics**
3 credits  3 class hours
This course examines the ethical aspects of conducting business considering the internal and external interactions of organizational environments.

Pre-Requisites: MAN 200 and MAN 314

**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 by permission of instructor and department chairperson

**MAN 414**  
**Development of Management Thought**  
3 credits  3 class hours

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: Junior standing and 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-Requisite: 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-Requisites:  CIS 211 or permission of chairperson

**MARKETING**

**BPA: Business and Public Administration**

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<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>MAR 231</td>
<td>Essentials of Marketing</td>
<td>3</td>
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<td>A basic course focused 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</td>
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<tr>
<td>MAR 232</td>
<td>Principles of Retailing</td>
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<td>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</td>
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<tbody>
<tr>
<td>MAR 233</td>
<td>Principles of Advertising</td>
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<td>This course presents a descriptive survey of advertising and its role in the marketing structure is discussed. Particular emphasis is placed on major media, production, copy and layout 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</td>
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<tbody>
<tr>
<td>MAR 234</td>
<td>Salesmanship</td>
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A topical survey of the principles of persuasive communication in the marketing process focused 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’ market.

Pre-Requisite: MAR 231

**MAR 331 Marketing Management**
3 credits 3 class hours
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 331

**MAR 334 Sales Management**
3 credits 3 class hours
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-Requisite: MAR 231.

**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
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<th>Description</th>
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<tr>
<td>MAR 336</td>
<td>Public Relations</td>
<td>3</td>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>MAR 337</td>
<td>Marketing Research</td>
<td>3</td>
<td>3</td>
<td>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</td>
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<tr>
<td>MAR 338</td>
<td>International Marketing</td>
<td>3</td>
<td>3</td>
<td>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 331 and BUS 301 or ECON 333</td>
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<tr>
<td>MAR 339</td>
<td>Marketing for Entrepreneurs</td>
<td>3</td>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>MAR 401</td>
<td>Field Experience/Internship</td>
<td>3</td>
<td>3</td>
<td>This is a course that provides the students with a practice setting where they can integrate prior learning with professional practice. Pre-Requisite: By permission of chairperson</td>
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<tr>
<td>MAR 405</td>
<td>Pricing Policies and Strategies</td>
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303
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 332 ECON 316 and Senior Standing

**MAR 432 Physical Distribution and Logistics**
3 credits 3 class hours
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 331 and Senior Standing

**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 Senior Standing

**MATHEMATICS**

**SHT: Mathematics**

All entering students must take the mathematics proficiency test, which measures basic skills in computation, problem solving and elementary mathematics concepts. Students who do not perform satisfactorily on this test are placed in MTH 009 or MTH 010.

**MTH 009 Arithmetic and Basic Algebra (Post Secondary Readiness 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, decimals, common fractions, and percents to everyday problems; basic geometry, formulas, evaluation, and solving simple equations and inequalities in one variable; applications of simple equations and inequalities in one variable. Computers and calculators will be integrated into all phases of the course.

MTH 010 Elementary Algebra (Post Secondary Readiness Math II)
0 credits 4 class hours
The course is designed to provide students with a solid background in real number algebra. Topics include elementary properties of the real number system and number line diagrams, exponents, polynomials, coordinate systems, graphs, factoring and algebraic fractions, linear and quadratic equations and their applications. Calculators are used to obtain quick results and illustrations of mathematical concepts. Computers and calculators will be integrated into all phases of the course.
Pre-Requisite: MTH 009 or exemption by CUNY Assessment Tests for incoming students.

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 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, and rational expressions, the solution of linear and quadratic equations
coordinate geometry, systems of linear equations, and applications of algebra to practical problems.

Pre-Requisite: MTH 010 or exemption by CUNY Assessment Tests for incoming students.

MTH 130  College Algebra and Trigonometry
2 credits  3 class hours
The course introduces topics in algebra beyond those covered in MTH 109 in order to deepen students' understanding of fundamental concepts and to inculcate in them the skills needed for using these concepts. Among these topics are systems of equations and inequalities, conic sections, functions, exponential and logarithmic functions, and trigonometry. Efforts are made to prepare students to solve mathematical problems that arise in science and other disciplines that rely on mathematical skills.

Pre-Requisite: MTH 120 or exemption by CUNY Assessment Tests for incoming students.

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 130

MTH 151  Precalculus
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 130

**MTH 202 Calculus I**

4 credits 4 class hours 2 lab hours

The analysis of functions numerically, graphically, and algebraically aided by technology; limits and continuity; the derivative as an instantaneous rate of change and as a slope; local linearity and tangent line approximation; the derivative function; derivatives of polynomials, exponential, logarithmic, and trigonometric functions; derivatives of products, quotients, and composites; Taylor polynomials; first and second derivative tests; maxima and minima and applications to problems in geometry and the sciences. Whenever appropriate, computers and calculators will be integrated into the course.

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 as signed 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

The 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 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 non-linear 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 204 or permission of chairperson.

MTH 207  Elementary Linear Algebra
3 credits  3 class hours  1 lab hour
The course is designed to introduce to students 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; exigent values and exigent vectors, 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 coefficient 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 115 or MTH 130

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 120 or exemption by CUNY Assessment Tests

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 130

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 120 or exemption by CUNY Assessment Tests
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 $c^2$ distributions.
Pre-Requisite: MTH 203

MTH 241 Calculus for Business and Social Sciences
4 credits 3 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 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 151

MTH 305 Number Theory
3 credits 3 class hours
A course intended to introduce students to classical number theory, including its proof techniques and history. Topics include divisibility, primes and their distribution, congruences, quadratic residues, diophantine equations, continued fractions, and number-theoretic functions.
Pre-Requisite: Permission of Chairperson

MTH 306 Set Theory
3 credits 3 class hours
This course is designed to provide students with a through 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.
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 or Permission of Chairperson

MTH 309  Abstract Algebra II  
3 credits  3 class hours  
A deeper investigation of the structures and proof techniques introduced in MTH 308. Among the topics to be discussed are the Sylow theorems, algebraic free abelian groups, group representations, factor rings and ideals, modules, field extensions, Galois Theory, and selected applications of abstract algebra.  
Pre-Requisite: MTH 308

MTH 311  Advanced Calculus I  
3 credits  3 class hours  
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  
A continuation of the rigorous analysis of functions begun in MTH 311. Topics 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  
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
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 Gaussian, Green, and Stokes will be examined, as will generalized orthogonal coordinates and applications of vector analysis to physics.

Pre-Requisite: MTH 203

MTH 325  Modern Differential Geometry
3 credits  3 class hours
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 320 or Permission of Chairperson

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 335  Discrete Mathematical Structures
3 credits  3 class hours
An introductory course that introduces students to the major topics in elementary discrete mathematics and builds 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 or Permission of Chairperson

**MTH 337 Probability Theory**
3 credits 3 class hours
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
A 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 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
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
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 the Chairperson

MTH 349  Projective Geometry
3 credits  3 class hours
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: MTH 202 or Permission of Chairperson

MTH 350  Transformational Geometry
3 credits  3 class hours
Groups of Euclidean motions of two and three spaces; similarities, inversions, projectivities; construction of conic sections; the geometry of fractals.
Pre-Requisite: MTH 308 or Permission of Chairperson

MTH 353  General Topology
3 credits  3 class hours
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: Permission of Chairperson

MTH 359  Graph Theory
3 credits  3 class hours
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, Eulerian graphs, Hamiltonian graphs, planar graphs, graph coloring, digraphs, extremal graph theory, and additional applications.
Pre-Requisite: MTH 309 or MTH 335

MTH 360  Numerical Analysis
3 credits  3 class hours
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
Selected topics in advanced mathematics. The content of this course will vary, depending on the interests and needs of the students and the interests of the faculty. It is meant to allow students to experience specialized areas of mathematics that are not a regular part of the curriculum.

Pre-Requisite: Permission of the Chairperson

**MTH 411/412/413 Independent Research I, II, II**
3 credits each
Minimum of 9 hours of conference and independent research per week. Library and/or laboratory investigation of problems in mathematical science or related fields selected and pursued under the guidance of the faculty of the department. Regular meeting with advisor, presentation of findings at departmental seminars, and submission of a written report of research carried out.

Pre-Requisite: Completion of all required 300 level courses or Permission of Chairperson. Only three of these credits may be applied to the Bachelors degree.

**MTH 405 Senior Seminar**
1 credit 3 class hours
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.

**MEDIA**
**LAE: Mass Communications, Creative and Performing Arts, and Speech**
**MED 150**  
**Mass Communications: Contents, Structure, and Control**  
3 credits  
3 class hours  
Course content covers the analysis of the nature and impact of mass communication in society; a study of its development, structure, function and control.  
Co-Requisite: ENGL 112

**MED 160**  
**Introduction to Film**  
3 credits  
3 class hours  
A basic course which 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.  
Co-Requisite: ENGL 112

**MED 180**  
**Introduction to Broadcasting**  
3 credits  
3 class hours  
An introduction to the history and development systems of radio and television broadcasting. 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: MED 150 or permission of Instructor.

**MED 214**  
**Introduction to Instructional Materials Production**  
3 credits  
3 class hours  
A multi-media laboratory course in which students are familiarized with various materials used in instructional media. e.g. slides, 8mm films, filmstrips. Students prepare scripts and guides, and learn to select, order and use media equipment and material designed for use in schools, other institutions and industry.  
Pre-Requisite: ENGL 112

**MED 241**  
**Radio Production**  
3 credits  
3 class hours  
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-Requirements: MED 150 and MED 180 or permission of instructor.

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 instructor.

MED 270  Graphics
3 credits  3 class hours
A course in the production of graphics for TV and video. Attention is given to choice of material to design and layout, use of color and specific production techniques. Enrollment limited: registration by permission of the Divisional Chairperson or Coordinator.
Pre-Requisite: ART 100

MED 292  Workshop in Media Writing I
3 credits  3 class hours
Students will develop skills in gathering data and writing scripts for radio, TV and film. They will gain experience in scripting shows using the College facilities, and specimen scripts will be available for community programs.
Pre-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 TV 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 TV and CATV stations as well as those of the City University of New York will be required.
Pre-Requisite: MED 180 or permission of instructor.

MED 298  Media Internship
3 credits  3 class hours
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 by permission.

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. Permission of department chairperson is required.

MUSIC

LAE: Mass Communication, Creative and Performing Arts, and Speech

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.

MUS 103 Rudiments of Music

3 credits 3 class hours

A piano performance course which utilizes the keyboard as a vehicle for studying the fundamentals of music, including notation, rhythm, scales, keys, interval formation and triads.

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. Group instruction for non majors.
Pre-Requisite: Permission of instructor.

**MUS 106/107/108/109  College Choir I, II, III, IV**
1 credit  3 class hours
Exploration, study and performance of choral musical literature.

**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 instructor

**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 the instructor

**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 204  History and Literature of Jazz**
3 credits  3 class hours
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: ENGL 112 and MUS 100

**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. Permission of instructor required for enrollment.

**MUS 217  Elementary Band Instruments**
3 credits  3 class hours
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 instructor.

**MUS 224  College Band I**
1 credit  3 class hours
The exploration, study and performance of choral musical literature written for band.
Pre-Requisite: Permission of instructor.

**MUS 225/226/227  College Band II, III, IV**
1 credit each  3 class hours each
A continuation of the exploration, study and performance of choral musical literature written for band.

**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.

**MUS 250  Steel Pan/Band I - Beginners**
3 credits  3 class hours
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 basic 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**
3 credits  3 class hours
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. Two blank audio tapes are required.

Pre-Requisites:  MUS 100 and MUS 250

MUS 270  **African Caribbean Drumming  I-Beginners**
3 credits  3 class hours
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 the how to use the mind, body and hands in playing many rhythms. Guest professional drummers add enrichment to the learners' experiences. The class is required to have two blank audio tapes.
Pre-Requisite:  MUS 100

MUS 271  **African Drumming II-Intermediate**
3 credits  3 class hours
An intermediate course in drumming- African drumming and African drumming in the Diaspora. Advance exercises are given based on the learning experiences students had in Drumming I or 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. The participants are required to have two blank 60 minute audio tapes.
Pre-Requisite:  MUS 100

MUS 299  **Independent Study**
3 credits  3 class hours
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. Permission of department chairperson is required.

MUS 320  **African Music Tradition**
3 credits  3 class hours
All students are required to demonstrate their skill on an African master instrument: talking drum, or xylophone.
Pre-Requisite: MUS 100

**NURSING**

**SHT: Nursing**

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<tr>
<th>Course</th>
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<th>Credits</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NUR 023</td>
<td>Introduction to Practical Nursing</td>
<td>2</td>
<td>2</td>
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<td>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 is 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 human beings, nursing, education and society. Pre-Requisite: Successful completion of admission process. Letter of acceptance into the nursing major. Co-Requisites: ENG 112; BIO 104; NUR 024</td>
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<tr>
<td>NUR 024</td>
<td>PN Fundamentals of Nursing</td>
<td>5</td>
<td>3</td>
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<td>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: ENG 112; BIO 104; NUR 023</td>
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<tr>
<td>NUR 025</td>
<td>Nutrition</td>
<td>3</td>
<td>2</td>
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|          | This course introduces the PN 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-Requisites: Successful completion of: ENG 112; BIO 104; NUR 023; NUR 024;
Co-Requisites: NUR 026; NUR 027

NUR 026  PN Pharmacology and Calculations
3 course 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 giving medications (simulated).
Pre-Requisites: ENG 112; BIO 104; NUR 023; NUR 024
Co-Requisites: NUR 025; NUR 026

NUR 027  Medical & Surgical Nursing I
6 credits  4 class hours
2 college 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-Requisites: ENG 112; BIO 104; NUR 023; NUR 024
Co-Requisites: NUR 025; NUR 027

NUR 028  PN Maternal Child Health/Psychosocial Nursing
5 credits  4 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-Requirements: ENG 112; BIO 104; NUR 023; NUR 024; NUR 025; NUR 026; NUR 027
Co-Requirements: NUR 029

NUR 029  PN Medical Surgical Nursing II: Specialties
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 OR, 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-Requirements: ENG 112; BIO 104; NUR 023; NUR 024; NUR 025; NUR 026; NUR 027
Co-Requirements: NUR 028

NUR 030  PN 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 stimulate 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-Requisites: ENG 112; BIO 104; NUR 023; NUR 024; NUR 025; NUR 026; NUR 027; NUR 028; NUR 029
Co-Requisites: None

AAS PROGRAM

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NUR 124</td>
<td>Pharmacology in Nursing &amp; Principles of Drug Administration Nursing Elective</td>
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<tr>
<td>2 credits</td>
<td>2 class hrs</td>
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<td>This course focuses on basic concepts of pharmacology and drug calculations with emphasis on the role of the nurse in developing a comprehensive approach to the clinical application of drug therapy utilizing the nursing process.</td>
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<tr>
<td>NUR 130</td>
<td>Fundamentals of Nursing Practice</td>
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<tr>
<td>6 credit hours</td>
<td>3 class hours</td>
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<tr>
<td>2 skills hours</td>
<td>6 clinical hours</td>
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<td>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.</td>
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<tr>
<td>NUR 131</td>
<td>Care of Clients with Altered Psychosocial Functioning</td>
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<tr>
<td>5 credits</td>
<td>2 skills hours 2 skills hours 6 clinical hours</td>
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<td>This course is designed to provide the basic knowledge and skills to care for individuals with alterations in bio-psychosocial 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 or sub-acute care settings and selected community mental health centers.</td>
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</tbody>
</table>
NUR 132 Commonly Occurring Health Problems I
6 credits 3 class hours 2 skills 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 resumed on pharmacology, drug calculation and medication administration. There will be a continued focus on the application of the nursing process and the ongoing development of competencies in providing care for individuals and families. Students are helped to begin to appreciate the significance of nursing research and technology in clinical practice.

NUR 271 Commonly Occurring Health Problems II
8 credits 3 class hours 2 skills hours
12 clinical hours
This course explores commonly occurring health problems that impact on alterations in the gastrointestinal, renal, neurological, musculo/skeletal, 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.

NUR 272 Care of Child Bearing Child Rearing Family
8 credits 3 class hours 2 skills hours
12 clinical hours
This course combines the fundamental principals underlying the nursing care of the child bearing family before, during and after parturition with the major health care needs of the child as h/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.

NUR 273 Transition into the Nursing Profession
2 credits 1 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 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 them 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.

NUR 290 Basic Concepts of Professional Nursing
4 credits 3 class hours 3 lab hours
This course introduces students to professional nursing and the role of the professional nurse in the health care team. Nursing process and general systems theory are the organizing themes for the scientifically oriented study of the interrelated concepts of man, society, health and nursing. There is examination of the processes leading to the attainment of expert skills in nursing. Professional ethical and legal issues, and those concepts that are critical issues, and those concepts that are critical for the socialization and transition from technical to professional nurse are explored. Planning learning experiences in the college laboratory provide the opportunity for application of beginning professional nursing skills in the affective, cognitive, and psychomotor domains.
Pre-Requisite: 55 lower division general education required credits

NUR 313 Nursing Interventions with Individual Client Systems I Medical/Surgical/Psychiatric
3 credits By Examination Only
This course utilizes the nursing process and general systems principle to focus on variations in the wellness-illness of individual clients from conception through adolescence.
Pre-Requisites: PSYC 229, NUR 290 and all lower department courses
NUR 314  Nursing Interventions with Individual Client Systems II
Medical/ Surgical/Psychiatric

3 credits  By Examination Only
This course utilizes the nursing process and Individual Clients Systems principles to
focus on variations in the wellness-illness of individual clients from young adulthood
trough senescence.
Pre-Requisites: PSYC 229, NUR 290 and all lower department courses

NUR 316  Health Assessment of the Adult
4 credits  3 class hours  3 lab hours
This course provides the opportunity for students to learn the skills of health
assessment; health history, physical examination, health promotion, and health
teaching. The nursing process, general systems theory, growth and development
theories provide a conceptual framework for assessment activities. The college
laboratory provides the opportunity for development, practice, and refinement of skills
and techniques necessary to write a health history, perform a complete physical
examination for adults, and record findings.
Pre-Requisites:  PSYC 229, NUR 290, 313, and meet criteria for progression to the junior
year.
Co-Requisite:  NUR 317

NUR 317  Group Dynamics in Nursing
3 credits  3 class hours  3 lab hours
The student is introduced to group dynamic concepts within the context of the nursing
process and general systems theory. Group process activities encourage increasing
awareness of self and others in role-playing, goal development, decision-making and
leadership functions. Large and small group laboratory experiences provide
opportunities to explore, analyze, and apply group process skills.
Pre-Requisites: NUR 290, 313 & 314 and meet criteria for progression to the junior year
Co-Requisite: NUR 316

NUR 318  Nursing Promotion: Family Community Clients
5 credits  3 class hours  6 lab hours
This course integrates professional nursing interactions and concepts of family and
community client systems in developing comprehensive client care. Emphasis is placed
on health promotion, health maintenance, health teaching and disease prevention.
Knowledge of epidemiology and the nursing process provide a framework for
maximizing the community’s health. Clinical laboratory experiences in community
settings enables students to meet course objectives and apply principles of teaching in
family and community settings.
Pre-Requisites: NUR 313, NUR 314, NUR 316, NUR 317, MTH 209 and all clinical agency contractual requirements.

NUR 321 Introduction to Nursing: Research
3 credits 4 class hours
This course is designed to promote the student's understanding of the research process using a critical appraisal approach. Upon completion of the course, the student can review, critique and use research findings from nursing and other disciplines that can be applied to their 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 delivery. Ethical, moral and legal issues are discussed in relation to nursing research.
Pre-Requisites: NUR 316, NUR 317 and MTH 209

NUR 418 Nursing High Risk Families: Child, Adolescent and Young Adult
5 credits 3 class hours 6 lab hours
This course explores the roles and functions of the nurse as a professional in initiating change and promotes family wellness in high-risk parenting systems. The student will learn how to access growth and development patterns of individual and family units, assist in reducing or eliminating at risk situations and provide some degree of adjustment or adaptation. The course also explores various family theories and strategies that enable the professional nurse to use leadership, teaching, counseling skills, and advocacy to facilitate change to healthy family systems.
Pre-Requisites: NUR 316, NUR 317, and NUR 318

NUR 419 High Risk Middle-Aged and Elderly Clients
3 credits 3 class hours
This course focuses on the role of the professional nurse in the provision of comprehensive nursing care to middle-aged and elderly clients in individual group, family, community and international settings in high-risk complex situations. Where wellness cannot be achieved, the goal of nursing activities is to maximize the client's integrity through death as a growth phase of the life process. The course continues to explore the roles and functions that enable the professional nurse to exercise leadership in initiating change in nursing and health systems. Health promotion, physical and mental alterations in aging, family psycho-dynamics, political social and ethical issues will be highlighted.
Pre-Requisites: NUR 319, NUR 420, and NUR 418

NUR 421 Nursing Leadership and Management
This course explores contemporary nursing management and leadership concepts, models and strategies and the functions of managers, leaders and followers. Management theories and their applicability to nursing are reviewed along with the technological developments that contribute to managerial role development. Concepts, principles, theories, and behaviors relating to leaders and followers are examined along with those external economic, social, ethnic and political factors that influence healthcare delivery systems. Students participate in the learning process via group activities, class presentations and interviews.
Pre-Requisites: NUR 318 and NUR 321

NUR 425 Professional Nursing and Trends in Health Care Delivery
4 credits 3 class hours 3 lab hours
This capstone course promotes the student’s comprehensive integration of the nursing process, knowledge, and skills into contemporary nursing and health care roles and functions. It provides the student opportunity to apply principles of leadership and management in an assigned or self-selected clinical nursing practice setting with a nurse manager/preceptor who assists them in preparation for the transition from student to professional nurse practitioner.
Pre-Requisites: NUR 418 and NUR 420

PEER COUNSELING
SA/S: Student Affairs

PC 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-Requisites: ENGL 112 and permission of instructor and FS 102
PHILOSOPHY

LAE: Languages, Literature, and Philosophy

PHIL 101 Introduction to Logic
3 credits 3 class hours
This course is an elementary course in logic intended as a general introduction to the rules of systematic thinking. Its purpose is to introduce students to basic principles of logic used in communication and reasoning. The course is designed to help students improve their analytical reasoning skills and develop the habits of critical thinking essential to college-level work in any subject. It focuses on the methods of analyzing various kinds of arguments in natural language.
Pre-Requisites: Completion of all Language and Math Basic Skills.

PHIL 201 Introduction to Ethics and Social Philosophy
3 credits 3 class hours
This is a sophomore-level course in moral philosophy that will consider fundamental questions in both theoretical and applied ethics, such as the nature of ethical value and whether a rational basis for morality is possible. The course will consider some important normative ethical theories which have been proposed in the history of philosophy and their possible applications to contemporary moral controversies.
Pre-Requisites: ENGL 112 and PHIL 101

PHYSICAL SCIENCE

SHT: Physical and Computer Science

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-Requisite: 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 221 Introduction to Telecommunications**
3 credits  3 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-Requisite: 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: Departmental Approval

**PHY 351 Intermediate Electromagnetic Theory**
3 credits 3 class hours 1 lab hour
This course is a comprehensive study of electromagnetism. Topics include electric field
and potential, Gauss's law, electrostatic potential energy, Laplace equation, boundary
value methods, electric dipoles and multipoles, electric fields in matter, dielectric
theory, magnetic fields and vector potentials, Ampere's law, Faraday's law, inductance,
electric fields from time-varying magnetic fields, magnetic fields in matter, Maxwell
equations, Poynting's theorem, wave equation for vector and scalar potentials, plane
wave propagation, waveguides, and radiation.
Co-Requisite: MTH 205
Pre-Requisite: PHY 303

**PHS 401/402/403 Independent Research I, II, III**
3 credits each 9 class hours each
Students are engaged in a minimum of 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-Requisite: Completion of 48 credits towards degree, and completion of courses
appropriate to the research project as determined by the faculty mentor and
Departmental Approval.
### PHYSICS

**SHT: Physical and Computer Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Class Hours</th>
<th>Lab Hours</th>
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<tbody>
<tr>
<td>PHY 103</td>
<td>Astronomy</td>
<td>3</td>
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<td></td>
<td>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-Requisites: Math and Language Basic Skills</td>
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<tr>
<td>PHY 114</td>
<td>Basic Physics</td>
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<td>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</td>
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<td>PHY 150</td>
<td>Physics for Health Professions</td>
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<td>This is an introductory course for the health professions covering the fundamental principles of physics with applications to biological and physiological phenomena such as circulation, hearing, vision, bioelectricity, radiation and electronic instruments used in the medical field. Pre-Requisites: Math and Language Basic Skills</td>
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<tr>
<td>PHY 205</td>
<td>Introduction to Physics I</td>
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<td>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</td>
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<tr>
<td>PHY 206</td>
<td>Introduction to Physics II</td>
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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

**PHY 211 University Physics I**
4 credits 4 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

**PHY 212 University Physics II**
4 credits 4 class hours 2 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

**PHY 213 University Physics III**
4 credits 4 class hours 2 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

**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 304**   **Introduction to Quantum Mechanics**
3 credits   4 class hours
This course is a continuation of PHY 303 covering the application of quantum mechanics to atomic and nuclear phenomena. Topics include wave functions and operators, solutions of Schroedinger's equation and perturbation theory.
Pre-Requisite: PHY 303

**PHY 305**   **Intermediate Experimental Physics Laboratory**
2 credits   4 lab hours
This is a laboratory course designed to introduce the experiments and techniques of Modern Experimental Physics. Students have an option from a variety of experiments that they can pursue. Experiments involve the fields of atomic physics, nuclear physics, Doppler effect, gravitation, and electromagnetic theory.
Co-Requisite: PHY 303

**PHY 309**   **Electronics**
4 credits   2 class hours   4 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 213 or PHY 206

**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 319**   **Thermodynamics and Statistical Physics**
3 credits   3 class hours   1 recitation hour
This course is a comprehensive study of thermodynamics and statistical physics. Topics include equation of state, the gas laws, Laws of Thermodynamics, entropy and
probability, Maxwell-Boltzmann Statistics, equipartition of energy, quantum statistics and degenerate gases.
Pre-Requisites: PHY 212, PHY 213 and CHM 202
Note: Course will be cross-listed with CHM 321 Physical Chemistry I

POLITICAL SCIENCE

LAE: Social Sciences

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>POL 101</td>
<td>Introduction to Political Science</td>
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<tr>
<td>POL 200</td>
<td>Introduction to American Government</td>
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<tr>
<td>POL 205</td>
<td>Comparative Government</td>
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<td>3</td>
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<tr>
<td>POL 210</td>
<td>International Relations</td>
<td>3</td>
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Basic concepts in political science, including the nature of political power, definitions of basic terms; major political systems; constitutional and behavioral approaches used in the study of political science, and scope of political science will be analyzed.
Pre-Requisites: Completion of all language basic skills.

The constitutional framework of the U.S. political system, with special attention to the relationship between cities, states, and 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

This course focuses on the political systems of selected nations in Western and Eastern Europe and 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

This course covers the basis of relationships between nations; the role of region and world level international organizations and of international law in international relations; basic considerations underlying the development of blocs; theories of
international system; contrasts between third world and major powers in regard to inception of international relations are examined.
Pre-Requisites: POL 101 and ENGL 112

**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 and 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 foreign policy, Monroe Doctrine, Manifest Destiny, expansion and the American empire. In addition, emphasis will be placed on America's rise from an 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 of the expansion and deterioration of presidential power.
Pre-Requisites: POL 200 and ENGL 150

**POL 320  The United Nations in International Politics**
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, ENGL 150

POL 336 Constitutional Law
3 credits 3 class hours
This course offers a study of selected U.S. Supreme Court decisions that have been influential in determining the applicability and meaning of the U.S. constitution. Emphasis will be placed on the historical development of the court, including judicial review and the role of the bench in such areas as civil rights.

Pre-Requisites: ENGL 150 and POL 101 or POL 200

POL 338 Consumer and Poverty Law
3 credits 3 class hours
This course presents the evolution of 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 1
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 11
3 credits 3 class hours
This course focuses on major contributions of political thought and theories of the modern state from Rousseau to the present time, including such figures as Hegel, Marx, John Stuart Mill, Nietzsche, Fanon, Marcuse, 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, 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 plays 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-Requisite:  POL 101 or with the instructor's permission

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, free 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: POL 101 and POL 200

PSYCHOLOGY

LAE: Social and Behavioral Sciences

Note: Psychology 101 is a Pre-Requisite (s) for all psychology courses. Admission to 400 level courses is open only to persons who have completed at least two courses in psychology.

PSYC 101 Introductory Psychology
3 credits 3 class hours
This course is an introduction to several basic areas of study within psychology, specifically including concepts of perception, motivation, personality, learning, abnormal behavior and social psychology.
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-Requisite: PSYC 101
Co-Requisite: ENGL 150

PSYC 213 Social Psychology
3 credits 3 class hours
This course will examine the theoretical approaches, the research methodologies, 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-Requisite: PSYC 101
Co-Requisite: ENGL 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, the meaning of theory compared to everyday observations, "trait" approaches to personality, and problems with eclecticism.

Pre-Requisite: PSYC 101
Co-Requisite: ENGL 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-Requirements: PSYC 101 and ENGL 150 or by permission of the department chairperson

**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 periods.

Pre-Requisite: PSYC 101 or permission of instructor.

**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-Requisites: PSYC 101, one other PSYC course, and ENGL 150

**PSYC 306  Cognitive Psychology**

3 credits  3 class hours

This course provides an introduction to the field of Cognitive Psychology, scientific study of the structure and function of mental processes. This course will focus on how we acquire and process knowledge/information, from the moment the outside world stimulates our senses to the moment we solve a problem or make a decision and act. We will study memory, language, reading, and writing, thinking (reasoning, problem solving, concept formation) attention, and pattern recognition. Our 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, decision-making and expertise, gambling, artificial intelligence, and cognitive abilities over the life span. The effects of emotion and motivation in cognition will also be discussed. Students will, from time to time, participate in hands-on and computer-based demonstrations, simulations and experiments illustrating the fundamental phenomena and methods used in the field. Although some prior experience with computers is expected, students will be shown how to use the computer and Internet for in-class experiments, written assignments, literature searching, communication and class presentations.

Pre-Requisites: PSYC 101 and 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 psychological strains, peer group relations, problems of youth-adult interaction and autonomy will be discussed. Special attention will be given to types of social and family supports needed for healthy growth and development with reference to the inner city.

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, changes with age, sex differences, family, work, leisure, retirement and death.

Pre-Requisites: PSYC 209 and ENGL 150

**PSYC 316 Psychological Statistics**
3 credits 3 class hours
This is the second course in Social Science statistics. It focuses on advanced statistical technique appropriate to quantitative research in Psychology. Topics covered will include inferences about proportions, experimental design, one and two factor ANOVA and ANCOVA, and multiple regression. The use of parametric and non-parametric tests relevant to these topics will be explored. Students are expected to conduct analyses by learning a software package, Statistical Package for the Social Sciences (SPSS). Students are expected to critically examine and assemble data and develop interpretive strategies and narratives.

Pre-Requisites: PSYC 101, MTH 130 and SSC 333

**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-Requisites: PSYC 101, one other PSYC course and 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-Requisites: SSC 304 and PSYC 316

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-Requisites: PSYC 322 and permission of faculty mentor by advisement only.

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-Requisites: PSYC 215 and ANTH 201
PSYC 328   Fundamentals of Psychology in the African Diaspora
3 credits   3 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: PSYC 101, ENGL 150, any 100 or 200 Level History 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-Requisites: PSYC 215 and one other PSYC course (not PSYC 101)

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

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-Requisites: 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-Requisites: PSYC 101 and two other PSYC courses
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  
Sports 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-Requisites: PSYC 101 and one course from among PSYC 213, 215, 219, 224, 306, or permission of the Instructor.

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-Requsites: PSYC 101, SSC 305, and two other PSYC courses.

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 concentrate solely on the direct observation of clinical work in a mental health or human services setting. Systematic exposure to individual, group, and family therapy, crisis intervention and clinical consultation, diagnostic and assessment interviews will provide materials for a comprehensive delineation of the principles, practices and organization of clinical work.  
Pre-Requisite: PSYC 301
PSYC 431  Clinical Practicum II
4 credits  1 lecture hour  6 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 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 or by advisement of faculty mentor.

PUBLIC ADMINISTRATION

BPA: Management, Computer Applications, and 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-Requisites:  Completion of basic skills courses in English or exit of CUNY Reading
and Writing placement exams.

PA 120  Introduction to Development of Public Programs
3 credits  3 class hours
This course views the process of public program development from its legislative
origins to federal and state administrative implementation. The role of the federal
government in fostering programs, as well as state and local participation, is studied.
Techniques of statutory analysis and interpretation are utilized.
Co-Requisite:  ENGL 150
PA 204  Government Communication Systems
3 credits  3 class hours
Government communication systems are studied as tools which provide information processing support for public management, decision making and accountability. Students will develop the ability to analyze Government communication systems and learn how to use public information in planning, budgeting, decision making, program development and evaluation. Issues of openness and transparency of the Federal and State governments and the optimal use of communication will be explored. It will include some understanding of government records management and organizational development.
Pre-Requisite:  CIS 211

PA 205  Public Personnel Administration
3 credits  3 class hours
The nature and the characteristics of government civil service are studied. 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 will be explored. Accordingly, routine practices of the civil service practices including human resource strategic planning, position management, staffing, performance management and maintenance of supportive workplace relations, will be studied.
Pre-Requisites:  PA 103 and ENGL 150

PA 215  Designing Local Programs
3 credits  3 class hours
Local problems are identified, defined and analyzed as the foundation for a programmatic response in which students design programs or projects in proposal format in relation to private or public funding agency goals.
Pre-Requisites:  ENGL 150 and PA 205

PA 300  Public Bureaucracy
3 credits  3 class hours
A study of the organization and operation of public bureaucracies, with emphasis on how bureaucracy develops, implements public policies, and achieves institutional objectives. Examples of American bureaucratic structures and procedures will be analyzed.
Pre-Requisites:  ENGL 150 and HIST 200 and POL 200

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 are: 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-Requisites: PA 103 and FIN 250

**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 gerontology advocacy skills. The 6 hour per week field practicum with older persons will be provided a variety of community settings.

Pre-Requisite: PA 300

**PA 340**  
Systems Analysis in Planning and Budgeting

3 credits  
3 class hours

In this course, organizational problems of public agencies are scrutinized by the systems approach. The planning, budgeting and personnel operational systems within an organization are examined. Particular attention is paid to problems and their solutions that originate within these systems.

Pre-Requisites: PA 300 or with permission of the chairperson, and ENGL 150

**PA 350**  
Organized Responses to the Urban Environment

3 credits  
3 class hours

This course examines the pressures and challenges facing government today and identifies current trends which reveal organized responses to the urban environment. Emphasis is placed upon the philosophical values involved in organizational conflicts and upon testing public policy effectiveness and flexibility in responding to urban crisis. The public administrator is studied as an agent of change.

Pre-Requisites: PA 120 and PA 300

**PA 405**  
Municipal Administration

3 credits  
3 class hours

Critical issues in the delivery of 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 metropolitan administrative structure, planning, and financing are reviewed. Regional compacts,
authorities, and other quasi-public models, as vehicles to meet urban needs and conserve municipal resources are studied.
Pre-Requisites: PA 300 and POL 200

PA 407  Comparative Public Administration
3 credits  3 class hours
Theories of comparative public administration, methodological problems and practical concerns are studied. Students analyze major administrative systems, administrative structures and institutions including resources, allocation and utilization, machinery of coordination, and other related topics.
Pre-Requisites: PA 340 and ENGL 150

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. It studies the 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: LAW 208

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. 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 are emphasized. 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.
Co-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 typologies are followed to provide students with the
orientation to both descriptive and prescriptive approaches to policy-making in the public interest.

Pre-Requisites:  PA 350 or permission of the chairperson

**PA 450  Decision Making in Government Agencies**
3 credits  3 class hours
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 are analyzed. Concepts of leadership are studied with attention to leadership patterns, their focus in the organization and the skills and abilities which they require.

Pre-Requisite:  PA 415

**PA 485  Seminar on International Administration Careers**
3 credits  3 class hours
Provides a semester-long examination of historical, institutional and theoretical background of the contemporary United Nations and its related agencies. It 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 (i.e., International Labor Organization (ILO), Food and Agriculture Organization (FAO), World Health Organization (WHO), etc. It will explore their bureaucratic structures, management styles and functions.

Pre-Requisites:  BUS 301 and PA 407

**PA 490  Public Administration Internship**
3-6 credits  10-20 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 Chairperson
# REAL ESTATE

BPA: Accounting, Finance, and Economics

**RE 101 Real Estate Principles and Practices**  
3 credits  3 class hours  
A course designed to prepare an applicant for licensure as a real estate broker or salesman. Emphasis is placed on the following topics: real estate ownership and interests, contracts or real estate land surveying and property descriptions, deeds, leases, and other real estate instruments; and investment. Also covers the appraisal and brokerage functions, and all other areas required to prepare for the New York Real Estate Broker’s License Examination.

**RE 102 Real Estate Appraisal, Valuation and Financing**  
3 credits  3 class hours  
In this course a survey is made of the nature, importance and purpose of appraisal. A study is made of the principles controlling real estate value, the economic cost, and income approach to appraisals and valuation. Value analysis of neighborhood characteristics, site analysis, financing of real estate, mortgage companies, mortgage loans, federal programs (FHA, VA, GNMA) and sources of alternative methods of financing are examined.  
Pre-Requisite: RE 101

**RE 203 Real Estate Management**  
3 credits  3 class hours  
A course designed to cover the following topics in real estate management: organizing and planning brokerage operations, selecting and training sales personnel, marketing practices and policies, maximizing profits and advertising as the above topics relate to residential, commercial, and industrial real estate properties.  
Pre-Requisite: RE 101

**RE 204 Real Estate Management of Low Income Housing**  
3 credits  3 class hours  
A course specifically designed to cover the following topics: rights and liabilities of landlords and tenants, and co-ops management; New York City regulations; rent controls; vacancy decontrol; racially integrated housing units; zoning and building ordinances; fire, health, and safety regulations.  
Pre-Requisite: RE 101
SOCIAL SCIENCES
SHT: Social Sciences

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-Requisites: ENGL 112, FS 102 and permission of Instructor

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-Requisites: Completion of all Language Basic Skills

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: SOC 101 or Instructor’s Permission
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 faculty mentor

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-Requisites: ENGL 150 and MTH 130

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 400    Social Welfare Policies and Services
3 credits    3 class hours
The history and ideology of contemporary social welfare programs will be reviewed to provide students with a framework for policy analysis. Factors and values which have shaped the evolution of social welfare policies and services will be studied. Issues regarding how policies are translated into services and how social workers can affect change by influencing public policy will be addressed.
Pre-Requisites: ENGL 150 and SSC 220

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: Students especially those in the BA in Liberal Studies
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 Students must have taken all advanced senior level courses (300s-400s) and other requirements or general electives.

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-Requisite: SSC 304 and permission of faculty mentor.

SOCIOLOGY

LAE: Social Sciences

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.
Pre-Requisite: ENGL 112
SOC 206  Comparative Family Structure
3 credits  3 class hours
This course provides a comparative survey and analysis of institutional family patterns in various societies. Family organization in relation to social structure is viewed from a cross-cultural perspective.
Pre-Requisites:  SOC 101 and ENGL 112

SOC 208  Group and Family Dynamics
3 credits  3 class hours
This course will examine concepts in group and family dynamics. It will provide an introduction to what social workers do as part of the helping process in working with families and groups. The ever changing concept of “family” and various types of family will also be examined.
Pre-Requisites:  ENGL 112 and SOC 220

SOC 209  Urban Life Styles
3 credits  3 class hours
This course examines the different lifestyles and characteristics of various neighborhoods, social class, race, ethnicity, culture, and other factors affecting urban environments will be discussed with special attention given to the multicultural nature of New York City.
Pre-Requisites:  SOC 101 and ENGL 112

SOC 210  Social Profile of American Regions
3 credits  3 class hours
This course focuses on a regional analysis of American society in terms of the prevailing ideologies, customs, socio-economic systems, race and ethnic compositions, etc. Problems indigenous to each area and their relationship to the larger society will be explored.
Pre-Requisites:  SOC 101 and ENGL 112

SOC 216  American Minorities
3 credits  3 class hours
This course deals with the origins of the differentiation of racial and cultural minorities in the United States. The prejudices and discrimination which attend such cultural diversity are explored.
Pre-Requisite:  ANTH 201
SOC 220  Introduction to Social Work Practice  
3 credits  3 class hours  
This course introduces the student to basic patterns of professional social work practices, areas of casework, group work, community organization, policy, research and administration. The student will become acquainted with a generic and distinctive theoretical framework for practices as well as the traditional methods and processes of intervention as they relate to changes and pressures in the current social scene. 
Pre-Requisites:  ENGL 112 and SOC 101

SOC 221  Child Welfare System  
3 credits  3 class hours  
This course will examine the evolution of the child welfare system in the United States. Specific references to the social welfare movement covering such topics as social security, adoption, foster care, aid to dependent children and the inter-relationship between social problems and policies and the impact of the child welfare system will be examined. The role and responsibilities of the child welfare worker will also be addressed.  
Pre-Requisites:  ENGL 112 and SOC 101

SOC 302  Social Stratification  
3 credits  3 class hours  
This is an analysis of contemporary society in terms of the structure and function of its ideologies and institutions, and of the stratification system based on race, wealth, status, power, sex, etc. are studied in this course. The social mechanisms that regulate relations between strata and groups in the society will also be considered.  
Pre-Requisites:  SOC 209 and ENGL 150

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 320 Intermediate Casework**
3 credits 3 class hours
This course extends and deepens the understanding of the study, diagnosis and treatment phases in the psychosocial method of casework by analyzing cases involving problems in parent-child relationships, marital and other family conflicts, physical and mental illness, and conflicts within society. Some comparison is made of various casework models and approaches.

Pre-Requisites: SOC 220 and ENGL 150

**SOC 321 Intermediate Groupwork**
3 credits 3 class hours
This course expands upon social group work principles and methods; the function and roles of the group worker are examined. Emphasis will be placed upon the development of the personal qualities required of the group worker and the uses of research studies in group work.

Pre-Requisites: SOC 220 and ENGL 150

**SOC 336 Police and Penal System**
3 credits 3 class hours
This course will examine a study of the latent and manifest functions of police and the penal system, sources of community/police antagonism, and the nature and practices in the criminal justice institutions and system.

Pre-Requisites: ENGL 150 and SOC 101

**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, SOC 321 and ENGL 150
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: ENGL 150 and SOC 220

SOC 375   Housing Policy in the U.S.A.
3 credits   3 class hours
This course analyzes the major social, economic, and political issues confronting housing policy. Alternative policy approaches to racial and economic segregation, abandonment and residential decay, urban growth, forms of public subsidy, and balancing rights of ownership with those of occupancy will be emphasized. A significant research effort is required.
Pre-Requisite: SOC 340

SOC 400   Internship
3-6 credits   10-20 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 future style for professional practice. There is a seminar as well as fieldwork component to the program. The scope and format of the fieldwork is structured to provide sufficient flexibility in meeting the diverse educational needs and professional interests of each student. Students will have an opportunity to observe and participate in the practical aspects of administrative activities when they select one of several foci.
Pre-Requisite: Permission of Chairperson

SOC 403   Human Behavior and the Social Environment
3 credits   3 class hours
This course will provide students with opportunity to integrate content and understanding about the interactions between humans functioning and their physical and social environments. Human behavior and functioning will be analyzed from the perspectives of range of systems: biological, psychological, cultural, social and environmental. The significance of the nature of transactions or exchanges between individuals and families, groups, organizations, institutions and communities will be addressed. Knowledge will be applied to case studies across the life span.
Pre-Requisites: PSYC 101, and one of the following: PSYC 209, PSYC 310, PSYC 311; ENGL 150, SOC 101, SOC 220 and BIO 101
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-Requisites:  ENGL 150 and ANTH 302 or PA 330

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

STUDENT DEVELOPMENT
SA/S: Special Programs/SEEK

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: SP/C 003
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.

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

SPANISH

LAE:  Languages, Literature, and Philosophy

SPAN 101  Beginning Spanish
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.

SPAN 102  Beginning Spanish II
3 credits  3 class hours  1 lab hour
This course is a continuation of the materials covered in SPAN 101. One hour weekly attendance in the Language Laboratory is required.
Pre-Requisite:  SPAN 101 or permission of instructor.

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 analysis, discussion, and composition based on the reading of selected texts as an introduction to specialized literature courses.
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: By permission of the instructor

**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 the instructor
**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 the instructor

**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 and 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: Spanish 151 or placement test.

**SPEECH**

LAE: Mass Communications, Creative and Performing Arts, and Speech

**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 and poetry, and choral speaking are presented.

**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.

**SPCH 122 American Sign Language II**
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 conversation skills and the essentials and grammatical principals 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: 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 204 Oral Interpretation of Literature**
3 credits 3 class hours
Development of oral and physical techniques needed in literary interpretation: critical analysis of literary material for items such as intent of the other. Student project performances given.
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.

**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

An advanced 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

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

An advance course in American Sign Language taught in an environment which hearing-impaired individuals interpretation skills are introduced.

Pre-Requisite: SPCH 222

**SPCH 227  Discussion**

3 credits  2 class hours

Study and application of the principles contributory to effective panel and group discussion. The goals of the course are to develop an understanding and appreciation of the nature, values, and uses of discussion; to develop techniques of effective leadership; to develop effective listening and speech habits; to stimulate interest in an understanding of significant contemporary problems; and to develop analytic and critical thinking.

Pre-Requisite: SPCH 102

**SPCH 297  Theater Workshop**

3 credits  6 class hours
The 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 102 or permission of instructor.

**SPCH 299 Independent Studies**
1-3 credits 1-6 class hours
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.
Urban Planning
LA&E: Social and Behavioral Sciences

**UP 201 Introduction to Urban Development**
3 credits 3 class hours
The course explores the scope of problems associated with urban development: health, transportation, social services, land development and poverty. This course will seek to define issues while exploring many of the approaches proposed as a resolution of these problems.
Pre-Requisite: ENGL
STUDENT RIGHTS AND RESPONSIBILITIES

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.

I.D. Cards
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 catalogue. 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 Dr. Charles Jones, the 504 Compliance Officer (718) 270-5131.

Nonattendance Because Of Religious Beliefs
Title I, Article 5, Section 224-a of the New York State Education Law States:

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 make-up classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing 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 or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

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 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 129A OF THE:

Education Law
The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of The 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:

a. Have the affirmative responsibility of conserving and enhancing the educational standards of the College and schools under his/her jurisdiction;

b. Be the advisor and executive agent of the Board and of his/her respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws. Resolutions and policies of
the Board, the lawful resolutions of any of its committees and the policies, programs, and lawful resolutions of the several faculties;
c. 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 of their rights or interferes with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.
7. Disorderly or indecent conduct on University/College-owned or controlled property is prohibited.
8. No individual shall have in his or her possession a rifle, shotgun, or firearm or knowingly have in his or her possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/College without the written authorization of such educational institution. Nor shall any individual have in his
or her possession any other instrument or material which can be used or is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/College.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University employees in the workplace is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction occurring in the workplace not later than five (5) days after such conviction.

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 by the Bylaws of the Board of Higher Education, or suspension with/without pay pending a hearing before an appropriate College authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and for engaging in any manner in conduct prohibited under Substantive Rule 10 may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. 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.
THE CITY UNIVERSITY OF NEW YORK ARTICLE XV
STUDENTS:

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.

The faculty and student body at each College shall share equally the responsibility and the power to establish subject to the approval of the Board 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.

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 is being brought against the student including the rule, bylaw or regulation 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
evelope 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, his/her
functions with respect to an appeal shall be discharged by an official of the University
to be appointed by the chancellor.

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. It
none of the chairpersons appointed from the campus can serve, the president, at
his/her discretion, may request that a chairperson be selected by tottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty/student disciplinary committee and decide and make all rulings for the committee. 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 tottery.

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.

SECTION 15.7 THE UNIVERSITY STUDENT SENATE.
There shall be a University Student Senate responsible, subject to the Board, for the
formulation of University-wide student policy relating to the academic status, role,
rights, and freedoms of the student. The authority and duties of the University Student
Senate shall not extend to areas of interest which fall exclusively within the domain of
the student governments of the constituent units of the University. Consistent with the
authority of the Board of Trustees in accordance with the education law and the bylaws
of the Board of Trustees, the University Student Senate shall make its own bylaws
providing for the election of its own officers, the establishment of its own rules and
procedures, for its internal administration and for such other matters as is necessary for
its existence. The University Student Senate shall have the full rights and
responsibilities accorded student organizations as provided in these bylaws. The
delegates and alternate delegates to the University Student Senate shall be elected by
their respective constituencies, or by their student governments from the elected
members of the respective student governments.

SECTION 15.8 COLLEGE GOVERNANCE PLANS.
The provisions in a duly adopted College governance plan shall not be inconsistent
with the provisions contained in this article.

ARTICLE XVI STUDENT FEES AND AUXILIARY
ENTERPRISES (SELECTED SECTIONS)

SECTION 16.11 THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS AND COLLEGE
ASSOCIATIONS.
a. The president of the College shall have the authority to veto any student activity
fee including the student government fee allocation, which in his or her opinion
requires further clarification, is inappropriate, or 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 exercise a veto within a
reasonable time after being made aware of this action, he or she shall consult with
the general counsel and vice chancellor for legal affairs and then communicate
his/her decision to the allocating body.
b. The College association may within ten (10) working days of the presidential veto,
by the affirmative vote of two-thirds of the total membership of the governing
board. Override the presidential veto, except a presidential veto based upon compliance with the laws of the city, state, or nation, or bylaws or policy of the University shall not be subject to being overridden.

**SECTION 16.12 REFERENDA.**

a. A referendum proposing changes in the student activity fee shall be initiated by a petition of at least 10% of the appropriate student body and voted upon in conjunction with student government elections.

b. 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.

c. 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.

d. At the initiation of a petition of at least 10% 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.

**SECTION 16.13 DISCLOSURE.**

a. 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.

b. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government.

c. The College associate 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, including auxiliary enterprises.

d. 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 by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once a year.

**SECTION 16.14 STIPEND.**

The payment of stipends to student government officers and other student leaders is prohibited, except insofar as specifically authorized by board policy.
SECTION 16.15 UNIVERSITY REVIEW COMMITTEE.

There shall be a University review committee consisting of three administrators appointed by the chancellor.

a. 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.

b. 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.
MEDGAR EVERS COLLEGE ADMINISTRATION AND GOVERNANCE

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DIRECTIONS TO MEDGAR EVANS COLLEGE

By Subway

The Carroll Street Building
Take the number “2” train to President Street. Exit the station at President Street and Nostrand Avenue. Walk one block east to Carroll Street and Nostrand Avenue. Cross the street and turn right. The entrance to the building is 20 feet on the left hand side.

The Bedford Avenue Building
Take the number “2, 3, 4 or 5” train to the Franklin Avenue Station. Exit the station at Eastern Parkway and Franklin Avenue. Walk 3 blocks south to Crown Street and Franklin Avenue. Cross the street and enter the college through the parking lot.

By Bus
Number 49 on Bedford or Rogers to Carroll Street.
Number 44 on Nostrand or New York Avenue to Carroll Street.
Number 45 along St. John’s Place to Nostrand Avenue.
All above buses go to 1150 Carroll Street; 1650 Bedford is one block from Carroll Street Building.

By Car
From Manhattan
F.D.R. Drive to Brooklyn Bridge – stay in middle lane on Bridge and cross Tillary Street. Continue to Adams Street and make left on Atlantic Avenue. Take Atlantic Avenue and make right onto Washington Avenue. Take Washington Avenue to Eastern Parkway and make a left turn onto Eastern Parkway. Take Eastern Parkway and make a right onto Bedford Avenue. Go four blocks to College (1650 Bedford Avenue).

From Queens
Take the Interboro Parkway to Brooklyn and exit at the Bushwick Avenue Exit (4.6 miles). Turn right onto Bushwick. Go up hill and make a left onto Eastern Parkway. Take Eastern Parkway to Bedford Avenue (3.6 miles). Make a left onto Bedford Avenue. Go four blocks to the College (1650 Bedford between Crown and Montgomery Streets).

**From Westchester, Bronx**

Take Whitestone Bridge to Whitestone Expressway South (5.5 miles); exit at Interboro Parkway and follow directions from Queens.