



**MEDGAR  
EVERS  
COLLEGE**  
THE CITY UNIVERSITY  
OF NEW YORK

# **COLLEGE CATALOG**

**2016-2018**

## Important Notices

### **ACCREDITATION STATEMENT**

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

### **DISCLAIMER NOTICE OF POSSIBLE CHANGES**

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

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

### **NOTICE OF AFFIRMATIVE ACTION**

Medgar Evers College of The City University of New York is an Affirmative Action and Equal Employment Opportunity institution. The primary objective of the Affirmative Action Program at the College is to ensure equal employment and educational opportunity for qualified persons, regardless of race, color, national or ethnic origin, religion, age, gender, sexual orientation, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as a victim of domestic violence. Dr. Sylvia Gail Kinard, Esq. serves as the Medgar Evers College Affirmative Action Officer, Title IX Coordinator, ADA/504 Officer and Sexual Harassment Coordinator to ensure that the College maintains a cooperative and supportive environment free of discrimination and sexual harassment. Her office is located in 1650 Bedford Avenue, 3rd Floor and her telephone number is 718 270-6936.

### **NOTICE OF CATALOG UPDATES**

The College Catalog is published every two years and the contents are accurate as of the time of publication. For the most recent updates, please use this link, [www.mec.cuny.edu/college\\_catalog/](http://www.mec.cuny.edu/college_catalog/) to access the college catalog addenda for updated course and program information.

# Medgar Evers College

of The City University of New York

1650 Bedford Avenue Brooklyn, New York 11225-2010

Admissions Information: (718) 270-6024

## 2016 - 2018 College Catalog

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# College Directory



# COLLEGE DIRECTORY

## Mailing Address:

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

## School of Business

718.270.5110

Accounting

718.270.5103

Business Administration

718.270.5112

Computer Information Systems

718.270.5115

Economics and Finance

718.270.5082

Public Administration

718.270.3060

## School of Liberal Arts and Education

English

718.270.5039

Foreign Languages

718.270.4940

Mass Communication, Creative & Performing Arts & Speech

718.270.4982

Mass Communication, Creative & Performing Arts & Speech

718.270.4983

Philosophy & Religious Studies

718.270.4957

Psychology Behavioral Sciences

718.270.4850

Social and Behavioral Sciences

718.270.4928

School of Science, Health & Technology

718.270.6217

School of Science, Health & Technology

718.270.6217

Biology

718.270.6213

Mathematics

718.270.6216

Mathematics

718.270.6222

Physical, Environmental and Computer Sciences

718.270.6222

Physical, Environmental and Computer Sciences

718.270.6453

## Most Frequently Used Numbers

## Most Frequently Used Numbers

Academic Advisement

718.270.5170

Academic Advisement

718.270.5170

Academic Advisement and Success

718.270.5943

Academic Advisement and Success

718.270.6436

Admissions

718.270.6026

Admissions

718.270.6070

Bookstore

718.270.6070

Bookstore

718.270.6090

Career Management Services Center

718.270.6095

Career Management Services Center

718.270.6052

Computing Services

718.270.5122

Early Childhood Services Center

718.270.6029

Early Childhood Services Center

718.270.6029

Evening & Weekend Programs/Weekend College

718.270.6304

Freshman Year Program

718.270.6960

Health Services Program

718.270.6966

Health Services/Tutoring

718.270.6035

Learning Center/Tutoring Services

718.270.6388

Male Developmental Services Center

718.270.6380

Office of Academic Affairs

718.270.6010

Office of Academic Affairs

718.270.5010



# COLLEGE DIRECTORY

Registrar	718.270.6040
Scholarships	718.270.6132
Special Programs / SEEK	718.270.4970
Services for the Differently Abled	718.270.5027
Student Affairs Office	718.270.6046
Student Government Association	718.270.6240
Study Abroad	718.270.5136
Testing Center	718.270.4835
Center for Women's Development	718.270.5127

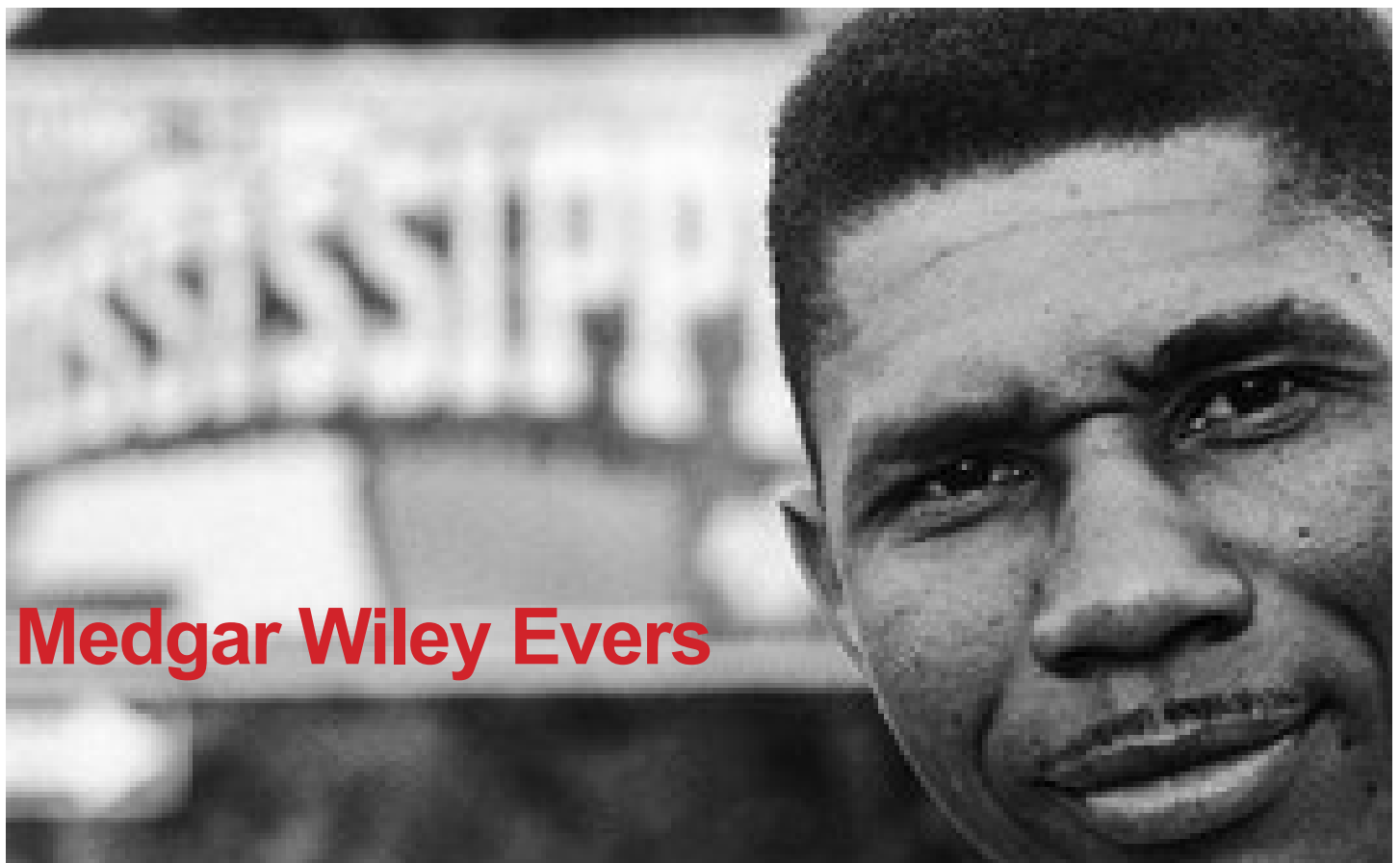
## Building Location and Security Information

Bedford Building/1650 Bedford Avenue/Front Security	718.270.4998
Carroll Building/1150 Carroll Street/Security	718.270.6003
Eastern Parkway Campus, 1534 Bedford Avenue/Security	718.804-8888
Medgar Evers College Preparatory School/1186 Carroll Street/Security	718.703.5400x1100
School of Business, S-Building/1637 Bedford Avenue/Security	718.270.5030
School of Science, Health and Technology/1638 Bedford Avenue/Security	718.270.1900



# About Medgar Evers College





## Medgar Wiley Evers

**M**edgar Wiley Evers, (b.1925 - d. 1963), known as “The Man in Mississippi,” is a seminal figure in the history of the American Civil Rights Movement. The third of four children, Medgar was born on July 2, 1925 in Decatur, Mississippi to James and Jessie Evers. Evers grew up in a devoutly religious home in segregated Mississippi, where services and accommodations such as schools and public facilities were specified for “Colored” or “White” use. Despite the fact that he could not attend the same theaters or drink from the same fountains as white Mississippians, like many men of his generation, Evers left his home to enlist in the military following the attack on Pearl Harbor. Although he was serving his country against its foreign enemies, Evers soon became disillusioned by the fact that while he was supposedly fighting for freedom of people halfway around the world, his own nation was rooted in the unequal segregationist ideology of separation and white supremacy. Evers’ experiences of the racist sentiments of white citizens as an African-American soldier demonstrated to him the need for action.

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

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

However, on June 12, 1963, “The Man in Mississippi,” who was the voice of so many disenfranchised Americans, was silenced by a shot to the back in the driveway of his home. Following Evers’ assassination, his wife Myrlie continued his legacy by traveling around the world stressing the positive achievements of the Civil Rights Movement and the necessity to continue the struggle until the dream of equality is realized. Myrlie Evers has remained a stalwart figure in the struggle for Civil Rights up to the present, serving as the Chairperson of the NAACP’s Board of Directors from 1995 to 1998.

# History of Medgar Evers College

**M**edgar Evers College has the distinction of being the youngest of the four-year senior colleges in The City University of New York. In the early 1960's, the Central Brooklyn community recognized the need and expressed a desire for a local public college. Through various community organizations including, but not limited to, the Bedford-Stuyvesant Restoration Corporation, the Central Brooklyn Coordinating Council, and the NAACP, and through their local elected officials, the residents of Central Brooklyn approached the Board of Higher Education of the City of New York with this request. Members of the various community-based organizations constituted the Bedford-Stuyvesant Coalition on Educational Needs and Services, which served as the primary vehicle for interfacing with the Board of Higher Education. After many discussions and much involvement by community residents and the Coalition, the Board of Higher Education, on November 17, 1967, "approved the sponsorship of Community College Number VII, with the indication of an intention to admit students in the Fall of 1969."

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

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

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

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

Medgar Evers College was founded as a senior college of The City University of New York in 1969 through a partnership between the educators and community leaders in Central Brooklyn. More than just college named for a famous person, Medgar Evers College is a family whose members strive to fulfill their namesake's legacy through a commitment to the educational empowerment of the African Diaspora community. Although Medgar Evers was born into a world where people of different races were not allowed to mix, students and faculty of Medgar Evers College gather each day in the community of harmony, equality and understanding for which he gave his life.

# Mission Statement

Medgar Evers College was founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor and the Board of Higher Education of The City University of New York. The College, named after the late civil rights leader, Medgar Evers, was established in 1969 with a mandate to meet the educational and social needs of Central Brooklyn. The College is committed to the fulfillment of this mandate.

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

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

## GOALS

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

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

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

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

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

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

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

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

# Degree and Certificate Programs

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

## SCHOOL OF BUSINESS

### College Curriculum HEGIS Code

AAS Computer Applications 5104

AS Public Administration 5508

AS Business Administration 5004

BS Accounting 0502

BS Business 0501

BS Financial Economics 0517

BS Public Administration 2102

BS Computer Information Systems 0702

BPS in Applied Management 0506  
(emphasis in Business Services Administration, Health Services Administration, and Social Services Administration)

### MINORS

- Multi-Media and Web Technologies
- Public Administration

## SCHOOL OF LIBERAL ARTS AND EDUCATION

### College Curriculum HEGIS Code

AA Teacher Education 5503

AA Liberal Arts 5649  
(emphasis in English, Social Sciences, Mass Communications, Philosophy & Religious Studies, Foreign Languages, and Psychology)

BA Psychology 2001

BA English 1501

BA Liberal Studies 4901  
(emphasis in Geography, History, and Political Science)

BA Religious Studies 1510

BA Childhood Education 0802

BA Special Education & Childhood Education 0808

BA Special Education & Early Childhood Education 0808

BS Social Work 2104

### MINORS

- Early Childhood Intervention
- English Literature
- English Writing
- Philosophy
- Religious Studies
- Social Welfare

## SCHOOL OF SCIENCE, HEALTH AND TECHNOLOGY

### College Curriculum HEGIS Code

AAS Nursing (Clinical) 5208

AS Computer Science 5103

AS Science 5649

BS Biology 0401

BS Environmental Science 0420

BS Nursing 1203

BS Mathematical Sciences 1701

BS Computer Science 0701

Certificate in Practical Nursing 5209

### MINORS

- Chemistry
- Computer Science
- Environmental Science
- Earth System Science
- Mathematics
- Physics
- Space Science





# Enrollment Management

# Enrollment Management

**Dean:  
of Enrollment  
Management:**

Dereck Skeete  
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718.270-5177 fax  
dskeete@mec.cuny.edu  
B-3010K

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718.270-6171 fax  
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**Director  
of Admissions:**

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**Director of  
Financial Aid:**

Nigel Thompson  
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718 270-6194 fax  
nigel.thompson@mec.cuny.edu

**Scholarship  
Coordinator:**

Evelyne Jacques  
718 270-6132 office  
718 270-6198 fax  
ejacques@mec.cuny.edu

## GENERAL INFORMATION

The mission of Enrollment Management (EM) is to systematically review, analyze and assess institutional practices, procedures, policies and resources in order to improve matriculation related activities within the college.

Enrollment Management is a systematic, coordinated, integrated, well-organized, data driven process that engages students from an admissions prospective stage to graduation and is focused on creating an environment that encourages and nurtures student success.

EM work interdependently with others, sharing information of value to the institution as a whole. The office of EM work with our colleagues to achieve cohesive, supportive, and seamless systems for students.

Enrollment Management is under the Office of Academic Affairs and works closely and coordinate with the following units: Admissions and Recruitment (Foreign Student and Veterans Affairs), Financial Aid, Testing, Registrar, Advisement, Freshman Year Program, Bursar, and the Scholarship Office.

## Veterans' Affairs Services

Veteran's Affairs is located within the Office of Admissions and Recruitment, and we are dedicated to providing exceptional service to all of our students. We are available to assist veteran students with obtaining educational benefits to help pay for school. Veteran Affairs also hosts a variety of events in order to improve relationships with veteran students on campus and CUNYwide. If you have any questions, or concerns please make an appointment to see one of our representatives in the Office of Admission and Veterans Affairs located at 1665 Bedford Avenue. Students must notify the certifying official of all changes in their course load every semester in order to ensure their eligibility for future benefits. Contact the Veteran Certifying Official at 718-270-4915. Forms completed by the Veteran Affairs Office in the Office of Admission are submitted to the regional VA office. Veteran's educational benefits are available from federal and state sources.

To ask any general education benefit question or to inquire concerning the status of an education claim, veterans should contact the VA Education Service through its website at [www.gibill.va.gov](http://www.gibill.va.gov) or call 888-GI-BILL-1 (888-442 4551) to speak with a veterans benefits counselor. Current rates of payment for any of these programs, as well as late-breaking news regarding VA benefits, can be obtained by calling the toll-free number above or via Internet at [www.gibill.va.gov/education/benefits.htm](http://www.gibill.va.gov/education/benefits.htm).

## CUNY Policy on Veterans' Admission, Registration, Grades and Tuition

The following policies apply to students who leave CUNY to fulfill military obligations. Military personnel for whom these provisions apply must register each semester with the Veterans Certifying Official.

### Students Called Up to the Reserves or Drafted Before the End of the Semester

- A. Grades: In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).
- B. Refunds: A student called up to the reserves or drafted who does not attend for a sufficient time to qualify for a grade is entitled to a 100% refund of tuition and all other fees except application fees.

### Students Who Volunteer (Enlist) for the Military

- A. Grades: Same provision as for students called up to the reserves. In order to obtain a grade, a student must attend for 13 weeks (five weeks for summer session).
- B. Refunds: The amount of the refund depends upon whether the withdrawal is before the 5th week of classes.
- 1. Withdrawal before the beginning of the 5th calendar week (3rd calendar week for summer session): 100% refund of tuition and all other fees except application fees.

**2. Withdrawal thereafter: 50% refund.** Other Provisions for Military Service Resident Tuition Rates: These lower rates are applicable to all members of the armed services, their spouses and their dependent children, on full-time active duty and stationed in the State of New York.

A. Re-enrollment of Veterans: Veterans who are returning students are given preferred treatment in the following ways:

1. Veterans, who were former students with unsatisfactory scholastic records, may be readmitted with a probationary program.
2. Veterans, upon their return, may register even after normal registration periods, without late fees.
3. Granting of college credit for military services and armed forces of instructional courses.
4. Veterans returning too late to register may audit classes without charge.

B. Late Admissions: Veterans with no previous college experience are permitted to file applications up to the date of registration and are allowed to begin classes pending completion of their application and provision of supporting documents

C. Readmission Fee: Upon return from military services, a student will not be charged a Readmission Fee to register at the same college.

D. Veterans Tuition Deferrals: Veterans are entitled to defer the payment of tuition pending receipt of veterans' benefits.

E. New York National Guard Tuition Waivers: Active members of the New York National Guard, who are legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.

#### **Veterans Administration Educational Benefits: Federal Programs**

The Veterans Administration Education Service is the organization within the federal Veterans Benefits Administration charged with administering the education programs designed for veterans, reservists, National Guard persons, widows, and orphans. The administration of these programs is accomplished through four regional processing offices (in Atlanta, Buffalo, Muskogee, and St. Louis). Application forms are available at all VA offices, active-duty stations, and American embassies.

#### **Montgomery GI Bill - Active Duty (MGIB)**

The MGIB program provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for ten years following the veteran's release from active duty. This program is also commonly known as Chapter 30.

#### **Montgomery GI Bill - Selected Reserve (MGIB-SR)**

The MGIB-SR program may be available to veterans who are members of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, Army National Guard, and Air National Guard. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

#### **Post-9/11 GI Bill – Chapter 33**

In July of 2008 the Post-9/11 GI Bill was signed into law, creating a new robust education benefits program rivaling the WWII Era GI Bill of Rights. The new Post 9/11 GI Bill, which goes into effect on August 1, 2009, will provide education benefits for service members who have served on active duty for 90 or more days since Sept. 10, 2001. These benefits are tiered based on the number of days served on active duty, creating a benefit package that gives current and previously activated National Guard and Reserve members the same benefits as active duty service members.

#### **Reserve Educational Assistance (REAP)**

REAP is a Department of Defense education benefit program designed to provide educational assistance to members of the reserve components called or ordered to active duty in response to a war or national emergency (contingency operation) as declared by the President or Congress. This new program makes certain that individuals who were activated after September 11, 2001, are either eligible for education benefits or eligible for increased benefits.

#### **Veterans Educational Assistance Program (VEAP)**

VEAP is available to those who first entered active duty between January 1, 1977, and June 30, 1985, and elected to make contributions from their military pay to participate in this education benefit program. The veteran's contributions are matched on a \$2 for \$1 basis by the government. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

#### **Survivors' and Dependents' Educational Assistance Program (DEA)**

DEA provides education and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition or who died while on active duty or as a result of a service-related condition. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

#### **Work-Study Program**

This program is available to any student receiving VA education benefits who is attending school three-quarter time or more. An individual working under this program may work at a school veterans' office, a VA regional office, VA medical facilities, or approved state employment offices. Work-study students are paid at either the state or federal minimum wage, whichever is greater.

### **Veterans Administration Vocational Rehabilitation and Employment Program**

Veterans who have at least a 10 to 20 percent disability as a result of active service may apply for Vocational Rehabilitation. The Vocational Rehabilitation and Employment Program is the element within the VA that assists veterans with service related injuries achieve suitable employment or enhance their ability to function independently at home and in the community. Program services may include educational training, such as certificate or two- or four-year college programs.

### **Programs for New York State Residents Child of Veterans Award**

The Child of Veterans Award is a financial aid program for students whose parent(s) served in the U.S. Armed Forces during specified periods of war or national emergency and, as a result of service, died or suffered a 40% or more disability, is classified as missing in action, or was a prisoner of war. The veteran must currently be a New York State resident or have been a New York State resident at the time of death, if death occurred during or as a result of service.

#### **Child of Veterans Award**

Child of Veterans Award recipients may receive up to \$450 each year without consideration of income or tuition cost. The tuition award may be granted for 4 years of full-time undergraduate study (or for 5 years in an approved 5-year baccalaureate degree program). A special application for the Child of Veteran Award must be filed with the New York State Higher Education Services Corporation (NYSHESC). Applications may also be obtained by contacting the Higher Education Services Corporation's Scholarship Unit at 1-888-697-4372.

### **New York State Veterans Tuition Award (Supplement)**

Vietnam veterans, Afghanistan veterans, and veterans of the Persian Gulf War (including current Iraq veterans) who are either undergraduates or graduates may be eligible for up to \$1000 per semester for full-time attendance and up to \$500 per semester for part-time attendance, to a maximum of \$10,000. Students must meet specific state residency and service requirements to be eligible for this state award. Veterans can obtain an application from the New York State Higher Education Services Corporation (NYHESC).



# Office of Admissions and Recruitment

**Director  
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**Office:**

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

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

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

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

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

## GENERAL INFORMATION

Applicants for admission to undergraduate programs at the College are encouraged to apply online at [www.cuny.edu/apply](http://www.cuny.edu/apply). Applicants will be directed to the online application that will provide the procedures for filing online.

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

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

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

### Definitions:

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

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

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

## FRESHMAN APPLICANTS

Freshmen are students who have not attended a college or university after completing high school. These students should file the Freshman Application for Admission indicating Medgar Evers College as their first choice. The application requires an application fee and an official high school transcript, copy of a high school diploma, or General Education Diploma (GED) scores from an accredited educational institution. Neither a high school certificate nor an Individualized Educational Program (IEP) diploma is acceptable. International applicants from non-English-speaking countries must also submit TOEFL scores.

In partnership with the New York City Board of Education, the University has instituted requirements for entering students called the College Preparatory Initiative (CPI). Freshman applicants to our baccalaureate degree programs will be screened initially to select those with a minimum 80 average including academic subjects of:

1. Two (2) units of Laboratory Science
2. Three (3) units of Mathematics
3. Four (4) units of English
4. Four (4) units of Social Science
5. Two (2) units of Foreign Language
6. One (1) unit of Fine Arts

Each unit must equal a one-year high school course.

All other applicants may be considered for our associate degree programs. The admissions decision will be based on the overall high school performance of the applicants.

The SEEK (Search for Education, Elevation, and Knowledge) Program provides a limited number of economically and educationally disadvantaged U.S. citizen, U.S. legal permanent resident, asylee,

or refugee students with academic services and a stipend to help meet educational costs. Students applying for SEEK admission must complete the appropriate portion of the CUNY Freshman Application and select the SEEK option. Students who meet financial guidelines and show strong motivation for a college education are considered for this program. A stipend for educational expenses is awarded to those students who are eligible.

### **CREDIT FOR WORK COMPLETED DURING HIGH SCHOOL**

Credit for Advanced Placement (AP) examinations with appropriate grades within certain disciplines and for work completed in recognized pre-freshman programs may be considered.

College Now students and those students who have completed college-level coursework offered by an accredited senior or community college; while in high school, may receive credit for courses in which grades of C or better are earned. Official college transcripts must be submitted to UAPC or to the Office of Admissions & Recruitment for credit to be considered.

All accepted students must demonstrate basic skills proficiency upon admission to the college. Please see the "Academic Requirements and Regulations" section of this catalog.

### **TRANSFER (ADVANCED STANDING) STUDENTS**

Students who have attended a college or other postsecondary institution should file a CUNY Transfer Application for Admission. The application requires an application fee and official transcripts from all institutions attended, including high school. Your high school diploma may be submitted in place of the official high school transcript. Transfer applicants are considered for admission with advanced standing if they meet the following minimum criteria:

<b><u>Prior College Attended</u></b>	<b><u>MINIMUM GPA</u></b>
CUNY College	2.0
Non-CUNY College	2.2

Transfer students with fewer than 24 credits earned must have the minimum grade point average (GPA) and an acceptable academic high school average and course of study as outlined above. These are the requirements for consideration. Actual admission criteria are usually higher. Former students who have earned a Baccalaureate degree from Medgar Evers College must file an online Transfer application at [www.cuny.edu/undergraduate](http://www.cuny.edu/undergraduate) in order to be considered to pursue a second degree.

### **TRANSFER CREDITS**

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

The maximum number of credits that may be transferred toward a Baccalaureate degree is 90. The maximum number of credits that may be transferred toward the Associate degree is 30. Credits

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

### **TRANSFER POLICIES**

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

1. All City University of New York Associate in Arts degree recipients shall be:
  - a. given priority for transfer over non-University students seeking transfer, accepted as matriculated students at a senior college of The City University of New York, and upon transfer, granted a minimum of 60 credits toward a baccalaureate degree and be required to complete only the difference between the 60 credits granted and the total credits normally required for the degree.
2. All Liberal Arts and Science courses successfully completed in one City University college are transferable, with full credit, to each college of the University. Credit will be granted for these courses in all departments and programs, and recognized for the fulfillment of degree requirements irrespective of whether the student has fulfilled the requirements for the associate degree.
3. Effective Fall 2000, students who have earned a City University Associate in Arts (A.A.) degree will be deemed to have automatically fulfilled the lower division liberal arts and science distribution requirements for a baccalaureate degree. However, students may be asked to complete a course in a discipline required by a senior college's baccalaureate distribution requirements that was not part of the student's associate degree program. In such cases all coursework required will be applied towards the total number of credits normally required for the baccalaureate degree (see note c).
4. Based on a fair and reasonable evaluation of a student's transcript at least nine (9) credits will be granted in the student's major (including laboratory science). Note that this does not preclude a senior college from granting more than nine credits in the student's major. (Students who change their major upon transfer may not have completed coursework that can be applied towards a new major.)

Please note the following:

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



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

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

### **SPECIAL ADMISSION PROGRAMS**

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

- Associate in Applied Science in Nursing (RN)
- Bachelor of Arts in Childhood Education
- Bachelor of Arts in Childhood Special Education
- Bachelor of Arts in Early Childhood Special Education
- Bachelor of Science in Social Work
- Certificate in Practical Nursing (LPN)
- SUNY Downstate Bachelor of Science degrees
  - Diagnostic Medical Imaging
  - Occupational Therapy
  - Physical Therapy
  - Physician Assistant

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

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

### **INTERNATIONAL APPLICANTS**

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

Applicants from non-English-speaking countries must submit TOEFL scores along with official educational transcripts including English translations where applicable to the University Application Processing Center. The deadline for international applicants to submit a completed application and official transcripts is posted on the [www.cuny.edu](http://www.cuny.edu) website for fall and spring admission. Conditional admission

is not available to students who require a semester or a year to learn English. Applicants are responsible for the payment of all tuition and fees at the time of course registration every semester. Financial assistance is not provided to international students; they must provide proof of financial ability to finance their tuition, fees, room & board, books, transportation and incidental expenses. The estimated cost is \$33,000 USD per year and is subject to change. Housing arrangements must be made by the student. The law regulating international students studying in the United States can be found on the United States Citizenship & Immigration website at [www.uscis.gov](http://www.uscis.gov) under 8CFR214.2. Policies governing International Student Services are based upon policies and practices recommended by CUNY General Counsel, NAFSA: Association of International Educators, AACRAO: American Association of Collegiate Registrars and Admissions Officers, and other educational organizations.

### **NON-DEGREE AND PERMIT STUDENTS**

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

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

### **SENIOR CITIZENS**

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

These students are exempt from all other fees and charges.

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

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

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

### **CHANGE OF STATUS FROM NON-DEGREE TO DEGREE**

Students who wish to change their status from non-degree to degree must complete a CUNY Transfer Application located at [www.cuny.edu](http://www.cuny.edu). In order to have their non-degree courses considered as part of the degree requirements, students must also submit a Matriculation Application for Degree Status. This may be obtained from the Office of Admissions and Recruitment. Applicants must check the college's Academic Calendar for application deadline dates and course registration dates.

### **READMISSION**

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

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

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

Students who attended other colleges or universities after leaving Medgar Evers College should file a readmission application prior to returning to Medgar Evers College rather than a transfer application. Students not in continuous attendance are subject to any new curriculum requirements in effect at the date of reentry.

### **VETERANS**

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

- have engaged in active duty in the U.S. Army, Navy, Air Force, Marines, Coast Guard, National Guard or Reserves and were called to active duty for purposes other than training, or were a cadet or midshipman at one of the service academies and,
- were released under condition other than dishonorable discharge and had been engaged in active duty for at least one day. Box 24 of the DD214 indicates the "Character of Service." Students currently serving in the Active Reserve Forces, or entitled to benefits accrued in the reserve component, while not technically veterans, are entitled to certain resources. Please contact the Veteran Administration or the campus Veteran Certifying Officer for more details. Veteran applicants are exempt from paying the CUNY undergraduate application fee. Please log on to the following website [www.cuny.edu/veteran](http://www.cuny.edu/veteran) for procedures on how to obtain the Veterans Fee Waiver.

# Educational Costs

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## GENERAL INFORMATION

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

## RESIDENCY FOR TUITION BILLING PURPOSES

Students are eligible for the tuition rate for residents of New York State if they meet the following requirements:

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

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

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

## TUITION

Undergraduate students who attend any institution within The City University of New York will be charged according to the following tuition fee guidelines:

1. A full-time undergraduate degree student is one who is enrolled for 12 to 18 credits or equated credits. Full-time in state degree students are billed one total fixed amount for 12 to 18 credits or equated credits.
2. A part-time undergraduate degree student is one who is enrolled for less than twelve (12) credits or equated credits. Part-time students are billed on a per credit basis up to but not including 12 credits or equated credits. The tuition should not exceed the full-time degree rate in a regular semester, which is up to eighteen (18) credits.
3. There is no full-time tuition rate for summer session students. Therefore, both summer session students and non-degree students are billed on a per credit basis regardless of the number of credits for which they register. However, those students whose tuition is paid by TAP must register for no less than six (6) credits.
4. Students meeting the residency requirements and having submitted documentation of residency will be charged the resident

tuition rate. If not, they will pay the non-resident tuition rate. Non-degree students are charged per credit.

## TUITION AND FEES

***Tuition and fees listed in this Bulletin and in any registration material issued by the College is subject to change by CUNY Board of Trustees without prior notice. For the schedule of tuition and fees, please check the Bursar website at <http://www.mec.cuny.edu/bursar/fees.asp>.***

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

## PAYMENT OF TUITION AND FEES

When planning to register for courses, students must be prepared to pay tuition, student activity, consolidated, technology, senate fee and any other fees associated with registration by the tuition payment due date. The methods of payment accepted by the college are:

1. Cash
2. Money Orders
3. Financial Aid Award (PELL or TAP)
4. Student Loan
5. Nelnet Pay Plan
6. Tuition Waiver
7. Voucher
8. Special Registration Status (i.e. Veteran or other third party)

## METHOD OF PAYMENT

Payment may be in cash, money order, certified check, or tuition payment plan where payments have been made directly to Nelnet. Please note the following:

1. Students can make payment in CUNYFirst with their checking account.
2. Partial payment could be made in CUNYFirst.

*If paying by check or money order:*

1. The student's emplid ID# must be written on the face of the check or money order.
2. When a check is returned for "Insufficient Funds" or marked "Stop Payment, the student remains liable for Tuition and Fees in addition to the Processing Fee.
3. A "Stop Payment" on a check or an "Unofficial Withdrawal" does not cancel a student's registration or financial obligation.
4. The student must "Withdraw Officially" within the required Refund Period for any refunds. (See Refund Section.)

**NELNET TUITION PAYMENT PLAN**

The CUNY Nelnet Payment Plan is a convenient, manageable payment solutions that give students the option to pay tuition in interest-free monthly installments, rather than one lump sum. The plan is simple to use and provides students with flexible plan terms with convenient payment options.

**PAYMENT FOR PARAPROFESSIONALS**

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

**PRIOR SEMESTER TUITION**

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

**MISCELLANEOUS FEES AND CHARGES****ALL ARE NON-REFUNDABLE**

Application Admission Fee	\$65	Freshman and non-degree students with the exceptions of Senior Citizens
	\$70	Undergraduate Transfer students with the exception of Senior Citizens
	\$80	Senior Citizens
Re-admission	\$20	Students who were absent from College for one (1) or more semesters, with the exception of Senior Citizens
Late Registration	\$25	Charged after the specified registration period
Program Change	\$18	
Insufficient Funds	\$30	Charge for Non Negotiable (NG) Checks
Transcript Request	\$7	Each Transcript ( <b>if transcript is sent to another CUNY campus, there is no charge</b> )
Duplicate ID Card	\$10	Effective date July 1, 1997
Duplicate Diploma	\$30	
Duplicate Bill	\$5	
Student Activity	\$35.85	All students are required to pay this fee
Consolidated Service	\$15	All students, including non-degree students and senior citizens, are required to pay this fee
	\$125	Technology Fee Per semester for full-time students
	\$72.50	Per semester for part-time students



# Financial Aid

## Director

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## GENERAL INFORMATION

After having identified their educational costs and matching them to their own personal resources, most students discover that, in order for them to enter or to continue college, they need some form of financial assistance.

The financial aid staff at Medgar Evers College helps students receive all of the financial aid for which they are eligible. They do this through the provision of information, advice and services in accordance with Federal and State financial aid regulations.

## APPLYING FOR FINANCIAL AID

The Free Application for Federal Student Aid (FAFSA) is available online at [www.fafsa.gov](http://www.fafsa.gov) and must be completed each academic year. The academic year begins with the summer semester and concludes with the subsequent spring semester.

The CUNY Supplement must also be completed in order to be considered for the Aid for Part Time Study (APTS). The application can be obtained from CUNYfirst Student Center.

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

## Verification

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

## FEDERAL FINANCIAL AID PROGRAMS (TITLE IV)

### General Eligibility Requirements

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

1. Be enrolled or accepted for enrollment
2. Be a matriculated student
3. Be in an eligible program
4. Be a U.S. citizen or eligible non-citizen
5. Be registered with the Selective Service System and sign a Statement of Registration Status (for males between the ages of 18-25)
6. Have a high school diploma or GED, pass an approved ability to benefit test (ATB), enroll in a school that participates in an approved state process, or complete his or her state's requirements applicable to home schooling
7. Maintain satisfactory academic progress
8. Meet enrollment status requirements
9. Not be enrolled concurrently in an elementary or secondary school
10. Not be in default on a Title IV Student Loan borrowed for attendance at any institution
11. Not have borrowed in excess of Title IV Loan limits
12. Not owe a repayment on a Title IV Grant for attendance at any institution

## 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. The program also encourage FWS recipients to participate in community service activities. To be eligible for this program, applicants must complete the FAFSA applications.

### Federal Supplementary Educational Opportunity Grant (FSEOG)

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

### Federal Perkins Loan (FPL)

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

## NON-CAMPUS BASED FINANCIAL AID PROGRAMS

### Federal Pell Grant (FPELL)

The Federal Pell Grant is an award to help first-time undergraduates pay for their education after high school. A first-time undergraduate is one who has not earned a bachelor's or first professional degree.



The award is based on financial need and academic achievement.

### **William D. Ford Federal Direct Loan Program**

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

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

**Cost of Attendance - Estimated Family Contribution = Financial Need**

### **Direct Unsubsidized Loans**

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

### **Federal Direct PLUS Loan**

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

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

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

### **Veterans Administration (VA) Educational Benefits**

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

## **STATE FINANCIAL AID PROGRAMS**

### **General Eligibility Requirements**

1. Meet one of the United States citizenship requirements
2. Meet New York State residency requirements
3. Enroll as a full-time student
4. Enroll in an approved program of study in a New York State postsecondary institution
5. Be in matriculated status
6. Be in good academic standing

7. Not be in default on any student loan
8. Have a minimum tuition liability of at least \$200 per academic year (\$100 per semester).

### **Tuition Assistance Program (TAP)**

TAP is an Entitlement Grant Program for New York State residents attending postsecondary institutions in the state. The Program provides grant assistance to help eligible full-time students meet tuition charges.

1. Students in associate degree or certificate programs are eligible for up to three years of assistance (36 payment points).
2. Students in bachelor degree programs are eligible for up to four years of assistance (48 payment points).
3. SEEK students are eligible for up to five years of assistance (60 payment points). Awards vary according to tuition charges, type of institution attended, family net taxable income and the academic year in which student receives his/her first payment.

### **Aid to Part-time Study (APTS)**

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

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

### **City University Supplemental Tuition Assistance (CUSTA)**

The CUSTA Award is a City University administered program to assist students who experience a reduction in their TAP Award in their 5th semester of TAP eligibility. To be eligible for the CUSTA Award, students must be:

1. Enrolled in an undergraduate program at a CUNY Senior or Technical College.
2. Enrolled on a full-time basis.
3. Eligible for the maximum TAP Award.
4. At least a fifth-semester TAP eligible recipient who has not exhausted their TAP eligibility.

### **The Search for Education, Elevation and Knowledge (SEEK) Program**

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

### **Students who are Delinquent or in Default**

Students who are delinquent and/or in default of any of their financial accounts with the College, the University, or an appropriate State or Federal Agency for which the University acts as either disbursing or certifying agent, are not permitted to complete registration,



and cannot be issued either a copy of their grades, a transcript of academic records, or their certificate or degree. They cannot receive any funds under the Federal Campus-based Student Assistance Programs nor the Federal Pell Grant Program unless the designated officer waives **IN WRITING** the application of this regulation. This can only be done in exceptional hardship cases and must be consistent with Federal and State Regulations.

## **STUDENTS' RIGHTS AND RESPONSIBILITIES FOR FINANCIAL AID**

### **Students, it is your responsibility to:**

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

### **Appeal of Financial Aid Probation / Suspension**

A student may appeal a determination of "unsatisfactory progress" for Title IV aid through the following procedure:

1. Submit a Satisfactory Academic Progress appeal. The application contains the following information:
  - a. reasons why he/she did not achieve the minimum academic requirements;
  - b. reasons why his/her aid should not be terminated, and,
  - c. supplement any written appeal with documentation to support why satisfactory academic progress was not maintained.
2. Appeals will be received by a committee to determine if the student's claim is justified. The student is then advised of the decision.

### **Waiver of Good Academic Standing Requirements**

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

### **Tuition Credit, Check Disbursement and Refund Policy**

At registration, Financial Aid awards are applied to a student's account in the following priority order:

1. TAP
2. FPELL
3. Loans 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 Office of Financial Aid.

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

### **SCHOLARSHIPS**

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

Students are encouraged to research and apply for outside grants and scholarships. The public libraries have information on many sources of public and private aid.

**\*IMPORTANT NUMBERS: Federal Pell Grant (800) 433-3243; Federal Direct Loan (800) 848-0979; USDE (800) 621-3115**

### STATE AID and TAP ACADEMIC PERFORMANCE CHART

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

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

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

#### To receive each TAP payment:

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

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

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

To receive payment number:	1	2	3	4	5	6	7	8	9	10
You must have completed at least this many credits in the previous semester:	0	6	9	12	12	12	15	15	15	15
You must have accumulated this many credits toward your degree:	0	6	15	27	39	51	66	81	96	111
You must have a GPA of:	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

#### FIRST-TIME TAP RECIPIENTS 2006–2007 AND REMEDIAL STUDENTS

To receive payment number:	1	2	3	4	5	6	7	8	9	10
You must have completed at least this many credits in the previous payment semester:	0	6	9	12	12	12	15	15	15	15
You must have accumulated this many credits toward your degree:	0	3	9	21	33	45	60	75	90	105
You must have a GPA of:	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

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

#### "Remedial student" is defined as student:

- (A) Whose scores on a recognized placement exam or nationally recognized standardized exam indicated the need for remediation for at least two semesters, as certified by the college and approved by the State Education Department (SED);
- (B) Who was enrolled in at least six hours of non-remedial courses, as approved by SED, in the first term they received a TAP award;
- (C) Who is or was enrolled in an opportunity program.

\*OTHER IMPORTANT NUMBERS: Federal Pell Grant (800) 433-3243; TAP (888) 697-4372; Loan Status (518) 473-1688; RETA (Renewed Eligibility for Financial Aid) (518) 486-7227; Federal Direct Loan (800) 848-0979; USDE (NDSL Perkins Loan Default) (800) 621-3115; Duplicate SAR Applications Status (319) 337-5665.

### The American with Disabilities Act (ADA) Students

Beginning with the 2015-16 academic year, for ADA students who received their first state award during the 2010-11 academic year and thereafter and who are enrolled less than full-time, good academic standing will be determined using new SAP standards which does not modify the requirements for disabled students, but aligns them to be equivalent with those required of full-time students.

#### Program: Baccalaureate Program

Calendar: Semester 2015-16 and thereafter (ADA Part-time students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least	0	3	9	21	33	45	60	75	90	105
This Many Credits										
With At Least This Grade Point Average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

#### Program: Associate Program

Calendar: Semester 2015-16 and thereafter (ADA Part-time students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th
A Student Must Have Accrued at Least	0	3	9	18	30	42	51	60
This Many Credits								
With at Least This Grade Point Average	0	1.3	1.5	1.8	2.0	2.0	2.0	2.0

Students with a part-time course load that includes noncredit remedial courses must carry at least three semester hours of credit-bearing work, pursuant to section 145-2.1(a)(1) of the Commissioner's Regulations: "Effective for academic terms beginning on or after July 1, 1984, a student carrying a part-time program that includes noncredit remedial courses shall carry at least three semester hours a semester." That means, for example, that a student taking the minimum three semester hours must enroll only in credit-bearing courses.

\*IMPORTANT NUMBER: TAP (888) 697-4372



# Registration Information

**Registrar:** Tatiana Mejic  
718 270-6040 office  
718 270-6171 fax  
tmejic@mec.cuny.edu

**Office:** S-301

**Associate Registrar:** Norma Goodman  
718 270-6034  
norma@mec.cuny.edu

**Assistant Registrar:** Nilsa Watson  
718 270-6104  
nwatson@mec.cuny.edu

## GENERAL 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, faculty mentors, and appropriate administrative offices. They should also refer to such College publications as the Catalogue, Quick Facts, Student Handbook, and DegreeWorks. The registration process for a student begins with filling out the advisement form, a document used to keep track of his/her program of study. It then proceeds to the selection and registration of courses and concludes with the payment of tuition and fees.

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

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

## REGISTRATION CATEGORIES

### New Students

Prior to registration, all new students must demonstrate basic skills proficiency by taking the CUNY Placement Tests in Reading, Writing, and Mathematics. The Testing Center notifies students by mail when these tests (given several times during late fall, spring, and summer semesters) are scheduled.

For more information about these tests, refer to the "Academic Policies and Procedures" section of this Catalog.

The Registrar notifies new or First-Time Freshmen students of orientation and registration by mail or email. Academic Advisement 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 apply for readmission during select times. Students seeking readmission must visit the Admissions Office to inquire about the final dates to file readmission applications for the upcoming semester. In order to be readmitted, students are mandated to settle any outstanding debts.

### Transfer Students

Students entering the College on an advanced standing basis and whose advanced standing credits have been evaluated are notified when to register for classes upon posting of credit evaluation in CUNYfirst.

### Continuing Students

Registration for continuing students is ongoing via CUNYFirst during the registration period. Continuing students may have a "Stop" placed on their records; therefore delays in registration are probable. Students should check CUNYFirst for the status of their records.

### Office of Academic Transformation and Success

Students whose cumulative Grade Point Average (GPA) falls below the university requirement for good academic standing, 2.00 will be placed in a category of early alert, academic warning, or academic probation. Subsequently, students are notified in writing of their academic status as per the college policy and a "Stop" is placed on their academic record until they meet with their respective Advisement entity.

Students not in good academic standing are advised of different intentional interventions based on the level of probation status. Students may be directed to seek out their Academic Advisor immediately, given an academic prescription or student contract by the Office of Academic Transformation & Success (OATS), or be advised by their Academic Advisor, ASAP or SEEK Counselor at the time of registration.

Students are academically dismissed from the College after three consecutive semesters with a cumulative GPA below a 2.0. The college's policy on Academic Dismissal delineates that all students must sit out for two (2) semesters before submitting a petition for reinstatement. The Academic Warning, Probation & Dismissal Committee (APWD) reviews and votes on all student petitions for reinstatement to the College.

## CUNYFirst Registration

### CUNYFirst and the CUNY Portal

CUNYFirst (City University of New York Fully Integrated Resources and Services Tool) is a website that allows students to register for courses, view semester class schedules and grades, access transcripts, view and/or pay their tuition, view financial awards, if applicable, and update mailing address information.

### How to Access

1. Go to <https://home.cunyfirst.cuny.edu>.
2. Click on First-Time Users, then follow onscreen directions.

### Student Email

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

To access your account, you must visit the Medgar Evers College website at [www.mec.cuny.edu](http://www.mec.cuny.edu).

1. Click the icon that reads Student E-mail.
2. On the page that follows, click the link which reads Student E-mail.
3. A log-in screen will appear.
4. In the area that reads User Name type your first name.last name of your student email. i.e. john.smith@student.mec.cuny.edu like this: john.smith.
5. Your password will be your date of birth in reverse YYYYMMDD, i.e. if your date of birth is June 7, 1977 then your password will look like this 19770607.

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

### CUNY E-Permit via CUNY Portal

The Online Permit process allows students to make arrangements to take courses at other CUNY Colleges without having to directly (in person) contact both the home and host colleges for approval. The intent of this process is to provide a convenient means of obtaining permission to register for courses offered at other CUNY colleges.

This will enhance the opportunity of graduating in a timely manner and allow students to pursue academic interests not offered at their home colleges. **CUNY Portal Access (e-PERMIT/Blackboard)**

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

Once you have done this:

1. Go to [www.cuny.edu](http://www.cuny.edu).
2. Select the Log-in Link.
3. Next select the Register Now Link.
  - a. You will be asked to provide information to confirm your identity.
  - b. You will then be asked to confirm the information you have provided.
  - c. After confirmation you will need to create a password. Please make note of the username and the password.
4. Click Save. You will then be logged off, and need to log-in

officially to continue to use the Portal.

## REGISTRATION PROCEDURES

Before the registration period, students should:

1. Consult an Academic Advisor.
2. Plan a schedule of courses and an alternative schedule.
3. Remove all "Stops" and get financial aid clearance.
4. Be sure they have all the necessary forms and bring them on your scheduled day.

### Early Registration

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

### Regular Registration

All students who failed to take advantage of Early Registration (continuing students) and those who could not (probation, first-time freshmen, transfers, re-admits), will receive a letter/postcard indicating the date and time they may register. If he/she do not receive a letter/postcard indicating the registration date and time:

1. Continuing Students should contact the Registrar's Office, 1637 Bedford Avenue, Room S-301, 718-270-6040 (Tel).
2. New, Transfer and Readmitted Students should contact the Admissions Office, 1637 Bedford Avenue, 718-270-6024 (Tel).

### Late Registration

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

### Program Change Period

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

### Refunds

The refund periods are extremely important because of the timetable for refunding tuition. If a student wishes to receive a 100% refund, he/she must drop from all courses, either in person or via CUNYFirst before the first day of classes. A complete listing of all refund percentages and the applicable dates are outlined in the Academic

## Registration information

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 prior to the first day of classes. If not, you will be billed and if you fail to pay your tuition, your credit may be adversely affected.



# Testing Center and Services

**Director:** Sharon E. Michel  
718 270-4835 office  
718 270-4845 fax  
sharone@mec.cuny.edu

**Office:** C-311

**Assistant Director:** Rachelle Taylor  
718 270-4835  
rtaylor@mec.cuny.edu

**Office:** C-311

## GENERAL INFORMATION:

The mission is to provide and maintain a professional, secure and supportive testing atmosphere conducive to test takers performing at their best ability and assist students to meet their educational goals.

The Center is responsible for implementing CUNY's testing standards and practices while administering the University's Assessment Tests (CAT), the Mathematics Placement Test and the Ability to Benefit (ATB) Test. Other testing services, implemented under the conditions stipulated by the institutions providing the exams, such as the Law School Admission Test (LSAT), Medical College Admission Test (MCAT), the College Level Examination Program (CLEP) and others aligned with the college's mission are provided to members of the community.

Specific information on testing may be obtained by visiting the Testing Center, located at 1150 Carroll Street, Room 311, or by calling 718-270-4835 or emailing [asktesting@mec.cuny.edu](mailto:asktesting@mec.cuny.edu).

## THE CUNY ASSESSMENT TESTING PROGRAM

### Testing Policies

All students pursuing an associate or bachelor's program at CUNY must satisfy the reading, writing, and mathematics basic skills requirements of the University. These requirements govern admission to baccalaureate programs and placement into and exit from developmental and ESL course work.

### Admission to the University

The policies governing admission to baccalaureate and associate programs are as follows:

### Baccalaureate Programs

Applicants for freshman admission must demonstrate minimum proficiency in reading, writing, and math in order to be admitted.

1. Proficiency may be established on the basis of the SAT, ACT, or the New York State Regents examinations in English and Math. If proficiency is not demonstrated in this way, an applicant may do so by passing the appropriate basic skills assessment test or tests.
2. Applicants who do not demonstrate minimum proficiency may do

the following:

- Enroll in the college's immersion program
- Enroll in the necessary remedial courses
- Enroll in an associate's program

There are three categories of students that may be admitted to a bachelor's program without first demonstrating skills proficiency:

1. Applicants who already have a bachelor's degree or higher from an accredited program. (Colleges may deem it necessary for ESL students to test in reading and writing to assess their English language skills);
2. Applicants who meet the college's proficiency requirement in math, who meet the University's definition of ESL and who meet all other admissions requirements may be admitted. These students must pass the CUNY Assessment Tests in reading and writing within two years of initial enrollment.
3. Applicants who qualify for the SEEK program. SEEK students must meet the University's proficiency requirement in reading and writing within one year of initial enrollment, and must meet the college's proficiency requirement in mathematics within two years of initial enrollment.

### Associate Programs

Candidates for freshman admission to an associate program do not have to show they are skills proficient to be admitted. However, entering students who are not proficient based on the SAT, ACT or Regents test must take the appropriate CUNY Assessment Test. Once enrolled in an associate program, students will be required to take one or more remedial courses to build their skills in any areas in which they have not met the proficiency requirement. Students usually cannot begin a full program of college-level work in an associate program until they have achieved proficiency in reading, writing and math, or ESL.

### Math Placement

Currently the University requires students who have demonstrated minimum proficiency in mathematics on the basis of the SAT, ACT, or New York State Regents examinations to take the COMPASS math assessment to be placed properly in credit-bearing math courses.

### Readmission

Students applying for readmission who have not yet demonstrated proficiency in a basic skill area must take the CUNY assessment test in that skill area, and are subject to the skills policies at the time they reapply.

### Non-degree Students

Non-degree students who wish to register for courses that require skills proficiency are subject to the same pre-requisites as degree students. Examples of such courses are freshman composition and credit-bearing math courses.

1. A college may waive this requirement for visiting non-degree students who are matriculated at a college outside the CUNY system.
2. All non-degree students who wish to apply for admission to a CUNY degree program are subject to the same skills requirements as transfer students.

#### Exit from Basic Skills

1. In order to enroll in a college-level English composition course, students must have achieved minimum proficiency in both reading and writing.
2. To enroll in a credit-bearing mathematics course, students must have demonstrated minimum proficiency in mathematics. The colleges may set standards for placement in these courses that are higher than the minimum established by the University.

#### Certificate and Graduation

SEEK Students Students who are eligible for the SEEK program may be admitted to a baccalaureate program without first demonstrating basic skills proficiency. SEEK students enrolled in baccalaureate programs must achieve proficiency in reading, writing, and mathematics within one year of initial enrollment. The one-year time limit is interpreted as consisting of the required pre-freshman Summer Immersion, two regular semesters, the winter intersession, and a final summer immersion.

#### ESL Students

1. Under Board policy, students “who received a secondary education abroad and who otherwise are not in need of basic skills” may be admitted to a baccalaureate program without first reaching proficiency in reading and writing in English. The University currently implements the policy as follows:
2. ESL students are those who have received a term or more of instruction in a foreign high school (language of instruction was not English) and can demonstrate minimum proficiency in mathematics, on the basis of the SAT, Regents, or the COMPASS math Assessment test.
3. In Spring 2002, the University established a second procedure for identifying ESL students. ESL students pursuing a bachelor's degree must pass the reading and writing assessment tests by the end of their fourth full semester of attendance. They may not repeat an ESL course after receiving either no credit or a failing grade twice previously in that course. These limitations on time and attempts do not apply to ESL student pursuing an associate degree.

#### 3. Transfer From Outside CUNY

At this time, students transferring from outside CUNY into a CUNY baccalaureate program and who have a 3 credit college-level math course with a grade of ‘C’ or better from an accredited college or university are considered proficient in math at all colleges.

Students with a 3 credit college-level course with a grade of ‘C’ or better from an accredited college or university are considered proficient in reading and writing.

Transfer applicants to associate programs who are proficient based on the SAT, ACT, NYS Regents exams, or prior English or math courses must take the appropriate CUNY Assessment Tests. These applicants do not have to demonstrate proficiency to be admitted.

#### 4. Prior Baccalaureate

Students who previously have earned a bachelor's degree or higher from an accredited program verified by CUNY are deemed skills proficient. Only students who document the degree at the time of application for admission to the college they currently attend are entitled to this exemption.

Colleges may test ESL students who have completed a baccalaureate to assess their proficiency in English. The criteria for identifying ESL students are the same as those described above for transfer students. If the assessments indicate a need for ESL instruction, the college may require the student to take it and set standards for proficiency in English.

#### 5. Students who matriculated at CUNY prior to 1978

Exemptions from the skills requirements for students who initially had matriculated at CUNY prior to September 1, 1978, are no longer in force.

#### Minimum Proficiency in Basic Skills

There are several ways in which minimum proficiency may be demonstrated:

##### 1. Reading and Writing

Individuals are deemed proficient in reading and writing if they meet any of the following criteria:

- a. Score 480 or higher on the SAT verbal
- b. Score 20 or higher on the ACT verbal
- c. Score 75 or higher on the New York State Regents examination in English.

Individuals who do not show proficiency on the basis of any of these examinations must sit for the CUNY Assessment test – CATW for writing and COMPASS for reading. Minimum passing scores on these exams are currently (56) on the CATW for writing and (70) on the COMPASS/ACT for reading.

##### 2. Mathematics

Individuals are considered minimally proficient in mathematics if they meet any of the following criteria:

- a. Score 500 or higher on the SAT math
- b. Score 21 or higher on the ACT math
- c. Score 70 or higher on the common-core oriented New York State Regents in Algebra 1 (or an 80 on any other current Regents examination in Mathematics and successfully complete high school Algebra2/Trigonometry or a higher level course.
- d. For internal CUNY transfers, document successful completion of an elementary algebra course.
- e. Document successful completion of a credit-bearing math course at a CUNY college or other regional or New York State-accredited institution (if the learning outcomes are deemed appropriate). Successful completion is a passing grade within

CUNY and a C or better for non-CUNY courses.

f. Present a COMPASS score of 40 or higher on the elementary algebra module.

Students who meet this standard qualify to take at least one credit-bearing course in mathematics at any undergraduate college in the University to which they are admitted.

The following students will also be deemed proficient in all three skill areas:

- a. CUNY associate degree holders.
- b. Students who were proficient based on the standard in place at the time of their original admission to CUNY. The New York State Regents course sequences and examinations in mathematics have changed several times in recent years. Students may qualify as proficient based on a score of 75 or better on the exams for Math A or B as well as Sequential II or III.

### 3. Time Limits

A documented passing score on a CUNY skills assessment test, no matter when completed, qualifies the individual as proficient. Similarly, there is no time limit on SAT, ACT, and New York State Regents examination scores that qualify the individual as skills proficient. However, applicants for admission or readmission who have not met the basic skills requirements should be retested if the most recent assessment test result will be more than two years old as of the date the individual wishes to matriculate.

#### 1. Board Policy of 1999

In the years before the implementation of the Board policy of September 1999 mandating the use of common objective tests to qualify students for exit from remediation, CUNY colleges did not consistently administer assessment tests to students in top-level remedial and ESL courses. Consequently, passing test scores may not be available for some students who successfully completed their remedial or ESL instruction before the policy was first implemented in fall 2000. Such students (that is, students who satisfactorily completed their remedial course work before fall 2000) who wish to transfer from a CUNY associate program to a baccalaureate program without the degree will be considered skills proficient in math if they have successfully completed a credit bearing math course at CUNY. They will be credited with proficiency in reading and writing if they have successfully completed freshman composition at CUNY. Those candidates who have completed a CUNY associate degree will be considered skills proficient. All other students must take the appropriate skills assessment tests at the CUNY College which they attended most recently.

#### WHAT ARE THE CUNY ASSESSMENT TESTS (CAT) IN READING, WRITING, AND MATHEMATICS?

**Reading:** The CAT in Reading is an un-timed, multiple-choice, computer-based test of reading.

**Writing:** The CAT in Writing is a 90-minute written essay test in which

students are asked to respond to a reading passage that they see for the first time when they sit for the test.

**Mathematics:** The CAT in Mathematics is an untimed, multiple-choice, computer-based test composed of four sections: numerical skills/pre-algebra, algebra, college algebra, and trigonometry.

#### WHAT SCORES ON THE CAT IN READING, WRITING, AND MATHEMATICS MUST STUDENTS ACHIEVE TO DEMONSTRATE MINIMUM PROFICIENCY?

Reading: a scaled score of 70 or more.

Writing: a total score of 56 or more.

Mathematics: the proficiency requirement differs from college to college.

#### WHAT SKILLS DO EACH OF THE TESTS MEASURE?

*The CAT in Reading* measures reading comprehension. You will be given several readings that may be practical or drawn from prose fiction, the humanities, social sciences, or natural sciences. Questions about the readings will ask you to refer to what is explicitly stated and to determine the meaning of words through context. They will also ask you to reason to determine implicit meanings, to draw conclusions, and to make comparisons and generalizations. The readings are like those commonly assigned in first-year courses in college. For each passage you will be asked a set of multiple-choice questions.

*The CAT in Writing* is a standardized writing test that measures your ability to do college-level writing in English and assess your readiness for introductory college courses. In the test, you are required to read, understand, and respond to a passage of 250-300 words. The CATW is designed to test your ability to think and write in English, similar to the way you will be asked to think and write throughout your college career. It consists of a reading passage (the text) and writing instructions. You must read the passage and instructions and then write an essay responding to the passage while following the instructions. You have 90 minutes to complete the exam. You may bring a non-electronic dictionary to the test (a paperback dictionary is recommended), bilingual if preferred.

A sample of the writing assignment (along with the scoring guide and sample papers for each score point) and some tips on taking the CAT in Writing is included in the Student Handbook (available on line – [www.cuny.edu/testing](http://www.cuny.edu/testing)) prepared by CUNY faculty.

*The CAT in Mathematics* is designed to measure students' knowledge of a number of topics in mathematics. The test is organized into four sections: numerical skills/pre-algebra, algebra, college algebra, and trigonometry. Numerical skills/pre-algebra questions range from basic math concepts and skills (integers, fractions, and decimals) to the knowledge and skills that are required in an entry-level algebra course (absolute values, percentages, and exponents). The algebra items are questions from elementary and intermediate algebra (equations, polynomials, formula manipulations, and algebraic expressions). The college algebra section includes questions that measure skills required to perform operations with functions, exponents, matrices, and factorials. The trigonometry section addresses topics such as trigonometric functions and identities, right-triangle trigonometry, and graphs of trigonometric functions.

Placement into CUNY's required basic math courses is based on results of the numerical skills/pre-algebra and algebra sections. The test covers progressively advanced topics with placement into more advanced mathematics or mathematics-related courses based on results of the last two sections of the test.

### **WHAT RESOURCES ARE AVAILABLE TO ASSIST ME IN PREPARING FOR THE CATS?**

The University has Test Preparation resources available to help you prepare for the CATs.

Each College in the University has a testing information center with resources to help incoming and continuing students to prepare for the CATs.

Test preparation resources for the CAT in reading, writing, and mathematics are available to all students : [www.cuny.edu/testing](http://www.cuny.edu/testing) or [http://www.mec.cuny.edu/freshman\\_studies/testing/default.asp](http://www.mec.cuny.edu/freshman_studies/testing/default.asp)

### **HOW DO STUDENTS WHO HAVE PLACED INTO DEVELOPMENTAL COURSES DEMONSTRATE READINESS TO TAKE COLLEGE LEVEL COURSES?**

Exit from Reading and/or Writing Developmental and ESL Course Sequences

All students registered in their college's top-level course in Reading, Writing, or ESL will take the CAT(s) at the end of the semester. Students who do not pass the CAT(s) will not be able to begin college composition (Freshman English) until they pass.

Faculty at each college decide the requirements for passing each top-level remedial, developmental, or ESL course. Sometimes, passage of the skills test is required to pass the course; sometimes it is not. In any case, the University expects that students who pass the reading and writing tests will move directly to College Composition I at their next registration.

#### **Retesting**

Generally, students must receive at least 20 hours of instruction between retests. They may not be retested more than two times during a semester. Specific rules apply for workshops and summer and winter immersion.

#### **Exit from Arithmetic/Pre-Algebra and/or Algebra Developmental Courses and Interventions**

The CUNY Assessment Test in Mathematics will no longer be utilized to determine exit from developmental math courses and interventions.

#### **Arithmetic/Pre-Algebra**

Students enrolled in arithmetic/pre-algebra developmental courses, workshops, or other interventions will demonstrate readiness for elementary algebra by meeting the curriculum requirements established by the home college.

#### **Elementary Algebra**

Students enrolled in elementary algebra developmental courses, workshops, or other interventions will demonstrate readiness for

college level math courses by passing the CUNY Elementary Algebra Final Exam with a score of 60 or more, having an overall course average of 74 or higher, with the final exam being worth 35% of the overall average.

### **WHAT RESOURCES ARE AVAILABLE TO ASSIST ME IN PREPARING FOR THE CUNY ELEMENTARY ALGEBRA FINAL EXAM?**

CUNY mathematics faculty have developed samples of the CUNY Elementary Algebra Final Exam: [www.cuny.edu/testing](http://www.cuny.edu/testing)

### **SPECIAL ARRANGEMENTS FOR TESTING**

Accommodations based on disabilities will be granted to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who wish to request such accommodations should consult their college's Testing Office or Office of Disability Services.

#### **Appeals**

Students may appeal a score on the CATW, which is scored by faculty raters, but not on the reading or mathematics assessments, which are automatically scored by computer.

#### **Eligibility**

1. Students must have received a CATW total weighted score of at least 48, and all Rater 1 + Rater 2 total scores in each dimension must have been 6 or more.
2. Students must initiate their appeal at their college's testing office.
3. Students must initiate their appeal within 6 weeks of the date of the exam.

Appealed essays are reviewed by the Chief Reader of the college. Two certified readers review the exam and determine if there is sufficient evidence to send the exam to the Borough Center for rescoring. For more information on appeals please visit your college's Testing Center.

Accommodations and Waivers Based on Disability Accommodations based on disability will be granted to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who wish to seek such an accommodation must be registered with the college's Office of Disability Services.

In rare instances, when no accommodation is practicable, the student may request a waiver from the college's Scholastic Standards/ Course & Standing Committee. A student typically must demonstrate:

1. a disability, documented by a certified professional, which affects that student's ability in the skill domain
2. a history of disability-related difficulty with the skill
3. An evaluation of the request by the Office of Disability Services, typically indicating that despite good faith efforts to demonstrate proficiency, with all appropriate reasonable accommodations and support services in place, the student has been unable to pass the exam.

The waiver applies only at the college the student currently attends.



# Academic Requirements and Regulations

## DEGREE REQUIREMENTS

### Applicable Degree Program Requirements

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

### Graduation Minimum Grade Point Average

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

### Change of Degree Major

To change a degree major, students must be advised by their respective academic advisor/counselor in the Academic Advisement Center, ASAP or the SEEK/Special Programs. The change of major becomes official when the academic departments are notified by the advisor/counselor. Change of Major forms are available in the Academic Advisement Center, Room, S-219, SEEK/Special Programs, Room S-205, and ASAP, Room 206. Refer to the Academic Calendar for the deadline date for change of major.

### Academic Residency Requirements

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

### Credit Load Recommendations and Maximum Limits

To earn an Associate degree in two academic years or a baccalaureate degree in four years, a student needs to complete an average of 15-16 credits each semester. To obtain additional credits, students may enroll in the Summer or Winter Sessions. Academic Advisors/counselors will assist students in planning their academic programs. A student is permitted to carry a maximum of eighteen (18) credits per semester. Students who wish to carry more than 18 credits must have a GPA of 3.0 or higher and obtain the permission of the student's Department Chairperson, Dean of the School, or Provost. The maximum number of credits a student is permitted to register for during the fall or spring is twenty-one (21) credits.

Students may register for a maximum of eight (8) credits per Summer Session and eight (8) credits per Winter Session. Students on Academic Probation may be limited to a reduced number of credits in order to meet academic requirements.

## CREDITS REQUIRED FOR CLASS STANDING

The number of credits successfully earned by a student determines class standing. **Credit Requirements for Students in an Associate Degree Program**

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

### Credit Requirements for Students in a Baccalaureate Degree Program

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

### Veterans Credits

Veterans are advised to consult the Veterans' Counselor in the Admissions Office, located at 1637 Bedford Avenue, Room 120 to determine their eligibility for Veteran's Credits, which cannot exceed eight (8) credits. All Veterans Credits will be evaluated by the Admissions Office. If a Veteran student attends another accredited higher educational institution, these credits may also be transferable.

## SEQUENCE OF COURSES

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

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

It is, therefore, expected that:

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

## PRE- AND CO-REQUISITE COURSES

### Pre-Requisite Course

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

### Co-Requisite Course

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

## ACADEMIC STANDING

### Examination and Evaluation of Students

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

### Grading System and Grading Policies

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

#### Quality Points Per Credit

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

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

### P&F - Pass & Fail Grades

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

### NC - No Credit Grades for ENGL 112 & 150

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

### INC – Incomplete Grade for Missing Final Exam

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

### INC - Incomplete Grade for Missing Work

An "INC" is a temporary grade for the student who is doing passing work during a semester and who for some justifiable reason has not been able to complete a particular assignment. The student must finish all the assignments as defined by the instructor, or in his absence, by the Departmental Chairperson prior to the end of the subsequent semester, the summer being excluded. For a grade of "INC" given during the summer session, the subsequent semester shall be the following fall semester. If the necessary assignment is not completed during this period, the student shall receive a "FIN" automatically. To change the grade of "INC", the lower portion of the Grade Change Form shall be used by the instructor.



or by the Departmental Chairperson, as the case may be. "FIN" is converted from an "INC" grade when the student does not complete assignments by the end of the subsequent semester. Credits are counted towards GPA Index.

### AUD

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

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

### WU

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

### Grades for Developmental Skills Courses

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

Grades:

P = Passing/Satisfactory

All course requirements have been met.

R = Repeat

Progress has been made, but not sufficient to pass all course requirements (Usually the CUNY Assessment Exams).

W = Withdrew Officially

\*WN = Withdrew, never attended

WU = Withdrew Unofficially (attended at least once)

The courses to which these grades apply include the following:

ENGR 005, ENGR 006, ENGW 005, ENGW 006, ESLR 005, ESLR 006, ESLW 005, ESLW 006, MTHP 009, and MTHP 010.

### Scholastic Index

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

Grade	No. of Credits
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

C	2.0
D+	1.3
D	1.0
D-	0.7
F and WU	0.0

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 sixty-two (62) credits with the letter grades indicated below is calculated as follows:

Grade	No. of Credits	Index
A	4 x 3 =	12
B	3 x 3 =	9
C	2 x 3 =	6
D	1 x 3 =	3
F	0 x 3 =	0
Total:	15	30

In the example, the Scholastic Index is:

$$30 \div 15 = 2.00 \text{ GPA}$$

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

### Repeating Courses/Recalculation of GPA

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

1. Students must repeat any College-wide Core course in sequence if the final grade received in the lower level course is below a "C."
2. Students do not have to repeat a course in which an Incomplete (INC) grade was awarded until that grade is changed to an "FIN". Students have until the end of the subsequent semester to complete the requirements for a course in which an "INC" grade is awarded. The deadline dates for completion of course requirements are in the Academic Calendar. The Academic Calendar can be found in the Quick Fact Booklet or online at [www.mec.cuny.edu/registrar](http://www.mec.cuny.edu/registrar). Failure to complete course requirements will result in a "FIN" grade. It is only at this point that a student may repeat the course from a subsequent semester.

### University Policy Regarding Computing of "D" or "F" in the GPA. (F Grade Policy)

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

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

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

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

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

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

## ACADEMIC HONORS

### *Dean's Honor List*

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

### *Honors for General Excellence for Graduating Students*

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

### *Valedictorian and Associate Scholar*

The students who respectively receive the highest GPA in the baccalaureate and associate graduating classes will be considered for valedictorian (Baccalaureate Degree) and associate scholar (Associate Degree). Only students who begin and complete their entire studies at Medgar Evers College will be considered for these honors.

## GRADE APPEAL PROCESS

A grade appeal must adhere to the following process:

1. The student shall seek a conference with the instructor awarding the grade as soon as possible but not later than the end of the sixth week of the following semester. The instructor shall reevaluate the student's performance and explain the grade awarded. If a change of grade is warranted, the instructor will submit a Change of Grade form to the Academic Department Chairperson and School Dean for their signatures. The form then will be forwarded to the Office of the Registrar by the School Dean. If the instructor concerned is not on campus during the semester or the student is not satisfied with the outcome of the conference in Step 1, the student may file a departmental grade appeal petition with the Chairperson of the Department in which the course was offered. Such an appeal should be made no later than two weeks after the meeting described in Step 1. If Step 1 is not possible (due to the instructor's absence, for instance), then an appeal must be made no later than the end of the sixth week of the semester following the award of the grade. The petition should state all reasons for and providing all material in support of the grade change. In the absence of specific reasons and supporting materials, such requests will not be accepted.
2. The Chairperson of the Department in consultation with the Departmental Committee on Academic Standards and Regulations shall review the request for change of grade. If the discipline in which the course was offered has a coordinator, this person should serve as a member of the Committee provided he/she is not the professor who awarded the grade. The Committee will review all pertinent material (including a summary of the discussion in (1), if applicable) and will notify the instructor concerned of its decision. The Chairperson must notify the student regarding the result of the appeal no later than thirty (30) days after the written request was submitted by the student.
3. If the student is not satisfied with the outcome of (2), s/he may submit a Grade Appeal form available in the Student Advocacy and Support Services Center) to the College-wide Committee on Academic Standards and Regulations. The student must provide all relevant materials in support of this appeal. The Committee on Academic Standards and Regulations will review the necessary material(s), including the summary of the discussions in (1) and (2) and shall make a final decision. The coordinator of the Committee will notify the student of the results of the petition and appeal.

## ATTENDANCE AND OTHER COURSE REQUIREMENTS

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

## WITHDRAWAL FROM COURSES

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

1. Log on to your CUNYFirst Account
2. Go to Self Service ☐ Student Center ☐ Enroll ☐ Drop tab ☐ Select term ☐ Select the class ☐ Drop your selected class
3. Click on Finish Dropping ☐ message states SUCCESS.

The City University of New York has mandated that all developmental courses be completed within a student's first year of college.

Withdrawal from Developmental Skills courses will not be permitted without the approval of the Director of the Freshman Year Program, the Chairperson of the English Department, Chairperson of the Math Department or Chairperson of SEEK/Special Programs.

For students withdrawing from the 4th through the 8th week, a grade of "W" is given, which is not counted in computing the GPA. Grades of "Z" are given by the Registrar's Office only.

### ***Unofficial Withdrawal from Class***

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

## REQUEST FOR TRANSCRIPTS

Request for official and student copy of transcripts can be made at the Registrar's Office or online at [www.mec.cuny.edu/registrar](http://www.mec.cuny.edu/registrar). There is a \$7.00 fee for each official and student copy. However, currently enrolled students may obtain a free student copy of their transcript CUNYFirst as long as there are no STOPS on the student record. Copies of transcripts requested for other CUNY colleges are free for all students.

# Academic Programs and Support Services

**Provost:** Augustine Okereke  
718 270 5010 office  
718 270 5177 fax  
augokereke@mec.cuny.edu

**Office:** B-3010A

## COLLEGE-WIDE CORE CURRICULUM

Effective with the beginning of the 2013-2014 academic year all CUNY colleges will offer a new General Education program commonly referred to as Pathways. A small number of courses in the new program are simply revisions of courses in the former program. A large portion of the new program is congruent with the old program. The philosophy and purpose of general education at Medgar Evers College have not changed. The new program, like the old program, is supported by the philosophy that education has the power to transform positively the lives of individuals. The new program, like the old program, seeks to provide students with the knowledge and skills for lifelong learning, and a personal value system to enable them to contribute positively to their communities and professions.

## MEC GENERAL EDUCATION PROGRAM STATEMENT OF PURPOSE

The General Education Program (GEP) of Medgar Evers College (CUNY) provides students with general knowledge and intellectual skills, actively engages them in making connections across disciplines, and prepares them for civic responsibility and leadership roles in their own communities and in a rapidly changing technological world. Graduates of Medgar Evers College, as a result of completing courses in the General Education Program and their academic majors, will possess the knowledge, skills, and enhanced personal value system that will provide them with a foundation for life-long learning and empower them to promote the quality of their personal lives and contribute to their communities, their professions, the nation, and the world.

## MEC GENERAL EDUCATION PROGRAM GOALS AND LEARNING OUTCOMES

The educational goals/competencies of the General Education Program are based on the competencies identified by the American Association of Colleges & Universities (AACU) in their publication, "Liberal Education and America's Promise" (2005). The LEAP competencies or Essential Learning Outcomes (ELO's) are an outgrowth of 2000 AAC&U panel of higher education faculty, administrators, and scholars from across the country that met over a two year period. The National panel published a report, Greater Expectations: The Commitment to Quality as a Nation Goes to College (2002), which presented the recommendations for the focus of general education in the academy to meet the demands of the twenty-first century.

The LEAP Essential Learning Outcomes are the learning goals for the Medgar Evers College General Education Program. Graduates of Medgar Evers College will be prepared to meet twenty-first century challenges by gaining knowledge of and demonstrating competence in Liberal Arts and the foundation skills that will enable them to function effectively after they graduate in their chosen fields and professions.

The four GEP learning outcomes areas/goals are:

### 1. Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts, focused by engagement with big questions, both contemporary and enduring

### 2. Intellectual and Practical Skills, including:

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

**Practiced extensively**, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

### 3. Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

**Anchored** through active involvement with diverse communities and real-world challenges

### 4. Integrative Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

**Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems

The new General Education program consists of three major components: The Required (Fixed) Core (12 credits); The Flexible Core (18 credits); and The Medgar Evers College Option (12 credits). The Required Core and The Flexible Core compose what has been termed the Common Core (30 credits). The framework provided by The Fixed Core, The Flexible Core, and The Medgar Evers College Option has resulted in a reorganization of the former general education curriculum. The total number of credits in the new General

Education Program is forty-two (42). All associate degree-seeking students must complete the Common Core and all baccalaureate degree-seeking students must complete the Common Core and the Medgar Evers College Option. The Common Core can actually range from 30 to 34 credits since a student may elect to use four-credit courses in mathematics, in the life and physical sciences, and in the area of the scientific world to fulfill requirements. Such courses are herein referred to as STEM variants. Students who transfer to Medgar Evers must meet the new requirements and at a minimum will be required to complete a portion of the College Option.

### THE REQUIRED CORE

The Required Core is comprised of four courses (12 credits) that provide the fundamental knowledge and skills to enable a student to pursue successfully his/her higher education goals. These courses offer students a foundation in critical thinking, effective writing, quantitative reasoning, research, ethics and ethical behavior, and scientific principles governing natural phenomena. The particular requirements in The Fixed Core are as shown:

- English Composition (two courses, six credits)
- Mathematical and Quantitative Reasoning (one course, three credits)
- Life and Physical Sciences (one course, three credits)

### THE FLEXIBLE CORE

The Flexible Core consists of six courses (18 credits) in the arts and sciences that broaden the perspectives of students, while strengthening their knowledge about world cultures and global issues, diversity in the growth of America, development of social institutions, and the roles of creative work and of science and technology in advancing society. A student must take six courses in The Flexible Core with at least one course in each of the five general knowledge areas listed.

- World Cultures and Global Issues
- U. S. Experience in its Diversity
- Creative Expression
- Individual and Society
- Scientific World

### THE MEDGAR EVERS COLLEGE OPTION - BACCALAUREATE DEGREE-SEEKING STUDENTS ONLY

The Medgar Evers College Option (for baccalaureate degree-seeking students, only) involves four courses (12 credits) from two clusters of the former General Education program.

The Option requirements are as listed: One course from the Socio-Cultural Cluster and three courses from the Integrative Knowledge.

The Medgar Evers College Option is a set of courses that complements and supplements the Required Core and the Flexible Core. Associate degree-seeking students are not required to take the College Option. **[Associate degree-seeking students take only the Common Core of 30 to 34 credits to meet the new General Education requirements.]** The Medgar Option courses have been chosen because they have the potential to enrich both the student's experience at the College and in the future as a lifelong learner. The

Option requires that a student take from 6 to 12 credits, depending on the status of the student at the time of entry.

A student who enters the College in the fall of 2013 as a baccalaureate degree seeking student must take all 12 credits in the College Option. A course taken to meet the requirement in one part of the program cannot be used to meet the requirement in another part of the program. For example, a course taken and passed to fulfill a requirement in The Flexible Core cannot be used to satisfy a requirement in the Medgar Evers College Option. In selecting courses to satisfy the new general education requirements all students should consult their respective academic advisors.

### STEM VARIANTS

In attempting to meet the general education requirements in Mathematical and Quantitative Reasoning, in the Life and Physical Sciences, and in the area of the Scientific World, students may elect to take a more demanding course in each category. Such a decision might be based on the major program of study and/or the interest of the student. For example, baccalaureate degree-seeking students with majors in Biology, Computer Science, Environmental Science, Mathematics, and Nursing have the option of fulfilling the Mathematical and Quantitative Reasoning requirement by taking a mathematics course that also fulfills a major requirement. These students can also fulfill the Life and Physical Sciences and the Scientific World requirements by taking science courses that also meet major degree requirements. Courses that can be used this way are referred to as STEM Variants. A STEM variant is available for business majors in mathematics.



## New General Education Core Requirements Effective Fall 2013

Starting in Fall 2013 all new first-time freshmen and transfer students will enroll in the CUNY Pathways curriculum: a 30-credit Common Core for all students and an additional 6-12 credits in the College Option for baccalaureate students. The Common Core consists of 12 credits in the Required Core and 18 credits in the Flexible Core. All continuing students can opt-in to the Pathways Curriculum and are encouraged to meet with an advisor to determine the best course of action based on their goals and credits earned.

### REQUIRED CORE – 12 CREDITS

The Required Core consists of 6 credits of English Composition, 3 credits in Mathematics and Quantitative Reasoning, and 3 credits in Life and Physical Sciences; requirements for MEC students follow:

#### English Composition – 6 credits

ENGL 112	College Composition I	3 credits
ENGL 150	College Composition II	3 credits

#### Mathematics and Quantitative Reasoning – 3 credits\*

MTH 115	Nature of Mathematics	3 credits
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#### Life and Physical Sciences – 3 credits\*

BIO 101	Introduction to the Science of Biology	3 credits
OR	OR	
PHY 101	Introduction to Physical Science	3 credits

### FLEXIBLE CORE - 18 CREDITS

The Flexible Core consists of 6 three-credit courses with at least one course from each area below and no more than two courses from a given discipline; requirements for MEC students follow:

#### World Cultures & Global Issues

ENGL 212	World Literature: The Evolving Canon	3 credits
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#### U. S. Experience In its Diversity

HIST 200	The Growth and the Development of the U.S.	3 credits
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#### Creative Expressions

ART 100	Introduction to World Art	3 credits
MUS 100	Introduction to World Music	3 credits

#### Individual & Society

SSC 101	Culture, Society, and Social Change	3 credits
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#### Scientific World

BIO 211	Biotechnology and Society	3 credits
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\*students may substitute STEM variants in these areas as indicated below

### MEDGAR EVERS COLLEGE OPTION- 12 CREDITS

#### (Baccalaureate Degree Students Only)

#### Socio-Cultural and Diversity Cluster III

Students take ONE COURSE from the following:

Course Number	Title	Credits
ECON 330	Global Trade & Political Economy	3 credits
ENGL 214	Critical Issues in Global Literature	3 credits
FREN/SPAN 101	Foreign Language I #	3 credits
PSYC 300	The Psychology of Women	3 credits
ART 200	African American Art History	3 credits
ART 201	African Art History	3 credits
ENGL 319	African American Literature I 1619 – 1932	3 credits
ENGL 320	African American Literature II 1932 – Present	3 credits
ENGL 325	Caribbean Literature	3 credits
ENGL 326	African Literature	3 credits
ENGL 328	Latin American Literature	3 credits
ENGL 331	Asian American Literature	3 credits
ENGL 360	Black Women Writers	3 credits
MASS 273	Black Creative Arts	3 credits
SSC 306	Race Class and Gender	3 credits

**Socio-Cultural and Diversity Cluster III (continued)****Students take ONE COURSE from the following:**

Course Number	Title	Credits
SOC 209	Urban Sociology and Lifestyles	3 credits
SOC 211	Social Movements and Globalization	3 credits
SOC 202	Sociological Exploration of the African American Family	3 credits
SOC 302	Social Stratification	3 credits
SOC 300	Sociological Theory	3 credits

**Integrative Knowledge Cluster IV****Students must take THREE COURSES from the following (one Humanities, one Social & Behavioral Sciences, one Natural Sciences & Mathematics):**

Course Number	Title [Anchor Discipline]	Credits
FREN/SPAN 102	Foreign Language II# [Humanities]	3 credits
ENGL 363	Literature The Global City [Humanities]	3 credits
ENGL 370	Special Topics in Literature [Humanities]	3 credits
ENVS 200	Environmental Health Issues [Natural Sciences & Math]	3 credits
ENGL 333	The Body in Place and Culture [Humanities]	3 credits
MASS 473	Hip-Hop: Political, Historical, Social Discourses [Social & Behavioral]	3 credits
ECON 430	War on Drugs: Economics, History and Public Policy [Social & Behavioral]	3 credits
REL 301	The Bible and Hermeneutics [Humanities]	3 credits
REL 402	Women in Religion [Humanities]	3 credits
HIST 300	Women Leaders in Civil Rights Movement [Social & Behavioral]	3 credits

\*students who take Foreign Language I in the Socio-Cultural and Diversity Cluster must take Foreign Language II in the Integrative Knowledge Cluster



**STEM VARIANTS FOR GENERAL EDUCATION COMMON CORE**

Any student can take STEM variant courses as substitutes for Common Core requirements in Mathematical and Quantitative Reasoning, Life and Physical Sciences, and the Scientific World as approved below; STEM variant courses must satisfy major requirements.

**STEM VARIANTS: Mathematical and Quantitative Reasoning**

MEC Course	Course Title	Credit Hrs	Lec/Lab Hrs	Workshop Hrs	Total Contact Hrs	Degree/Major Program Requirement
MTH 136	Intermediate Algebra and Trigonometry	3	4	0	4	Similar/Substitute for MATH 138
MTH 138	College Algebra & Trig	3	5	0	5	AS, BS/Biology
MTH 141	Finite Math	4	4	0	4	BS/Business
MTH 151	Pre-Calculus	4	4/1	0	5	BS/Biology
MTH 202	Calculus I 4	4/2	0	6		AS, BS/Mathematics & Computer Science, BS/ Biology & Environmental Science
MTH 203	Calculus II	4	4/2	0	6	AS,BS/Mathematics & Computer Science, BS/ Biology & Environmental Science
MTH 204	Calculus III	4	4/2	0	6	BS/Mathematics, Environmental Science
MTH 209	Elementary Statistics	4	4	0	4	BS/Nursing

**STEM VARIANTS: Life and Physical Sciences, and the Scientific World**

MEC Course	Course Title	Credit Hrs	Lec/Lab Hrs	Workshop Hrs	Total Contact Hrs	Degree/Major Program Requirement
BIO 104	Human Body Structure and Function	4	3/3	0	6	Certificate in Practical Nursing
BIO 111	Introduction to Biology	3	4	0	4	AS, BS/Biology
BIO 150	Introduction to Anatomy & Physiology	4	3/3	0	6	AS/Nursing
BIO 151	Anatomy and Physiology of Human Systems I	4	3/3	0	6	AS/Nursing
BIO 152	Anatomy and Physiology of Human Systems II	4	3/3	0	6	AS/Nursing
BIO 201	Gen Biology I	4	3/3	0	6	AS, BS/Biology
BIO 202	Gen Biology II	4	3/3	0	6	AS, BS/Biology
BIO 251	Human Anatomy & Physiology I	4	3/3	0	6	AS/Nursing
BIO 252	Human Anatomy & Physiology II	4	3/3	0	6	AS/Nursing
BIO 261	Pathogenic Microbiology & Immunology Health Professionals	4	3/3	0	6	AS/Science
CHM 105	Chemistry for Health Professionals	4	3/3	0	6	AS/Nursing
CHM 112	Basic Chemistry	3	4	0	4	BS/Biology
CHM 201	Gen Chemistry I	4	3/3	1.5	7.5	BS/Biology, Environmental Science

**STEM VARIANTS: Life and Physical Sciences, and the Scientific World (continued)**

MEC Course	Course Title	Credit Hrs	Lec/Lab Hrs	Workshop Hrs	Total Contact Hrs	Degree/Major Program Requirement
CHM 202	Gen Chemistry II	4	3/3	1.5	7.5	BS/Biology, Environmental Science
PHY 114	Basic Physics	3	3/1	0	4	BS/Mathematics AS/Science
PHY 211	University Physics I	4	4/3	1.5	8.5	BS/Computer Science, Environmental Science
PHY 212	University Physics II	4	4/3	1.5	8.5	BS/Computer Science, Environmental Science
PHY 213	University Physics III	4	4/3	1.5	8.5	BS/Computer Science, Environmental Science

### CREDIT FOR PRIOR LEARNING BY PORTFOLIO

Adult learners returning or entering Medgar Evers College with prior knowledge now have an opportunity to translate their prior learning into college credits. Students can earn college credits for their prior knowledge in two ways:

1. Take and pass a College Board CLEP exam
2. Develop a Portfolio

### COLLEGE LEVEL EXAM PROGRAM (CLEP)

College Board created the College Level Examination Program (CLEP) to allow students to earn college credits for knowledge they possess, but could not measure otherwise. College Board offers 33 introductory college level subjects. Students can earn credits for what they already know. Medgar Evers College is a CLEP test center.

1. CLEP exams are computerized.
2. CLEP exams are 90 minutes long. However, College Composition is 120 minutes.
3. CLEP exams contain mainly multiple-choice questions. College Composition may include essays.
4. The recommended passing score is 50, a score equivalent to a grade of C.
5. An unofficial score report is available upon completion of each exam, excluding College Composition and College Composition Modular.
6. The American Council on Education (ACE) recognizes CLEP.
7. Each CLEP exam cost \$80. The administrative fee at Medgar Evers College is \$35 for each exam.

Contact the Testing Center at 718-270-4835 for Test dates

### CLEP ELIGIBILITY

Medgar Evers College is CLEP Test Center. The exams are available to students enrolled at Medgar Evers College as well as individuals of the community. All students should consult their college or university before taking a CLEP exam. Medgar Evers College students must consult the Credit for Prior Learning (CPL) Coordinator before scheduling a CLEP exam.

### MEDGAR EVERS COLLEGE STUDENTS ELIGIBILITY REQUIREMENT

- Consult the Credit for Prior Learning Coordinator (CPL) in the Testing Center.
- Students must satisfy the University's basic skills requirement in reading, writing, and mathematics.
- Students are required to have a grade point average (GPA) of 2.0 or better.

### CLEP APPLICATION PROCESS

The Testing Center staff administers CLEP exams once a month on a walk-in basis from 10:00am-3:00pm. Exam candidates should contact the Testing Center at 718-270-4835 for test dates.

- All candidates will obtain, and complete the CLEP application from the Testing Center on the day of the exam.
- The administrative fee is \$35.00 per exam. The Testing Center staff request that students pay administrative fees, on the day of the exam to the Bursar's Office. administrative fee on the day of the exam.
- College Board charges an \$80.00 fee for each CLEP exam.

Medgar Evers College test center only accepts credit or debit card payment for College Board's fees. We do not accept money orders for College Board's fees.

- Exam fees are non-refundable.

### CLEP EXAM DAY

Please bring two forms of ID, at least one must be a government issued ID.

- Candidates must arrive before 3:00pm. Testing Center staff will not allow any student into the testing laboratory after 3:00pm.
- Candidates taking two CLEP exams on the same day must arrive no later than 3:00pm.
- Examination candidates, must complete the CLEP application obtained from the Testing Center, and pay all fees.
- Examination regulations, do NOT allow candidates to take books, notes, practice exams, calculators, cell phones, pagers, and watches with alarms, other electronic devices, food, and beverages into the testing laboratory.

### SPECIAL ACCOMMODATIONS

If you have a disability and you require special accommodations for the CLEP exam, please inform the Testing Center staff before the day of the exam. All exam candidates requesting special accommodation must submit official, original, written documentation before the day of the exam. Please contact the Testing Center at 718-270-4835 for additional information.

### PORTFOLIO APPLICATION PROCESS

- Students must obtain an application from the Credit for Prior Learning (CPL) Coordinator in the Testing Center.
- The department Chairperson must sign the application form.
- Students must consult the CPL Coordinator to register for the CPL seminar.
- Before submission of the portfolio for assessment, students must pay a non-refundable fee of \$75.00 to the Bursar's Office.

### PORTFOLIO DEVELOPMENT

A portfolio is a document presented by a student to the college requesting credits for knowledge about a subject that occurred outside the classroom. The portfolio must be well documented and organized. It is a collection of evidence to support the student's claim for credit, through a Prior Learning Assessment (PLA) process. Students must align their knowledge with the course(s) they are petitioning. The respective academic department performing the assessment, will award credits for learning as it relates to the course rather than, solely on years of experience.

#### Academic Programs

- Students must satisfy the University's basic skills requirement in reading, writing, and mathematics before developing a portfolio.
- A student must consult the Credit for Prior Learning Coordinator and the Chairperson of the department of his or her declared course of study.
- Students must receive approval from the department Chairperson before developing a portfolio.
- Students must register for a Portfolio Development Seminar.

#### **PORTFOLIO ELIGIBILITY**

- Students must be enrolled full-time or part-time at Medgar Evers College.
- A student must complete a minimum of 24 college credits before developing a portfolio.
- Students must complete English 112 and English 150 before developing a portfolio.
- Students are required to have a GPA of 2.0 or better.

#### TESTING CENTER CONTACT INFORMATION

1150 Carroll Street Room C-311

Brooklyn, NY 11225

Ph: 718-270-4835

Fax: 718-270-4845

Email: asktesting@mec.cuny.edu

**CLEP EXAM EQUIVALENT AT MEDGAR EVERS COLLEGE**

<b>CLEP EXAMS OFFERED</b>	<b>MEC EQUIVALENT</b>	<b>SCORE</b>	<b>CREDITS</b>
<b>ACCOUNTING</b>			
Financial Accounting	NO EQUIVALENT		
<b>BIOLOGY</b>			
Biology	BIO 101 or 111	50	3
<b>BUSINESS</b>			
Introductory Business Law	LAW 208	50	3
Principles of Management	MAN 200 or 211	50	3
Principles of Marketing	MAR 231	50	3
<b>CHEMISTRY</b>			
Chemistry	CHM 112	50	3
Natural Sciences	NO EQUIVALENT		
<b>COMPUTER APPLICATION</b>			
Information Systems and Computer Application	CIS 211 or CL 101	50	3
<b>ECONOMICS</b>			
Principles of Microeconomics	ECON 213	50	3
Principles of Macroeconomics	ECON 212	50	3
<b>ENGLISH</b>			
American Literature	NO EQUIVALENT		
Analyzing and Interpreting Literature	NO EQUIVALENT		
College Composition	NO EQUIVALENT		
College Composition Modular	NO EQUIVALENT		
English Literature	NO EQUIVALENT		
<b>FOREIGN LANGUAGE</b>			
French Language	FREN 101 & 102	50	6
German Language	NO EQUIVALENT		
Spanish Language	SPAN 101 & 102	50	6
<b>HISTORY AND SOCIAL SCIENCE</b>			
American Government	POL 200	50	3
History of the United States I: Early Colonization to 1877	HIST 200	50	3
History of the United States II: 1865 to the Present	NO EQUIVALENT		
Human Growth and Development	PSYC 229	50	3
Humanities	NO EQUIVALENT		
Introduction to Educational Psychology	NO EQUIVALENT		
Introductory Psychology	PSYC 101	50	3
Introductory Sociology	SCO 101	50	3
Social Sciences and History	SSC 101	50	3
Western Civilization I: Ancient Near East to 1648	NO EQUIVALENT		
Western Civilization II: 1648 to the Present	NO EQUIVALENT		
<b>MATHEMATICS</b>			
College Algebra	NO EQUIVALENT		
College Mathematics	NO EQUIVALENT		
Calculus	NO EQUIVALENT		
Precalculus	NO EQUIVALENT		

## Academic Advising Center

**Director:** Jason Pelosi  
718 270-5170 office  
718 270-5181 fax  
jpelosi@mec.cuny.edu

**Office:** S-220

### Academic Advising Center

The mission of the Academic Advising Center (AAC) is to provide students above 30 credits with accurate information and advisement related to curriculum requirements; academic standards; college policies, procedures and regulations; and personal concerns that may impact students' academic performance. Each student will be assigned a trained academic advisor that will work with you throughout your academic career at Medgar Evers College.

The primary goals of the Academic Advising Center are to provide academic and counseling services to our students. The Center's operation is based on a dual-model, which will entail providing academic advisement and counseling services to students via an assigned academic advisor and faculty mentor. The AAC enables Academic Advisors, Counselors, Faculty Mentors and Peer Leaders to work collaboratively to meet the needs of our students while simultaneously addressing student retention. The Center forges strong collaborative working relationships between Student Affairs and Academic Affairs in the delivery of academic and counseling services.

The Academic Advising Center model assigns Academic Advisors to work with students in each of the three School. The Academic Advisors provide academic advising and graduation certification services for students in the assigned disciplines within each School. Each Academic Advisor reports to the Director of the Student Advocacy and Support Services Center.

The Academic Advising Center is located in Room, S-220 in the Student Services Building. The telephone number is 718 270-5170.

### CONDITIONS FOR RETENTION AND ACADEMIC PROGRESS

At the end of the each semester, the Grade Point Averages (GPAs) and credits accumulated for each student are reviewed. All students who are not in good academic standing, based on the required standards listed, are placed in one of the following categories of warning, probation or dismissal.

#### Warning

Any time a student's semester Grade Point Average falls below the minimum cumulative GPA (standard criteria); The student is placed on WARNING for the following semester and is sent a warning letter requesting that the student meet with a counselor for guidance. Students on WARNING may be required to:

1. Register for a restricted reduced course load.
2. Attend counseling sessions with their academic advisor to increase the possibility for improvement.

#### Probation

If the cumulative Grade Point Average is less than the standard criteria listed below, the student is placed on probation and is sent a letter of notification, and a written recommendation detailing the courses they must take.

The following represent the required cumulative GPA standards:

Students on Probation will be required to:

1. Attain a Grade Point Average each semester, equal to or above the minimum cumulative GPA requirement. The minimum standards are based on attempted credits. For example, if the student has attempted twenty-five (25) or more credits, the requirement is a 2.00 or better cumulative GPA.
2. Register for a restricted reduced course load.
3. Attend required advisement sessions with assigned academic advisor.
4. Complete basic skills 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 at the end of each 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 or more, the student may be deemed a dismissal candidate of the College and is sent a letter via the Scholastic Standing Committee (SSC). Students are dismissed at the end of each semester.

#### Appeals for Review of Dismissal Action

A student may file for an appeal to the Scholastic Standing Committee. Students are required to sit out for one year. However, a student may submit an appeal for reinstatement 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 reinstatement. 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 to the College-wide Academic Standards and Regulations Committee (ASRC) for a final ruling. A copy of the appeal form is to be sent from the ASRC to the Office of Academic Affairs. If the ASRC rules in favor of reinstatement, then the ASRC will complete a recommendation form with copies distributed to the student, the Office of Academic Affairs and the SSC. The SSC will forward a list of all students who are reinstated to the Registrar, Financial Aid Office, Academic Advising Center, SEEK/Special Programs, Freshman Year Program, and to the Dean of each School. Probation and reinstated students must adhere to the SSC 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 one or more continuous semesters at the College. An application is made through the Office of Admissions. Students applying for readmission whose cumulative Grade Point Average is less than 2.0, must be evaluated by the SSC in consultation with the Department of the prospective student's major. If the evaluation is favorable the student is readmitted on probation, pending final clearance of all other stops on the student's registration. The student receives a written recommendation regarding the conditions for readmission on probation. Students who are readmitted on probation and do not adhere to the SSC recommendations, nor demonstrate academic progression will be dismissed.

### Probation and Dismissal Stops

Probation and Dismissal "Stops" are automatically placed on the registration of all students to insure that students follow the recommendations of the SSC and ASRC. (Probation and Dismissal "Stop" are released only by the AWPD Coordinator.)

### Transfer of College Credits

Students transferring from any U.S. accredited college who have successfully completed College level English and Math courses with a "C" or better grade will be exempted from taking skills assessment tests and from basic skills.

## Accelerated Study in Associate Programs (ASAP)

**Director:** Eric Neutch  
718 804-8209 office  
718 270-5181 fax  
eneutch@mec.cuny.edu

**Office:** S-206

Accelerated Study in Associate Programs (ASAP) assists students in earning associate degrees within three years by providing a range of financial, academic, and personal supports.

### Benefits

Benefits received by ASAP students include:

- Access to an unlimited MetroCard while you are in classes.
- A voucher to reduce the cost of textbooks.
- A tuition waiver for any gap between tuition and your financial aid award (for students in receipt of financial aid).
- A dedicated ASAP advisor to guide your progress from entry to graduation.
- Special registration options that help you get the classes you need that also fit your schedule.
- Opportunities to take classes with fellow ASAP students to foster community and build your network.
- Enhanced career development and academic support service.

### Eligibility Criteria

All students must:

- Complete all CUNY admissions requirements, including the CUNY Assessment Test. To apply to CUNY visit: [www.cuny.edu/admissions](http://www.cuny.edu/admissions).
- Be a New York City resident and/or eligible for in-state tuition.
- Agree to study full-time (minimum 12 credits per semester) in an ASAP-approved Associate degree program.
- Complete the FAFSA at [www.fafsa.gov](http://www.fafsa.gov) and the New York State TAP application at [www.hesc.ny.gov](http://www.hesc.ny.gov). Students not in receipt of financial aid but otherwise eligible may join ASAP but are responsible for paying all tuition and fees.
- Current CUNY or transfer students may have 15 or fewer college credits at the completion of the semester prior to entering the program and must be in good academic standing (GPA of 2.0 or above).
- Be fully skills proficient or have no more than two outstanding developmental course needs at the time of entry. Students with developmental course needs are required to enroll and participate actively in the Immersion program.

- Students cannot participate in both ASAP and another MEC special program (SEEK or Elite Scholars). Current SEEK or Elite Scholars are not eligible to apply to ASAP.

To determine whether you are eligible for ASAP, try the quick and easy ASAP Eligibility Checklist. Visit the CUNY ASAP website for more information.

### Programs of Study

The following are ASAP-approved majors:

- Liberal Arts (All Concentrations)
- Business Administration
- Science
- Teacher Education
- Public Administration
- Computer Science
- Computer Applications

### How to Apply

Program spaces are limited. Information Session attendance is required to join the program. Call 718-804-8209, email [asap@mec.cuny.edu](mailto:asap@mec.cuny.edu) or visit the ASAP office in the S-Building (1637 Bedford), Room 206 with any questions.

## College Now

**Director:** Nicole Berry  
718 270-6413 office  
718 270-6435 fax  
[nberry@mec.cuny.edu](mailto:nberry@mec.cuny.edu)  
**Office:** S-202

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

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



## Evening and Weekend Programs

**Director:** Yvette Wall  
718 270-5085 office  
718 270-5177 fax  
eveweekend@mec.cuny.edu

**Office:** C-317

The **mission** of the Office of Evening and Weekend Programs (OEW) delivers extended services in the evenings and on weekends to students and faculty. The OEW collaborates with academic departments to increase evening, weekend and accelerated course offerings. The Office also serves as liaison to the academic and administrative areas of the college.

The College understands that in this ever changing world, the pursuit of higher education should be accessible; therefore there must be alternatives to the traditional route to acquiring an undergraduate degree.

Why choose the MEC Evening and Weekend Programs?

- The program serves a student population whose lifestyles require educational options (adaptability and affordability)
- Flexibility of attending college on a full or part time basis

When are courses offered?

- Monday - Friday evening classes begin as early as 4:00 p.m. (majority of classes start after 5:30p.m.)
- Saturday and Sunday classes begin as early as 8:30 a.m.

### Evening and Weekend Degrees

- A. A. in Liberal Arts
- A.A.S. in Nursing
- B. S. in Nursing
- B. S. in Biology
- B. S. in Accounting
- B. A. in Liberal Arts

### Options to Complete a Degree

- Fast Track/Accelerated Courses (3- credit courses completed within 7 weeks)
- Online Courses (fully online courses and hybrid delivery format)
- College Level Examination Program (CLEP) through the College Board
- Credit for Prior Learning through Portfolio Development
- Summer Immersion and Winter Intersession Courses

## Freshman Year Program

**Director:** Zulema Blair  
718 270-5111 office  
718 270-5181 fax  
zblair@mec.cuny.edu

**Office:** B-2015 Q

### FRESHMAN YEAR PROGRAM (FYP)

The mission of the Freshman Year Program is to orient and retain incoming and second semester students by providing personalized academic advisement and support services. The primary goal of the Freshman Year Program is to assist first and second semester freshman with many of the transitional issues they face during their first academic year in college. This goal encompasses academic, personal and career advisement. In addition to instructional activities within their freshman seminar courses, academic advisors provide crisis intervention, referrals and follow-up. Freshman Seminar I (FS 101) focuses on five interdisciplinary modules (Bonding, Orientation, Study Library Skills, Wellness and Education/Careers), an extensive orientation to Medgar Evers College, and how to successfully meet the demands of college and personal responsibilities while maintaining physical, emotional and social health.

Freshman Seminar II (FS 102) primarily focuses on the Education/ Careers module introduced in FS 101 and enhancing students' critical thinking and problem solving skills in written and oral expressions.

### COURSE DESCRIPTIONS

#### FS 101 Freshman Seminar I

1 credit; 3 class hours

Freshman Seminar is designed to provide first-time college students and first and second semester Re-Admit students with the necessary skills required for a successful college experience. Five interdisciplinary modules will be presented: Bonding, Orientation, Study/Library Skills, Wellness, and Education/Careers. Skills will include study habits, listening, note/test taking, library and research techniques, college/life management, and student rights and responsibilities as they relate to Medgar Evers, the institution, mission, organization and function of its offices. Library Research/ Study Skills will be reinforced throughout the curriculum. This course is not to offered to SEEK students. *Pre-requisite: None*

#### FS 102 Freshman Seminar II

1 credit; 1.5 class hours

This course will continue to reinforce student awareness of college services, foster students' involvement in college, community resources and activities, and foster critical thinking and problem solving skills. The five interdisciplinary modules introduced in FS 101 (Bonding, Orientation, Study/Library Skills, Wellness, Education/ Careers) will be reinforced, moving from the theoretical to a practical hands-on approach. The Education/Careers module will be the focus of FS 102. The major course emphasis is to expose freshman students to career development techniques including career exploration, job search techniques, resume preparation, interviewing strategies, self assessment awareness and graduate school exploration.

## Learning Center

**Director:** Michael Chance  
718 270-5138 office  
718 270-5154 fax  
michaelc@mec.cuny.edu

**Office:** B-1045E - Library

The Learning Center's mission is to provide academic support to meet the needs of our students. Through its various programs and services, the Academic Support Center aims to empower students to become independent learners.

The Learning Center is the central unit for the recruitment and referral of tutors to on and off campus academic support programs.

The Learning Center collaborates with academic departments for the recommendation, approval and training of tutors. Our tutors range from peer tutors with outstanding grades in the subject areas they are selected to tutor, to tutors with baccalaureate, graduate and post graduate degrees. Tutors must have an overall GPA of 3.0 and above and must have at least a "B" in the area they are selected to tutor.

The Learning Center generally has a staff of 60 tutors providing flexible hours of tutoring to day, evening and weekend students, and 6 days per week.

Services provided to Medgar Evers College students include tutoring, supervision of peer study groups, study skills instruction, computer, CD and video-assisted learning, preparation for standardized exams and accommodations for Differently Abled students. The Learning Center also provides tutors for some supplemental lab classes and teacher assistants for specific courses.

Scheduled and walk-in tutoring are available. Tutoring is done in small groups, of two to four students; scheduled tutoring is also provided for Differently Abled students and students on probation, where suited; workshops are also conducted with five or more students.

The Learning Center provides academic support in several subject areas, which include computer literacy, computer science, accounting, chemistry, biology, economics, finance, Spanish, French, psychology, political science, physical science, physics, mathematics, logic, college English, English as a Second Language, study skills, nursing exam (NLN and RN) Workshops for LPN and pre-nursing students, and CUNY American College Tests (ACT) reading and the CATW writing and CUNY math workshops for floating and transfer students. The Learning Center also works with academic and counseling departments to provide other support services to students who need them.

## Department of Special Programs

### Percy Ellis Sutton SEEK Program

**Interim Director:** Sherrill-Ann Mason  
718 270-4973 office  
718 270-5177 fax  
smason@mec.cuny.edu

**Office:** S-203 C

The Department of Special Programs houses the Percy Ellis Sutton Search for Education, Elevation and Knowledge (SEEK) Program, a major CUNY initiative. Created by the Board of Higher Education of The City University in 1964, SEEK targets students who require financial and academic support to complete a college education. SEEK students receive up to ten semesters of economic and academic support while meeting the requirements for a baccalaureate degree.

SEEK's mission is to help students overcome social, academic and economic barriers to the pursuit of their education through the provision of individual and group counseling, comprehensive academic support services and financial aid counseling and support. In addition, the program helps students develop strategies to explore academic, career and interpersonal issues related to their educational goals. Academic support services, individual and group counseling and financial aid, including a book stipend, up to three summer stipends, and additional semesters of financial aid are provided to Department of Special Programs-SEEK students through the New York State Higher Education Opportunity Program Act. SEEK's objectives are:

1. To provide a permanent and structured program of special assistance to selected students who can utilize supportive services to assist them in their efforts to obtain a quality college education and to expand the career and social options available to them.
2. To provide, by means of the Higher Education Opportunity Act, a range of intensive supportive services to help Special Programs students to successfully meet the challenge of college study.
3. To explore, develop, and demonstrate innovative techniques to enable students to achieve their academic goals.

#### SEEK COUNSELING

The SEEK Program provides individual/small-group counseling to all SEEK students. First and second-year students meet with counselors once a week in SEEK Counseling Courses (SP/C, AGRO, or SPAE). These courses are structured forums in which students explore topics that facilitate their adjustment to college, provide information about career and graduate school opportunities, and promote participation in community outreach activities. All SEEK students can meet with their counselors on an individual basis for academic advisement and personal and career counseling.

The primary goal of SEEK counseling is to develop, monitor and assess programs that help students successfully meet the challenges of college level work, overcome their educational limitations and enhance their ability to perform as students and as individuals. Student achievement, retention, and satisfactory progress towards degree completion are the basic objectives of the SEEK Program.

**ADMISSION**

To apply for admission to the SEEK Program, an applicant should complete the "Special Programs" section of the CUNY application. In accordance with State Education Law, an individual is eligible for admission to the SEEK Program if he/she meets the following criteria:

1. Is economically disadvantaged.
2. Is educationally disadvantaged.
3. Is a graduate of an approved high school or has attained a New York high school equivalency diploma or its equivalent as determined by the Commissioner of Education of the State of New York.
4. Has not previously attended a college or university, except in the case of students enrolled in the HEOP or EOP programs, or veterans who may have earned up to 18 credits of college-level work prior to entrance into the service (except for USAFI and service-connected University of Maryland credits).
5. Has resided in New York State for one year prior to the semester for which he or she is applying and has met the test for "bona fide domicile."

After acceptance into a CUNY college, SEEK applicants must submit a copy of their Federal Income Tax Return, Form 1040, and other supporting documentation to verify income eligibility and residence. Applications are available at individual CUNY College Financial Aid Offices and on-line at: [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/). (see [Financial Aid section in this catalog for further information](#))

If you are accepted into SEEK you will be required to show proof of having filed for Pell and TAP prior to being awarded any Special Programs financial assistance.

The following items are required proof:

1. Electronic notification to CUNY
2. "Student Notification" sent to you by the Pell Grant processor
3. TAP Award Certificate

**Academic Eligibility**

An applicant is academically eligible for SEEK if he/she:

1. has received a general equivalency diploma, or
2. has a high school academic average of less than 80% or ranks at the 65th or lower percentile of his/her graduating class.

**Economic Eligibility**

A student is considered economically disadvantaged if he or she is a member of a household whose total annual income falls within the limits indicated on the economic guidelines chart below. All economic eligibility criteria apply to the calendar year prior to the academic year of first entry to college. For 2015-16, it is the 2014 calendar year.

**Fall/Spring 2015-2016**

Number in Household Estimated Gross Annual Family Income:  
Including Head of Household:

1. \$21,755
2. \$29,471
3. \$37,167
4. \$44,863
5. \$52,559

6. \$60,255

7. \$67,951

\*Plus \$7,696 for family member in excess of seven (7)

An applicant is economically eligible if the applicant is part of a household where any member is a recipient of public assistance.

The foregoing eligibility requirements, except those relating to economic need and residency, shall not apply to students who have been determined eligible for entry to the SEEK Program by virtue of their satisfactory completion of the College Discovery Program.

In program standards, maintenance of SEEK status requires that a student:

1. registers as a full-time student each semester
2. enrolls in group counseling each semester
3. files a financial aid form, annually, and
4. attends tutoring

For further information on admissions procedures and eligibility, please telephone the University Office of Admission Services at 212 947-4800 or the Director of Special Programs at 718 270-4973.

**COURSE DESCRIPTIONS****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

This course is designed to familiarize students with personal money management: identifying additional financial aid resources, budgeting strategies, interpreting and processing financial aid forms and identifying legal resources. *Pre-requisite: SP/C 004*

**AGRO 102 Development of Self-Concept**

0.5 credit; 1.5 class hours

The focus of this course is to develop inner awareness. Areas addressed are the improvement of one's self concept, self assessment, the role of culture in self concept formation, and the role of unity in group survival. *Pre-requisite: SP/C 004*

**AGRO 103 Advanced Career Planning**

0.5 credit; 1.5 class hours

The focus of this course is to acquire strategies for entering the world of work. The following issues will be addressed: theories of career development, interview techniques, formulation of goals, skills for

employment, job search, resume preparation, values clarification and decision making. *Pre-requisite: SP/C 004*

**AGRO 104 Politics, You and Your Community**

0.5 credit; 1.5 class hours

This course is designed to heighten the awareness of the political process. Issues to be covered include: the voter registration process, club house politics, the relationship between politics and the absence or presence of community resources, citizen rights and responsibilities, and city and state political personality profiles. *Pre-requisite: SP/C 004*

**AGRO 105 Skills for Urban Living**

0.5 credit; 1.5 class hours

This course is designed to facilitate the acquisition of survival skills needed for urban living. Issues that will be addressed are: self advocacy, consumer education, crime prevention, tenant's rights, organized resource banks, and organizing community groups. *Pre-requisite: SP/C 004*

**AGRO 106 Parenting and Family Relationships**

0.5 credit; 1.5 class hours

This course will explore the areas of parenting and family relationships. The areas that will be explored are: parental care, child care, prevention of child abuse, alternative family systems, male/female relationships, and the effect of slavery on minority families. *Pre-requisite: SP/C 004*

**AGRO 201 Issues in Minority Education**

0.5 credit; 1.5 class hours

This course is designed to provide information on social factors affecting minority entry into institutions of higher education. It will address issues on the roles of community based colleges, equal access to higher education, and graduate and professional school opportunities. *Pre-requisite: SP/C 004*

**AGRO 202 Honors/Cultural Program**

0.5 credit; 1.5 class hours

The focus of this course will be the study of exceptional academic achievement. Areas of concentration will center on involvement in the political process, cultural and/or social activities, research, student initiated activities, and guest lectures on current and historical events. *Pre-requisite: SP/C 004*

**AGRO 203 The Legacy of Medgar Wiley Evers**

0.5 credit; 1.5 class hours

This course will focus on structured motivational materials and it will provide opportunities for self discovery and direction. Structured motivational exercises as well as student centered activities will constitute the group's thrust in regard to the historical context of Medgar Evers and the legacy of the Civil Rights Era. *Pre-requisite: SP/C 004*

**AGRO 204 Liberal Arts and Education Seminar**

0.5 credit; 1.5 class hours

This course will expose students to the wide range of career and study options available in the disciplines that comprise the liberal arts and education fields. The course includes educational excursions, seminars, and activities. Students are introduced to faculty from the School of Liberal Arts and Education. *Pre-requisite: SP/C 004*

**AGRO 205 Business Seminar**

0.5 credit; 1.5 class hours

This course is designed to expose students to the wide range of career and study options available in the disciplines that comprise the School of Business. Students attend educational excursions and seminars, and participate in activities designed to familiarize them with professions within the business and public administration fields. The course involves participation of faculty from the School of Business.. *Pre-requisite: SP/C 004*

**AGRO 206 Science, Health and Technology Seminar**

0.5 credit; 1.5 class hours

This course is designed to expose students to the wide range of career and study options available in the disciplines that comprise the sciences. Students attend educational excursions and seminars, and participate in activities designed to familiarize them with professions within the business and public administration fields. The course involves participation of faculty from the School of Science, Health and Technology. *Pre-requisite: SP/C 004*

**AGRO 301 Achievement Motivation**

0.5 credit; 1.5 class hours

This course is designed to familiarize students with self-study exploration, development of achievement strategies, goal setting related to academic success, career actualization, and the development of interpersonal relationships and supports. *Pre-requisite: SP/C 004*

**SPAE 001 Special Programs Academic Enhancement Seminar**

0 credit; 1.5 class hours

This course is designed to assist students in developing strategies to remove themselves from academic jeopardy and to successfully confront academic challenges. Areas addressed will include self exploration, self concept assessment and motivation, personal academic assessment, time management, and study habits. A tutor is assigned to the class to provide students with additional support. *Pre-requisite: None*

**SP/C 001W Seek Counseling Workshop**

0 credit; 0 class hours

This workshop is designed to assist incoming freshmen students with the adjustment to a new academic environment and to inform them about the resources available to assist them in achieving academic and personal success. The general focus of the course will be on academic requirements, available college resources and services, self-development, goal clarification, and active engagement with learning. To facilitate this, the methods of instruction will include class discussions, group activities, field trips, presentations, guest speakers, and films.

**SP/C 003 Transition from High School to College**

0.5 Credits; 1.5 Hours

This course is designed to provide an orientation to college life. It focuses on the development of skills needed to cope with academic endeavors. Topics will include: developing effective study skills, habits and attitudes, student rights and responsibilities, choosing a major, test skills, listening skills, and orientation to college structure. *Pre-requisite: None*

**SP/C 004 College as a Social System**

0.5 Credits; 1.5 Hours

This course completes the introductory core of counseling classes for SEEK freshmen. It is designed to equip students with essential skills for successful academic careers. The course serves to involve students with the "College as a Social System" by covering such modular topics as: academic divisions, administrative functions, MEC within CUNY, Special Programs, and extracurricular activities. *Pre-requisite: SP/C 003*

**Predominantly Black Institutions (PBI)**

**Director:** Oriel Straker  
718 270-4953 office  
718 270-5177 fax  
ostraker@mec.cuny.edu

**Office:** C-318

The Predominately Black Institutions Program (PBI) at Medgar Evers College provides academic support services known as Supplemental Instruction (SI). SI is a student-centered program that utilizes peer led study groups to help students succeed in traditionally difficult courses such as; ENG 112,150, MTH 136, 138 151, BIO 201, CHEM 105,201 and Developmental Math MTH 09, 010. These study groups are conducted by peer students who have previously completed these courses and have demonstrated competency in the course and are recommended by a professor. In addition; PBI conducts graduate school awareness activities, workshops and campus tours within CUNY and private colleges or universities to increase student's awareness and involvement in their field of study. These activities support student development of their academic goals through workshops, field trips, research and community networks. For additional information; contact ostraker@mec.cuny.edu or call 718-270-4953.

**Graduate School Awareness**

A series of informational seminars and graduate school activities to increase students' involvement in their field of study.

Promote activities that support student development of academic goals through workshops, field trips, research and the use of community networks in their field of study.



## Study Abroad

**Director:** Eugene Pursoo  
718 270-5136 office  
718 270-5177 fax  
mecstudyabroad@mec.cuny.edu

**Office:** B-3010

The Study Abroad Office offers a variety of overseas programs for undergraduate credit with partner institutions in Paris, France; Kingston, Jamaica and Granada, Spain. Other study abroad programs are available to MEC students through other CUNY institutions as well as through the College Consortium for International Studies (CCIS), which has programs in more than 25 countries. A minimum grade point average of 2.5 is required for participation in MEC-sponsored study abroad programs. There is no foreign language prerequisite required to study abroad; however, students are encouraged to study the language of the country and are placed in courses based on their fluency in the language of instruction. The Study Abroad Office staff can provide assistance and information about applications, financial aid, and program orientation and re-entry. To prepare effectively for participation in the any study abroad program, students are encouraged to investigate the overseas study opportunities early in their academic careers. Most financial aid grants and loans can be transferred to study abroad programs. In addition students can apply for several different local and national scholarships for which they are eligible. For additional information, please visit [www.mec.cuny.edu/study\\_abroad/](http://www.mec.cuny.edu/study_abroad/).

## Writing Center

**Director:** Aisha Williams  
718 270-6953 office  
718 270-5177 fax  
writingcenter@mec.cuny.edu

**Office:** B-1032X

The Writing Center at Medgar Evers College (MEC) offers an array of services designed to help students with essays and other writing assignments. Our mission is to mold students into writers who are able to articulate original ideas both inside and outside of the classroom. MEC Writing Center Fellows and peer tutors serve as writing coaches and are trained to help students improve their writing skills across all disciplines. The center provides one-on-one tutoring services for students at all stages of the writing process. We emphasize structure, mechanics, organization, clarity, and style, as well as the development of students' critical thinking and reading skills. Visit us when you need help crafting research papers, essays, personal statement essays for scholarships and more. Throughout the year, the center conducts an array of grammar and writing workshops, which are led by senior tutors and CUNY Writing Fellows. In addition, Writing Fellows and peer tutors work directly with professors to tailor group workshops for specific courses. For additional information please email [writingcenter@mec.cuny.edu](mailto:writingcenter@mec.cuny.edu) or call 718-270-6953.







# Academic Schools and Departments



# School of Business

EDGAR EVERS COLLEGE

# School of Business

**Dean:** Jo-Ann Rolle  
718 270-5110  
jrolle@mec.cuny.edu  
**Office:** B-2015 T

**Administrative Assistant:** Lisa Hartridge-Lucas  
718 270-5110  
hartridge@mec.cuny.edu  
**Office:** B-2015

## Departments and Chairpersons

### Accounting

**Rosemary Williams** 718 270-5104  
rwilliams@mec.cuny.edu  
**Office:** B-2032 V

### Business Administration

**Evelyn Maggio** 718 270-5103  
emaggio@mec.cuny.edu  
**Office:** B-2032 J

### Computer Information Systems

**Vacant** 718 270-5115  
**Office:** B-2015 B

### Economics and Finance

**Chinyere E. Egbe** 718 270-5071  
egbe@mec.cuny.edu  
**Office:** B-2015 F

### Public Administration

**Wallace Ford III** 718 270-5161  
wford@mec.cuny.edu  
**Office:** B-2015 L

## GENERAL INFORMATION

The School of Business offers the following undergraduate degrees:

B.S. Accounting  
B.P.S. Applied Management  
B.S. Business  
B.S. Computer Information Systems  
B.S. Public Administration  
A.S. Business Administration  
A.A.S. Computer Applications  
A.S. Public Administration

## MISSION

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

## VISION

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

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

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

## ACCREDITATION STATEMENT

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

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

## OVERVIEW

Admission to the School's degree programs provides an opportunity to study with accomplished scholars as well as experienced practitioners. The programs are designed to give students a broad business background as well as specialized skills, as evidenced by the College-wide required courses and the common professional component for the B.S. in Accounting, B.S. in Business, and B.S. in Computer Information Systems, as well as the B.S. in Public Administration core courses.

The faculty teaches a cutting edge curriculum that has a strong business and management foundation that reflects current trends in the marketplace. The faculty mentors 1,200 students, giving them individual attention in small class settings, with a wide array of day, evening and weekend courses. Students are imbued with knowledge, analytical and decision making abilities, leadership skills, and ethical practice.

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

The School has eight (8) outstanding student clubs that win national awards, participate in national and regional conferences, promote personal and career development, and provide community service.

1. American Marketing Association (AMA)
2. Association of Computer Information Systems Technology (ACIST)
3. Minority Investment Association (MIA)
4. National Association of Black Accountants (NABA)
5. Medgar Evers College Pre-Law Society (MECPLS)
6. Enactus
7. Society for Public Administration (MECSPA)
8. American Advertising Federation (AAF)

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

#### **Statement on ACBSP Common Professional Component**

Medgar Evers College is fully accredited by the Association of Collegiate Business Schools and Programs, and as such it has a Common Professional Component (CPC) that provides its students with an understanding and appreciation of 11 criteria that are, historically accepted as a basis for demonstrating quality in undergraduate business programs.

#### **ACBSP Common Professional Component**

1. Functional Areas
  - a. Marketing
  - b. Business Finance
  - c. Accounting
  - d. Management, including:
    - i. Production and Operations Management;
    - ii. Organizational Behavior; and

- iii. Human Resource Management
2. The Business Environment
  - a. Legal Environment of Business
  - b. Economics
  - c. Business Ethics
3. Global Dimensions of Business
4. Technical Skills
  - a. Information Systems
  - b. Quantitative Techniques/Statistics
5. Integrative Areas
  - a. Business Policies; OR
  - b. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective.

#### **School of Business Core**

The School of Business faculty in the respective departments has demonstrated that the baccalaureate degrees in: accounting; business; and CIS, as well as the associate degrees in: business administration; and computer applications are in accordance with the ACBSP CPC and the 11 criteria set forth therein. Please see each department for the required courses for degree conferral.

#### **Academic Standards in the School of Business**

##### **A. Baccalaureate Degrees:**

It is mandatory for students in the Department to successfully complete the required Departmental Core courses with a grade of "C" or better, and maintain a cumulative GPA of 2.0, to graduate. For Students seeking the BS in Business or the BS in Accounting—all courses in the Business Core must be completed with a minimum grade of "C".

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

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

##### **B. Associate Degrees**

All courses from the business core that are in fulfillment of the AS in Business, AS in Public Administration and AAS in Computer Applications must be completed with a "C" grade or better.

#### **CENTERS OF THE SCHOOL OF BUSINESS**

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

##### **The Dubois Bunche Center for Public Policy**

In the spirit of the scholarship and activism that were promoted by W.E.B DuBois and Ralph John Bunche. The DuBois Bunche Center for Public Policy was founded to empower and cultivate the work



of a new generation of scholar activists and advocates dedicated to identifying progressive solutions to the challenges confronting Urban Communities throughout the African Diaspora. The Dubois Bunche Center (DBC) is headed by Roger Green, a faculty member in the Department of Public Administration and former New York Assemblyman. The DBC has moved leaps and bounds this year and has catapulted the School of Business into the spotlight. The DBC also secured an ISSN for a journal that will focus on the best practices in law, policy, urban affair in U.S. and the Developing World, and it already has an internal and external review board.

**The Center for Entrepreneurship and Economic Development (CEED)**

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

# Department of Accounting

**Chairperson:** Rosemary Williams  
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**Office:** B-2032 V

**Faculty:** Granville Ainsworth, Paul Cox, Elene Evelyn,  
I saac Spira, Michael Tucker, Rosemary Williams

## GENERAL INFORMATION

The mission of the Department of Accounting is to emphasize excellence in accounting education, based on a strong foundation in the liberal arts, and to prepare students for careers in accounting; for graduate and professional studies; for leadership roles in their careers and communities; and for entrepreneurship. Upon the completion of the program, students are able to find employment in public accounting, private, and government sectors, and non-profit organization and entrepreneurship. The programs of the Department are also designed to enable students to develop the skills and competencies that prepare them for graduate and professional school.

## ACADEMIC STANDARDS

Students in the Department are expected to pass the required Accounting Core courses with a grade of "C" or better. For graduation, a student must have a GPA of 2.0.

## B.S. Degree in Accounting

The degree program in Accounting is based on a strong foundation in the General Business Core Curriculum, which provides our graduates with strong business managerial knowledge. After completing the Business Core Curriculum, students may select upper level courses in Accounting and obtain a B.S. degree in Accounting. In this degree program, students may select courses that prepare them to take the C.P.A. Examination. **Please note that as of August 2009, students seeking to be certified as a public accountant in New York State must complete an additional 30 credits beyond the B.S. in Accounting, and have a minimum of 33 Accounting Credits and 36 Business Credits.**

## Bachelor of Science Degree in Accounting

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

### B.S. Degree in Accounting REVISED PROGRAM FIXED/REQUIRED CORE

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3

RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry  
Life and Physical Sciences

BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
TOTAL		12

## FLEXIBLE CORE

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology and Society	
OR		
CIS 101	Computer Fundamentals	3
TOTAL		18

## COLLEGE OPTION

Electives from College Option		12
TOTAL		12

## MAJOR REQUIREMENTS

ACCT 217	Principles of Accounting I	3
ACCT 227	Principles of Accounting II	3
ACCT 311	Intermediate Accounting I	3
ACCT 312	Intermediate Accounting II	3
ACCT 367	Cost Accounting I	3
ACCT 402	Ethics for Professional Accountants	3
ACCT 406	Introduction to Forensic Accounting & Fraud Examination	3
ACCT 407	Federal Taxation I	3
ACCT 408	Federal Taxation II	3
ACCT 473	Auditing	3
ACCT 477	Advance Accounting I	3
ACCT 479	Advance Accounting II	3
ACCT 480	Contemporary Accounting	3
CIS 211	Internet & Emerging Technologies	3
CIS 261	Contemporary Computer Applications	3
ECON 212	Macroeconomics	3
ECON 213	Microeconomics	3
FIN 250	Intro to Business Finance	3
FIN 325	Corporate Finance	3
LAW 208	Legal Environment of Business	3
LAW 211	Business Law II	3
MAN 200	Principles of Management	3
MAR 231	Essentials of Marketing	3
MTH 213	Introduction to Statistics	3
Open Free Elective		3
REQUIRED ELECTIVES	3 credits (from the list below)	3
ACCT 401	Internship & Accounting Software	3
ACCT 467	Cost Accounting II	3

ACCT 470	Enrolled Agent	3
TOTAL		78
GRAND TOTAL		120

## COURSE DESCRIPTIONS

### ACCT 217 Principles of Accounting I

3 credits; 4 class hours

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

### ACCT 227 Principles of Accounting II

3 credits; 4 class hours

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

### ACCT 311 Intermediate Accounting I

3 credits; 3 class hours

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

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 312*

### ACCT 401 Internship and Accounting Software

3 credits; 3 class hours

This course will teach the essentials of QuickBooks. It will introduce to the student how to utilize the computer in maintaining accounting records, making management decisions, and processing common business applications with primary emphasis on a general ledger package (QuickBooks). *Pre-requisite: ACCT 311*

### ACCT 402 Ethics for Professional Accountants

3 credits; 3 class hours

This course is designed to promote ethical reasoning, integrity, objectivity, independence and other core values as defined by the NYS Public Accountancy Laws Article 149, Rules & Regulations and American Institute of Certified Public Accountants Professional Code of Conduct. *Prerequisite: ACCT 311*

### ACCT 406 Forensic Accounting and Fraud Examination

3 credits; 3 class hours

This course is designed to enhance a student's understanding of the emerging field of forensic accounting and fraud examination. The course is structured to enhance the ability of students to think critically and to develop the knowledge, skills and attitudes necessary to compete effectively in the rapidly changing world of information technology. Intended for those interested in new and emerging areas of accounting, topics covered are: the legal environment, Sarbanes-Oxley Act of 2002, audit and investigation, dispute resolution and litigation services, information security, financial statement analysis, and tax fraud. Students will emerge from the course with an understanding of the roles of forensic accountants and familiarity with their tools and practices. *Prerequisite: ACCT 312*

### ACCT 407 Federal Taxation I

3 credits; 3 class hours

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

### ACCT 408 Federal Taxation II

3 credits; 3 class hours

This federal tax course broadens and intensifies the student's knowledge of taxation by demonstrating the ways in which tax regulations are applied in business enterprises' income process, capital structure, distributions, redemptions, liquidations, and reorganizations. The entities covered are corporations, partnerships, gift and estate taxes, trusts and estates and exempt organizations. This course is designed to provide theoretical and practical experiences including the preparation of applicable business tax forms as well as the examination of ethical, legal, and foreign tax issues in tax application and tax planning. *Pre-requisite: ACCT 407*

### ACCT 467 Cost Accounting II

3 credits; 3 class hours

Emphasis will be on advanced topics in cost accounting including: Responsibility accounting, cost behavior, variable costing, advanced topics in cost allocation, capital budgeting, inventory management, and applications of statistics and quantitative decision techniques in cost accounting. *Pre-requisite: ACCT 367*

**ACCT 470 Enrolled Agent**

3 credits; 3 class hours

This course is designed to prepare for IRS Enrolled Agent exam. The focus is on tax theory and its application in different areas and situations. Content includes taxation of individuals, sole proprietorships, partnerships, corporations, fiduciaries, estates, trusts and gifts. Training and practice in how to analyze and answer test questions, simulated testing environment, and experience. Course open for review of taxation in the areas described above, even if taking exam is not planned.

Prerequisite: ACCT 407 and ACCT 408

**ACCT 473 Auditing**

3 credits; 3 class hours

Students are taught the principles and practices of verification of financial statements and control. Topics of interest include professional conduct, liabilities of auditors, internal control, statistical sampling, the auditor's report, and computer systems applications.

*Pre-requisite: ACCT 312*

**ACCT 477 Advanced Accounting I**

3 credits; 3 class hours

This course covers advanced topics in the theory and practice of accounting, addressing such topics as interest including partnerships, branch accounting, and consolidations. Ethical issues and professional responsibilities are also addressed. Software applications are discussed. Students will also become acquainted with current accounting issues and problems and with the latest research efforts in the field. Selected readings in recent publications, current rulings of the Securities and Exchange Commission (SEC), and questions and problems from CPA examinations are reviewed.

*Pre-requisite: ACCT 312*

**ACCT 478 Municipal Accounting**

3 credits; 3 class hours

This course deals with various aspects of accounting for non-profit organizations, with emphasis of governmental agencies. Topics of interest include fund accounting, reporting and measurement processes, for income and statements of financial position. Other types of non-profit organizations including hospitals, charitable organizations, and institutional entities are studied. *Pre-requisite:*

*ACCT 312*

**ACCT 479 Advanced Accounting II**

3 credits; 3 class hours

This course will cover additional topics in the theory of accounting. Other topics include liquidations, fiduciaries, estates, and trusts, accounting for non-profit organizations, with emphasis of governmental agencies. Topics of interest include fund accounting, reporting and measurement processes for income and statements of financial position. Types of non-profit organizations including hospitals, charitable organizations, and institutional entities, current accounting issues and problems are studied. Selected readings from recent publications and recent pronouncements of the FASB, and the GASB will be reviewed.

*Pre-requisites: ACCT 312 and ACCT 477*

**ACCT 480 Contemporary Accounting**

3 credits; 3 class hours

This course has two objectives:

1. To acquaint the student with current accounting issues and problems using the latest field research,
2. To bring together concept and methodologies covered in previous courses, in accounting and other disciplines, so that the student may view accounting as a whole and in perspective.

Selected readings from recent publications, questions and problems from the CPA examination, and other materials will be assigned.

*Pre-requisite: ACCT 479*

**ACCT 500 Independent Study**

3 credits; 3 class hours

This course provides exceptional students with an opportunity to conduct research in a specific area of accounting.

*Pre-requisite: Department permission required, usually only senior level students are admitted to the course.*

# Department of Business Administration

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**Office:** B-2032 J

**Faculty:** Jit Singh Chandan, Sambhavi Lakshminarayanan  
Evelyn Maggio

## GENERAL INFORMATION

The mission of the Department of Business Administration is to prepare students for professional careers as entrepreneurs, managers and marketing professionals. The department offers a Bachelor of Science degree in Business, a Bachelor of Professional Studies in Applied Management (B.P.S. - A.M.) and an Associate of Science degree in Business Administration. The goals of the degree programs are to provide essential knowledge and skills, and develop competencies that graduates need to: enter business careers; enter graduate and professional schools of their choice; become lifelong learners; and become professionals in business organizations and contributors to the communities in which they reside.

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

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

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

## ACADEMIC STANDARDS

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

### Student Learning Outcomes

After completing the AS Business, students should be able to:

- Identify basic functional areas of a business
- Discuss the role of business in society
- Examine aspects of a business that contribute to success
- Understand the importance of marketing
- Solve simple business problems numerically

After completing the BPS in Applied Management, students should be able to:

- Describe the basic functioning of organizations and work of

managers

- Comprehend the legal environment of organizations
- Explain the role and functioning of Human Resource management within organizations
- Apply concepts, theories and principles from the area of management to real-life organizational situations

After completing the BS in Business students should be able to:

- Describe the functional areas of a business
- Discuss critically the role of business in society
- Identify aspects of a business that contribute to success
- Solve business problems in different areas and of various types using both quantitative and qualitative techniques
- Perform SWOT analysis for a business
- Develop plans and strategies for a business

## Bachelor of Professional Studies in Applied Management

The Bachelor of Professional Studies degree is designed for working adult A.A.S. or A.S. degree holders who are graduates of two-year colleges, transfer students, and Medgar Evers College A.A.S. or A.S. degree graduates. The B.P.S. in Applied Management degree allows students to build upon previous course work at the Associate degree level. The B.P.S. degree in Applied Management requires completion of 120 credits. The 120 credits of the program are distributed as follows:

### B.P.S. - Applied Management REVISED PROGRAM FIXED/REQUIRED CORE

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
TOTAL		12

### FLEXIBLE CORE

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	
OR	OR	

CIS 101	Computer Literacy	3
TOTAL		18

**COLLEGE OPTION**

Electives from College Option		12
TOTAL		12

**MAJOR REQUIREMENTS & ELECTIVES**

ACCT 217	Principles of Accounting I	3
ACCT 227	Principles of Accounting II	3
BUS 402	Business Ethics	3
BUS 451	Business Policies & Strategies	3
CIS 211	Internet & Emerging Technologies	3
ECON 212	Macroeconomics	3
FIN 250	Introduction to Business Finance	3
LAW 208	Legal Environment of Business	3
MAN 200	Principles of Management	3
MAN 314	Organizational Behavior	3
MAN 316	Human Resource Management	3
MAN 401	Field Experience	3
MAR 231	Essentials of Marketing	3
MTH 213	Introduction to Statistics	
OR	OR	
SSC 303	Social Science Statistics	3
Concentration	Students can choose any 21 credits from the areas below.	21
Free Electives		15
TOTAL		78
GRAND TOTAL		120

**CONCENTRATIONS****BUSINESS SERVICES MANAGEMENT**

ECON 305	Labor Economics	3
MAN 317	Labor Relation Management	3
MAN 351	Operations Management	3
MAN 403	Introduction to Women in Business & Mgmt	3
MAN 416	Management Science	3
MAR 331	Marketing	3
MAR 335	Consumer Motivation and Behavior	3
MAR 336	Public Relations	3
MAR 337	Marketing Research	3
MAR 434	Product Management	3

**SOCIAL SERVICES ADMINISTRATION**

PA 300	Public Bureaucracy	3
PA 330	Pub Policy, Advocacy, Sys Mgmt & Admin	3
PA 340	Systems Anal. in Plan & Budgeting	3
SOC 300	Sociological Theory	3
SOC 302	Social Stratification	3
SOC 336	Police & the Penal System	3
SOC 457	Community Org & Urban Centers	3
SSC 304	Social Science Research Methods	3

**HEALTH SERVICES ADMINISTRATION**

HSA 300	Principles of Health Services Administration	3
HSA 302	Health Perspectives	3
HSA 310	Health Planning and Policy Issues	3
HSA 400	Issues and Trends in Health Services Admin.	3
HSC 301	Fundamental Concepts of Gerontology	3
HSC 302	Health Issues Throughout the Aging Process	3

ELECTIVES		3
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**Bachelor of Science Degree in Business**

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

**B.S. - Business****REVISED PROGRAM****FIXED/REQUIRED CORE**

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
TOTAL		12

**FLEXIBLE CORE**

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	
OR	OR	
CIS 101	Computer Literacy	3
TOTAL		18

**COLLEGE OPTION**

Electives from College Option		12
TOTAL		12

**MAJOR & ELECTIVES**

ACCT 217	Principles of Accounting I	3
ACCT 227	Principles of Accounting II	3
BUS 103	Introduction To Business	3
BUS 301	International Business	3
BUS 402	Business Ethics	3
BUS 451	Business Policy And Strategy	3
CIS 211	Internet And Emerging Technologies	3
ECON 212	Macroeconomics	3
FIN 250	Introduction To Business Finance	3
LAW 208	Legal Environment Of Business	3
LAW 211	Business Law II	3
MAN 200	Principles Of Management	3
MAN 314	Organizational Behavior	3
MAN 316	Human Resource Management	3
MAN 351	Operations Management	3
MAN 421	Management Information Systems	3
MAR 231	Essentials Of Marketing	3
MAR 337	Marketing Research	3
MTH 213	Introduction To Statistics	3
Liberal Arts Elective		6
Business Electives		15



TOTAL	78
GRAND TOTAL	120

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.

#### **Associate of Science in Business Administration**

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

#### **Associate of Science in Business Administration**

The A.S. in Business Administration requires completion of 60 credits. The 60 credits of the program are distributed as follows:

<b>A.S. - Business Administration REVISED PROGRAM FIXED/REQUIRED CORE</b>		
Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101 OR	Introduction to the Science of Biology	3
OR		
PHS 101	Introduction to Physical Science	3
TOTAL		12
<b>FLEXIBLE CORE</b>		
World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	3
TOTAL		18
<b>MAJOR REQUIREMENTS &amp; ELECTIVES</b>		
ACCT 217	Principles of Accounting I	3
BUS 103	Introduction to Business	3
CIS 211	Internet and Emerging Technologies	3
ECON 212	Macroeconomics	3
FIN 250	Introduction to Business Finance	3
LAW 208	Legal Environment of Business	3
MAN 200	Principles of Management	3
MAR 231	Essentials of Marketing	3
MTH 213	Introduction to Statistics	3
	Business Elective	3
TOTAL		30

GRAND TOTAL	60
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#### **COURSE DESCRIPTIONS**

##### **BUS 103 Introduction to Business**

3 credit; 3 class hours

This course is designed to serve as an introductory course. It is a general survey of business that acquaints students with the importance of business as a field of study. The course covers various aspects of business including management, marketing, economics, finance, accounting, business law, human resource management and information systems. Topics to be covered include: understanding the business environment, entrepreneurship, global aspects of business, managing operations, managerial functions, principles of marketing, managing information, principles of accounting, money and banking and business law. *Prerequisite: ENGL 150*

##### **BUS 301 International Business**

3 credits; 3 class hours

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

##### **BUS 311 Small Business Management**

3 credits; 3 class hours

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

##### **BUS 402 Business Ethics**

3 credits; 3 class hours

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

##### **BUS 451 Business Policy and Strategy**

3 credits; 3 class hours

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

**BUS 500 Independent Study**

3 credits; 3 class hours

This course provides exceptional students with an opportunity to conduct research in an area of special interest. Usually, only senior level students are admitted to this course. *Pre-requisite: Permission of chairperson*

**LAW 208 Legal Environment of Business**

3 credits; 3 class hours

This course is an introduction to the legal and regulatory environment in which business transactions take place. The course is also extended to include business ethics and social responsibility. The topics covered will enable students to understand how the laws affect and constrain the decisions that business managers make.

Topics covered will include law and ethics, the American legal system, private law, the regulatory environment, business organizations and financial markets, business and its employees, the market place, business and the global environment. *Pre-requisites: ENGL 150 and MAN 200 or MAN 211*

**LAW 211 Business Law II**

3 credits; 3 class hours

Following a review of the documents governing principle and agent, the course will examine the law covering partnerships and corporations in their formation, operation, internal relationships, and dissolution with reference to the law. *Pre-requisite: LAW 208*

**MAN 200 Principles of Management**

3 credits; 3 class hours

A practical course designed to examine management concepts, principles and processes, and to improve personal competencies in problem solving, decision making and communication. The course deals with functional approach to management and covers the functions of planning, organizing directing and controlling. Emphasis is paid to leadership characteristics, motivation, communication and conflict management. Cases are discussed for practical application of management fundamentals. *Pre-requisites: ENGL 150*

**MAN 311 Management Theory and Practice**

3 credits; 3 class hours

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

**MAN 314 Organizational Behavior**

3 credits; 3 class hours

This course considers the behavioral aspects of management in terms of physical, economic and human variables. Principle theories of individual and group organizational behavior are examined to appraise the motivation, leadership and communication process. *Pre-requisite: MAN 200 or MAN 211*

**MAN 316 Human Resource Management**

3 credits; 3 class hours

A survey of the personnel functions in business organizations including the recruiting, selection, training and placement of personnel, the role of supervision, performance appraisal and wage and salary administration. Class discussion is based on case studies drawn from industry and role-playing situations which emphasize different interviewing, testing and motivational techniques.

*Pre-requisite: MAN 314*

**MAN 317 Labor Relations Management**

3 credits; 3 class hours

This course provides a background in labor management relations by examining the growth and development of unions, negotiation and collective bargaining procedures, and the techniques and operation of grievance machinery. The government's role in union management affairs is explored in addition to employee motivation and morale.

*Pre-requisites: MAN 314 and MAN 351*

**MAN 351 Operation Management**

3 credits; 3 class hours

This course emphasizes a systems and analytical approach to the principles of operations in product and service industries, including applications of managerial skills to problems arising in planning and controlling operations. The topics covered include the economics of production, facilities planning, inventory control, capacity utilization, materials handling, quality control, project scheduling, project management, work measurement and appraisal. The relationships of these areas to expertise in managerial performance are emphasized.

*Pre-requisite: ECON 316*

**MAN 371 International Management**

3 credits; 3 class hours

This course focuses on the in-depth and critical study of international environment and effective management of multinational organizations. Topics to be dealt with include: survey of global environmental issues, global cultural environment and issues, communication across cultures, Leadership and motivation across cultures, international human resource management, international strategic management, international strategies for operations and control, managing international collaborative initiatives and ethical and social responsibilities of multinational companies.

*Pre-requisite: BUS 301*

**MAN 400 Family Business Management**

3 credits; 3 class hours

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

**MAN 401 Field Experience Internship**

3 credits; 3 class hours

This is a course that provides the students with a practice setting where they can integrate prior learning with professional practice.

*Pre-requisite: Permission of chairperson*

**MAN 403 Women in Business and Management**

3 credits; 3 class hours

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

**MAN 414 Development of Management Thought**

3 credits; 3 class hours

This is a course in the study of the works of pioneers in management and organizational theory in order to develop a historical perspective of management thought. Analysis of research in the field and its applicability to modern management practices will be covered.

*Pre-requisite: MAN 314*

**MAN 416 Management Science**

3 credits; 3 class hours

This is a course for aspiring business managers that focuses on quantitative approaches to decision making. The emphasis is on problem formation, model construction and an application of operations research techniques to business decisions. Deterministic as well as stochastic models are discussed. Intense coverage of payoff matrices, decision trees, decision making under risk, models of linear programming, inventory models, waiting lines and simulations will be studied. *Pre-requisites: MAN 351 and ECON 316*

**MAN 421 Management Information Systems**

3 credits; 3 class hours

This course provides a broad overview of the information systems management function. The emphasis is on information systems management, with particular attention to planning, organizing and controlling user services and managing the computer information systems development process. Attention is also focused on the relationship of the information systems planning process to the overall business goals, policies, plans, and management style and industry condition. Topics include the means of selecting systems projects; assessing the organization's current information needs; determining processing, staffing, software, hardware and financing approaches. *Pre-requisite: CIS 211 or MAN 351*

**MAR 231 Essentials of Marketing**

3 credits; 3 class hours

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

**MAR 233 Principles of Advertising**

3 credits; 3 class hours

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

**MAR 331 Marketing Management**

3 credits; 3 class hours

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

**MAR 332 Retail Management and Merchandising**

3 credits; 3 class hours

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

**MAR 334 Sales Management**

3 credits; 3 class hours

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

**MAR 335 Consumer Motivation and Behavior**

3 credits; 3 class hours

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

**MAR 336 Public Relations**

3 credits; 3 class hours

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

**MAR 337 Marketing Research**

3 credits; 3 class hours

This course covers the fundamentals of scientific investigation in solving marketing problems. Emphasis is placed on both quantitative and qualitative approaches as well as examining the importance of research in marketing. *Pre-requisites: MAR 231 and ECON 316*

**MAR 338 International Marketing**

3 credits; 3 class hours

This course offers an analytical survey of the policies, practices, and function, distribution, and the role of government in world markets. Detailed emphasis centers on the technical, legal, and financial features of international marketing. *Pre-requisites: MAR 231 and ECON 316*

**MAR 339 Marketing for Entrepreneurs**

3 credits; 3 class hours

The course focuses on the marketing strategies that include how to develop and implement marketing plans that have the support of the local community and how to target the community resources. The course also examines the various models of marketing, assessing the strengths and weaknesses of the marketing approaches such as advertising, direct mail, and personal selling in the local community. *Pre-requisite: MAR 231*

**MAR 405 Pricing Policies and Strategies**

3 credits; 3 class hours

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

**MAR 432 Physical Distribution and Logistics**

3 credits; 3 class hours

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

**MAR 434 Product Management**

3 credits; 3 class hours

This course covers a significant analysis of product development and management emphasizing new product planning and organization from ideation through commercialization. Consideration is given to demand, costs, product technology, quality control, packaging and branding as they relate to design and marketing of old and new product offerings. *Pre-requisites: MAR 231 and MAR 335*

# Department of Computer Information Systems

**Chairperson (Acting):** Chris Castillo  
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**Office:** B-2015 A1

**Faculty:** Chris Castillo, Sikiru Adesina Fadairo  
Leonid Knizhnik, Orandel Robotham

## GENERAL INFORMATION

The mission of the Department of Computer Information Systems (CIS) is to prepare students to design, build, and implement software solutions that are the driving force in every business, not-for-profit, and government agency. Specifically, students acquire the skills to develop market, deliver and manage integrated software solutions using emerging technologies that can be applied in nearly every industry.

CIS offers the following programs:

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

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

## ACADEMIC STANDARDS

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

## Associate in Applied Science Degree (A.A.S) in Computer Applications

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. The Associate in Applied Science (A.A.S) Degree requires completion of 60 credits. The 60 credits of the program are distributed as follows:

## A.A.S. - Computer Applications REVISED PROGRAM FIXED/REQUIRED CORE

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115 Nature of Mathematics		3
RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
TOTAL		12

## FLEXIBLE CORE

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S. (RECOMMENDED)	3
Creative Expressions		
ART 100	Introduction to World Art (RECOMMENDED)	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change (RECOMMENDED)	3
Scientific World		
BIO 211	Biotechnology & Society	
OR	OR	
CIS 101	Computer Literacy	3
TOTAL		9

## MAJOR REQUIREMENTS & ELECTIVES

ACCT 217	Principles of Accounting I	3
CIS 101	Computer Fundamentals	3
CIS 201	Operating Systems	3
CIS 210	Computer Graphics	3
CIS 211	Internet & Emerging Technologies	3
CIS 225	Foundations of CIS Using C++	3
CIS 232	Introduction to Programming	3
CIS 261	Contemporary Computer Systems	3
ECON 212	Macroeconomics	3
MAN 200	Principles of Management	3
SPCH 102	Fundamentals of Speech	3
CIS Electives	Any 200 Level	3
Open Electives		3
TOTAL		39
GRAND TOTAL		60



**Bachelor of Science (B.S.) Degree In Computer Information**

**Systems** The B.S. Degree in Computer Information Systems requires completion of 120 credits. The 120 credits of the program are distributed as follows:

**B.S. - Computer Information Systems****REVISED PROGRAM****FIXED/REQUIRED CORE**

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101 OR	Introduction to the Science of Biology	
OR		
PHS 101	Introduction to Physical Science	
	(RECOMMENDED)	3
TOTAL		12

**FLEXIBLE CORE**

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	
OR	OR	
CIS 101	Computer Literacy	3
TOTAL		
18COLLEGE OPTION		
ECON 330	Global Trade and Political Economy	
	(RECOMMENDED)	3
Electives	from College Option	9
TOTAL		12

**MAJOR REQUIREMENTS & ELECTIVES**

ACCT 217	Principles of Accounting I	3
ACCT 227	Principles of Accounting II	3
BUS 402	Business Ethics	3
CIS 101	Computers, Technology & Society	3
CIS 201	Operating Systems	
OR	OR	
CIS 262	Business Data Networks	3
CIS 211	Internet & Emerging Technologies	3
CIS 225	Foundations of Computer Information Systems	
	Using C++	3
CIS 232	Introduction to Programming	3
CIS 261	Contemporary Computer Systems	3
CIS 300	Data Structures for Business Apps	

OR	OR	
CIS 311	Systems Development & Implementation	3
CIS 310	Computer Graphics	3
CIS 313	Digital Media	3
CIS 401	CIS Internship	
OR	OR	
CIS 413	Advanced Internet & Emerging Technologies	3
CIS 444	Applied Systems Development	3
ECON 212	Principles of Macroeconomics	3
FIN 250	Introduction to Business Finance	3
LAW 208	Legal Environment of Business	3
MAN 200	Principles of Management	3
MTH 213	Introduction to Statistics	3
Concentration	See Below	15
Open Electives		6
TOTAL		78
GRAND TOTAL		120

**Concentration 1****Systems Analysis & Design**

CIS 320	Fundamentals of E-Commerce	3
CIS 332	Advanced Programming	3
CIS 340	Visual Basic	3
CIS 400	Database Management Systems	3
CIS Elective	300 or 400 level	3

**Concentration 2****Network Systems Management**

CIS 323	Network Operating Systems	3
CIS 331	Information Security	3
CIS 403	Computer Networks	3
CIS 423	Distributed & Client/Server Computing	3
CIS 300		
or		
400 level	Elective	3

**B.S. Degree in Business with Computer Information Systems Emphasis**

The B.S. Degree in Business with Computer Information Systems Emphasis requires completion of 120 credits. Please see the B.S. Degree in Business for distribution.

**Requirements for Minors in Multimedia and Web Technologies or CIS Minor**

Students outside of the CIS program may seek a minor in Computer Information Systems. In order to obtain a minor in the CIS, students will be required to complete fifteen (15) to sixteen (16) course credits in the Program. Courses used to satisfy the requirements for the minors, including electives, must be completed with a grade of "C" or better.

**Minor in Multimedia & Web Technologies**

Students choosing to take this minor will learn digital photo design and editing, animation, digital audit, digital video, web design, internet security and much more using Photoshop, Dream Weaver, Soundbooth, Premiere, Illustrator, InDesign, Flash and other relevant software applications. Students must complete the following four (4) courses or 12 credits, in addition to another three (3) credits taken under advisement by a faculty advisor:



See Concentration 1 in B.S. in Computer Information Systems.

#### Minor in Computer Information Systems

Students choosing to minor in Computer Information Systems must complete the following three courses, with an additional two courses at the 300 or 400 levels. See Concentration 2 in B.S. Computer Information Systems

For additional minor requirements details for both the Multimedia and Web Technologies and Computer Information Systems Minors. See Chair or Academic Advisor.

### **COURSE DESCRIPTIONS**

#### **CIS 101 Computer Fundamentals (formerly CL 101)**

3 credits; 3 class hours

This course provides students with the basic knowledge of computing and information systems. It offers students a step-by-step, hands-on introduction to the uses of computers in society.

Topics include hardware and software concepts, elements of telecommunications, networks, and the Internet. The discussion of ethics, privacy, and security will familiarize students with the prominent information issues. *Pre-requisite: None*

#### **CIS 201 Operating Systems (formerly CIS 301)**

3 credits; 3 class hours

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

#### **CIS 210 Computer Graphics**

3 credits; 3 class hours

This course presents principles of effective information design for publications. Several categories of computer graphics are analyzed to demonstrate factors that contribute to good design with particular emphasis on visual information communication. Topics covered include screen layout, background, textures, typography, use of graphics, photos and imaginative use of clip art. The course includes several laboratory assignments using industry standard graphics technologies. A comprehensive student portfolio of computer graphics and digital artifacts will include, but not limited to: logos, professional or hobby cards, brochures, newsletters, magazine, bulletins, flyers, posters, book/disk covers. *Pre-requisite: None*

#### **CIS 211 Internet and Emerging Technologies**

3 credits; 4 class hours

This course introduces the student to the use of computers and information systems technologies in business. Topics include organization of information and basic systems concepts. Students will explore topics and issues that develop with the use of computing technologies, the world wide web and the Internet. Through lab activities, students conduct information and organizational analyses to develop a basic website using Internet languages and tools: HTML, XHTML and Adobe Dreamweaver. *Pre-requisite: CIS 101*

#### **CIS 225 Foundations of Computer Information Systems Using C++ (formerly CIS 223)**

3 credits; 3 class hours

This course consists of two modules. The first module examines programming languages in abstract terms. Emphasis will be on language design, translation, encapsulation, sequence control, subprogram control, inheritance and further advances in language design. In addition, language paradigms will be examined including simple procedural language, block-structured procedural language, object-based languages, functional languages and logical programming languages. The second module provides students with the hands-on practice using the C++ language to apply procedural, functional and logical programming design. The course includes several laboratory assignments. *Pre-requisite: MTH 136 or MTH 138*

#### **CIS 232 Introduction to Programming**

3 credits; 3 class hours

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

#### **CIS 252 Machine Organization and Assembler Languages**

3 credits; 3 class hours

This course is an introduction to IBM PC assembler programming language. It includes the 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 223*

#### **CIS 255 Survey of Computer Programming Languages**

3 credits; 3 class hours

This course will familiarize students with the varied computer programming languages and the techniques used in manipulating data and solving problems. It involves a survey of the salient characteristics of current programming languages and will include the learning of a specific language. The design will allow students to integrate theory with practice with primary emphasis on their relevance to data analysis. Students will write programs using a programming language that highlights and compares its major features with other languages. Topical coverage will include the basics of the language, problem-solving, and programming.

There will be brief discussions of Artificial Intelligence (AI) and its programming languages. Several laboratory projects will be assigned. *Pre-requisite: CL 101 or CIS 101 or CIS 211 or CIS 223*

### **CIS 261 Contemporary Computer Applications**

3 credits; 4 class hours

This course provides a broad overview of computer information systems and business productivity technologies. It emphasizes, through practice, the knowledge essential to the business professional in today's information technology-based market. Students develop advanced-level projects using a variety of computer, Web and Internet technologies. An integrated approach will be employed. Laboratory projects will be assigned. *Pre-requisite: CIS 101 or CIS 211*

### **CIS 262 Business Data Networks & Telecommunications**

3 credits; 3 class hours

The course provides an introduction to various fundamental topics in the networking field. Major functions of data link, transport and network layers are addressed in this component in addition to some basics about physical and application layers. This component also summarizes the different functions of the five layers of the network model to enable students understand the 'big picture' associated with the 5-layer network model. Wherever appropriate historic and available state of the art network options, and their respective strengths/weaknesses are discussed so that students can make informed choices based on specific business requirements.

*Prerequisite: CIS 211*

### **CIS 280 Computer Applications in Healthcare**

3 credits; 3 class hours

This course presents health informatics to the student. The emphasis is on the management and processing of medical records/health data, information and knowledge to support the practice of healthcare, administration, health education, and research. The student is exposed to current and emerging technologies and the related healthcare policies that enhance the quality of patient care. Course content focuses on both the Internet and Non-Internet based technologies. Several laboratory projects will be assigned.

*Pre-requisite: CIS 101*

### **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. The course will also survey the Oracle database management system. *Pre-requisite: CIS 232 or CIS 252*

### **CIS 310 Computer Graphics**

3 credits; 4 class hours

This course presents principles of effective interactive design for multimedia publications. Several categories of multimedia products are analyzed to demonstrate factors that contribute to good design applications with particular emphasis on visual communication. Topics covered include screen layout, background, textures, typography, use of graphics, photos and imaginative use of clip art.

The course includes several laboratory assignments using industry-standard graphics. *Pre-requisites: CIS 301 and CIS 311*

### **CIS 311 Systems Development and Implementation**

3 credits; 3 class hours

This course is an overview of the systems development life cycle. The basic concepts of a systems approach to business information systems through the use of both traditional and structural tools and techniques will be presented. The emphasis will be on information gathering, documentation, and reporting activities and on the transition from analysis to design.

*Pre-requisites: CIS 211 and CIS 252*

### **CIS 313 Digital Media**

3 credits; 3 class hours

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

### **CIS 320 Fundamentals of Electronic Commerce**

3 credits; 3 class hours

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

### **CIS 323 Network Operating Systems**

3 credits; 3 class hours

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

**CIS 325 Visual C++**

3 credits; 3 class hours

This course teaches the essentials of the visual environment and covers object-oriented programming at intermediate and advanced levels. Visual C++ is used as a productive C++ tool for the development of Windows and the Web. This language follows C++ design principle by providing the student with higher levels of programming extraction without sacrificing flexibility, performance, and control. In addition to features like Intelligence Technology, Edit and Continue which significantly speed development time, the student will be able to learn the greatly improved features for Web support and Enterprise development. The course includes several laboratory assignments. *Pre-requisites: CIS 225 and CIS 232 and CIS 332 and CIS 252*

**CIS 331 Information Security**

3 credits; 3 class hours

This course covers the security issues that result from automation. It addresses concerns regarding confidentiality, privacy, and volatility in the information society. Topics will include systems security and controls, encryption techniques, IP address authentication, choosing the right firewall, and using smart card for mutual authentication.

*Pre-requisites: CIS 201 and CIS 311*

**CIS 332 Advanced Programming**

3 credits; 3 class hours

This course exposes the student to advanced Java features such as JavaBeans, Servlet Programming, the Java Database Connectivity, Remote Method Invocation, and Swing. Other major topics in this course include Network Programming Serialization, Properties, Security, the Collection Classes and architectures. The course includes several laboratory assignments. *Pre-requisite: CIS 232*

**CIS 340 Visual Basic**

3 credits; 3 class hours

This course introduces students to Visual Basic program development cycle: the visual programming steps and the code programming steps. Emphasis will be on: 1. properties, controls, objects, program building blocks, dialog boxes and graphic controls; 2. graphic methods, data formatting, and outputting; 3. file system controls, general file access and array structures; 4. Object Linking and Embedding (OLE) data control and Structured Query Language (SQL); 5. Multiple Document Interface (MDI), Active X and Windows Application Programming Interface (API) The course includes several laboratory assignments. *Pre-requisites: CIS 225, CIS 232, CIS 252, and CIS 332*

**CIS 400 Database Management Systems**

3 credits; 3 class hours

This course focuses on the investigation and application of database concepts including database administration, database technology and selection, and acquisition of database management systems using the Oracle DBMS. Queries, joins and transaction processing will be covered. Several laboratory projects will be assigned.

*Pre-requisite: CIS 300*

**CIS 401 CIS Internship**

3 credits; 3 field work hours

This course provides the students with an opportunity to do a supervised, practical on the job training in the students' field of interest: i.e., systems analysis and design or network systems management. The fieldwork will be undertaken in selected business concerns that use computer-based information systems.

*Pre-requisites: CIS 301 and CIS 311*

**CIS 403 Computer Networks**

3 credits; 3 class hours

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

**CIS 411 Advanced Systems Development and Implementation**

3 credits; 3 class hours

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

**CIS 413 Advanced Internet and Emerging Technologies**

3 credits; 3 class hours

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

**CIS 420 Database Concepts**

3 credits; 3 class hours

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

**CIS 423 Distributed and Client/Server Computing**

3 credits; 3 class hours

This course covers in broad terms distributed systems. Topics discussed include distributed operating systems, distributed databases, distributed data processing, landline distribution, wireless distribution, client/server distributed computing model, and peer-to-peer distributed computing model. Discussion on client/server computing would include topics such as Rapid Application Development (RAD) methodologies, transaction processing monitors, management of client/server environment, software installation and distribution, electronic mail architecture in CIS systems, vendor issues, large system migration issues, interoperability, scalability, network and security concerns. WWW as an extension of client/server environment will also be discussed. The course includes several laboratory assignments. *Pre-requisite: CIS 301*

**CIS 425 Special Topics in Information Technology**

3 credits; 3 class hours

This course will cover critical and emerging issues in information technology. The contents of the course will vary according to the interests of the students and faculty. If the focus of the course is on programming, the class hours would be increased to four.

*Pre-requisites: CIS 300 and CIS 201 or Permission of chairperson*

**CIS 444 Applied Systems Development**

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: Senior Status*

**CIS 500 Independent Study**

3 credits; 3 class hours

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

# Department of Economics and Finance

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**Office:** B-2015 F

**Faculty:** Emmanuel Egbe, C. N. Ezuma,  
Khassadyahu Zarbabal Veronica Udeogalanya

## GENERAL INFORMATION

The mission of the Department of Economics and Finance is to provide high-quality degree programs and service courses in economics and finance that: focus on teaching students current theory and practice; to conduct relevant; original research that supports our teaching activities. Accordingly, the Department offers students at Medgar Evers College a course of study that is well grounded in the body of economic and financial theories and practices that are employed by businesses and governments.

## Educational Objective of the Department of Economics and Finance

The Department of Economics and Finance offers students at Medgar Evers College an educational foundation in the body of economic and financial theories and practices that are employed by businesses, governmental entities and nonprofit institutions. The Department also prepares students for careers at business and public organizations in economic analyses; financial management; and for positions in the private or public sector; for work and study leading to professional certification; and for graduate study.

## The BS in Financial Economics

The BS in Financial Economics will equip students with the skills necessary to operate in the financial industry. They will be skilled in an understanding of modern financial theory and the tools they need to conduct theoretical and applied research. Our graduates will have a strong understanding of how financial instruments are priced in markets and how individuals and firms manage financial risk.

## Skills Developed:

- Modern financial theory and Practices, Theoretical and applied research
- How financial instruments are priced in markets,
- How individuals and firms manage financial risk

## Career Opportunities

Career Opportunities are available in the Private Sector as:

- Bank Lending / Loan Officer, Real Estate Investment Analyst, Asset and Portfolio Manager, Credit Analyst
- Equity Security Analyst, Fixed Income Analyst and Bond Trader, Career Opportunities are available in the Government sector as Bank Examiner, Budget Analyst, Compliance Officer, Economist, Financial Analyst,
- Statistician-Economist, Research Analyst.

## ACADEMIC STANDARDS

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

## ADVANCED STANDING

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

**Bachelor of Science (B.S.) Degree in Financial Economics:** The B.S. Degree in Computer Information Systems requires completion of 120 credits. The 120 credits of the program are distributed as follows:

## B.S. - Financial Economics REVISED PROGRAM FIXED/REQUIRED CORE

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 136 or MTH 138	Mathematics Sequence	3
Life and Physical Sciences		
BIO 101 OR	Introduction to the Science of Biology	
OR		
PHS 101	Introduction to Physical Science (RECOMMENDED)	3
TOTAL		12

## FLEXIBLE CORE

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon U.S. Experience in its Diversity	3
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	3
TOTAL		18

## COLLEGE OPTION

ECON 330	Global Trade and Political Economy (RECOMMENDED)	3
Electives	from College Option	9



TOTAL		12
<b>MAJOR REQUIREMENTS &amp; ELECTIVES</b>		
ACCT 217	Principles of Accounting I	3
ACCT 227	Principles of Accounting II	3
MAN 200	Principles of Management	3
MAR 231	Essentials of Marketing	3
FIN 250	Introduction To Business Finance	3
CIS 261	Management Information Systems	3
ECON 316	Business & Economic Statistics 1	3
ECON 333	International Economics	3
LAW 208	Legal Environment Of Business	3
ECON 307	Intermediate Micro Economics	3
ECON 309	Intermediate Macro Economics	3
ECON 356	Business & Economics Statistics	3
FIN 325	Corporate Finance	3
FIN 458	Financial Management (Capstone)	3
FIN 401	Finance Internship	
OR	OR	
ECON 401	Economics Internship	3
ECON 212	Macroeconomics	3
ECON 213	Microeconomics	3
CIS 101	Computer Fundamentals	3
MTH 141 or MTH 151 or		4
MTH 202 or MTH 203 or	Mathematics Elective	
MTH 241		
<b>Students may follow any one of the following Sequences:</b>		
<b>1. MTH 136 College Algebra, MTH 141 Finite Mathematics.</b>		
<b>2. MTH 138 Algebra and Trigonometry, MTH 151 Pre-Calculus.</b>		
<b>3. MTH 151 Pre-Calculus, MTH 202 Calculus I.</b>		
<b>4. MTH 202 Calculus I, MTH 203 Calculus II.</b>		
	Finance and Economics Electives	6
	Free Electives	14
TOTAL		78
GRAND TOTAL		120

## COURSE DESCRIPTIONS

### ECON 212 Introduction to Macroeconomics

3 credits; 3 class hours

Elementary macroeconomic analysis dealing with factors that determine the general level of prices, production, employment, income, and consumption in the economy as a whole, with special reference to the United States and other market economies. Such topics as inflation, recession, and public policies used to combat them are studied. Problems of unemployment and economic problems of the minority population will also be discussed.

*Pre-requisites: MTH 136 or MTH 138 and ENGL 150*

### ECON 213 Introduction to Microeconomics

3 credits; 3 class hours

Elementary analysis of markets, market structures, consumer demand, and market price determination. Other topics include production and cost analysis, output and price determination by firms, market failures, the of government intervention and regulations and their impact on the functioning of markets.

Applications to poverty, international trade, and income distribution will be covered. *Pre-requisites: ECON 212 and MTH 141*

### ECON 302 Urban Economics

3 credits; 3 class hours

This course will analyze the problems of the urban economy with emphasis on resource allocation, the delivery of services, and the impact of national and regional policies on housing, transportation, pollution, poverty, racism, and discrimination.

*Pre-requisite: ECON 213*

### ECON 303 Theory of Economic Development

3 credits; 3 class hours

The theory of the economic development of national economics and economic regions, implications for community (non-economic) regional development, and characteristics of capitalist and socialist development are explored. *Pre-requisite: ECON 213*

### ECON 305 Labor Economics

3 credits; 3 class hours

An economic analysis of labor markets in theory and practice with special emphasis on the manpower problems of minorities. Topics such as minimum wage legislation, unemployment, and labor unions will be covered. *Pre-requisite: ECON 213*

### 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-requisites: ECON 213 and MTH 141*

### **ECON 330 Global Trade and Political Economy**

3 credits; 3 class hours

This course interdisciplinary and focuses on the interplay between politics and economics. It will begin by discussing and explaining classical areas of international areas trade, monetary and fiscal policies, foreign direct investment (FDI) and economic development. The course will then address how domestic and international political dynamics affect trade policies both in the USA and foreign countries. Notwithstanding political resistance to free trade economies, this course will explain why countries still find trade essential. While economic theory would lead us to believe that free trade is ideal, this course will explain why there is resistance to free trade domestically and around the world. The paradox of resistance to trade and its essence will be illustrated and discussed by reference to far reaching influences of bodies and organizations that facilitate trade, such as Multinational Corporations, IMF, World Bank, the World Trade organization (WTO) and regional cooperation agreements such as NAFTA, ECOWAS, OECD, the European Union and others. The role of organized labor and industry associations and other pressure groups will be discussed in historical context.

*Prerequisite: SSC 101 or ECON 212*

### **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

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: ECON 213*

### **ECON 430 War on Drugs: History, Economics & Public Policy**

3 credits; 3 class hours

In this course, students will study government policies to fight illicit drugs. Specifically, the course uses the history, economics, and politics of opium and cocaine to bring interdisciplinary studies to the classroom. It will involve a comparative examination of many aspects of historic and contemporary drug policies in the U.S. and in other countries worldwide especially where usage and supply and demand are concerned. This course will cover both how culture affected the use of drugs and attitudes toward them and how it serves as key to the changing intellectual, social, economic, and political landscape worldwide. *Pre-requisite: SSC 101*

### **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**

6 credits; 6 class hours

This course will cover selected topics in economic analysis. This course is designed to give students the opportunity to further explore topics or subject areas in economic analysis. Students are expected to complete applied problems, and complete simple research projects and discuss contemporary economic and business problems.

*Pre-requisite: ECON 316 or ECON 474*

**ECON 500 Independent Study**

3 credits; 3 class hours

This course provides exceptional students with an opportunity to conduct research in an area of special interest. Usually, only senior level students are admitted to this course. *Pre-requisite: Permission of chairperson*

**FIN 250 Introduction to Business Finance**

3 credits; 3 class hours

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

**FIN 325 Corporate Finance**

3 credits; 3 class hours

An intermediate course in financial analysis for the management of corporations. Emphasis will be on obtaining and managing long term capital. Topics of interest include risk analysis, discounted cash flow for capital budgeting, capital structures, and security valuation. Computer based models for financial analysis will be introduced.

*Pre-requisites: FIN 250 and ECON 316*

**FIN 343 Money and Capital Markets**

3 credits; 3 class hours

This course studies the functions of financial institutions and markets in the U.S. economy; the determination of interest rates, stock prices, bond prices; how money and capital markets facilitate the conduct of business in the free market economies. Topics include the role of depository and other financial institutions in allocating funds to households, business and government borrowers. Regulation and deregulation of financial markets, the bond markets, the stock market, commercial paper, and the role of investment bankers.

*Pre-requisite: FIN 325*

**FIN 352 Investment Analysis**

3 credits; 3 class hours

A study of the investment process, including the investment markets, portfolio analysis and management, investment vehicles, and regulations. Topics of interest will include financial statement analysis, the economic environment, bond and stock valuation, mutual funds, convertibles, risk analysis, and commodity markets.

*Pre-requisite: FIN 325*

**FIN 456 Multinational Financial Management**

3 credits; 3 class hours

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

**FIN 457 Banking Practices**

3 credits; 3 class hours

This course will cover the operation of banking institutions, particularly commercial bank practices, reserves, loan mechanics, and the consideration of the investment policy, in addition to liquidity, capital structure and stability. *Pre-requisite: FIN 325*

**FIN 458 Financial Management**

3 credits; 3 class hours

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

**FIN 500 Independent Study**

3 credits; 3 class hours

This course provides exceptional students with an opportunity to conduct research in a specific area of finance.

*Pre-requisite: Department permission required, usually only senior level students are admitted to the course.*

# Department of Public Administration

**Chairperson:** Wallace Ford  
718 270 5067 office  
wford@mec.cuny.edu

**Office:** B-2015 L

**Faculty:** Zulema Blair, John Flateau, Gregorio Mayers,  
Byron Price

## GENERAL INFORMATION

The mission of the Department of Public Administration is to prepare students to be highly trained and informed leaders, executives and managers.

In a rapidly changing society students receive in-depth training in different areas of concentration that allow them to be creative thinkers, agents of change and problem-solvers in order that they can function more effectively in the government, non-profit, and corporate arenas. The Department is committed to conducting a current, relevant, and exciting course of study that trains students to:

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

The Department is one out of less than 100 academic programs in the country to offer an undergraduate degree in Public Administration. The Department offers a Bachelor's of Science degree, an Associate of Science degree, and a minor. Concentrations in the Bachelor of Science Program include:

- 1) Public Policy - Students in the Public Policy concentration are trained to analyze, develop, and implement public policies that address political, economic, and social needs.
- 2) Public Sector Management - This concentration prepares students for senior managerial and leadership roles in government agencies at each level of government.
- 3) Non-Profit Administration - This concentration prepares students for managerial and leadership roles in this ever-expanding sector.
- 4) Urban Administration - This concentration is essential for students considering careers in community development, local government, and urban planning.
- 5) International Administration - Designed for students seeking careers in foreign policy, the Foreign Service, international organizations, or multinational enterprises, this concentration is an ideal opportunity for individuals transitioning from domestic employment to international employment.
- 6) Law and Criminal Justice - This concentration prepares students to become successful applicants to law school in addition

to reaching beyond the current intellectual and cultural views of the criminal justice system in the United States and abroad.

- 7) General - Students may complete courses in different areas of concentration to develop a "generalist" perspective in public administration.

Students take specified course work in the College Core, Department Core, and concentration. The public administration core curriculum is an outgrowth of micro and macro-economic theory, political science, administrative law and management. All students are required to complete Internships as well as a Capstone Seminar in their senior year. Students receive a great deal of peer/faculty support via our Public Administration student club MECSPA and our Law Pathways Program.

**Associate of Science (A.S.) Degree in Public Administration**  
The Associate of Science (A.S.) Degree in Public Administration introduces students to fundamental concepts and philosophies in public administration and liberal arts and prepares students for pre-managerial entry level positions as well as continuing studies for the B.S. degree in Public Administration. The A.S. Degree in Public Administration requires completion of 60 credits as follows:

## ACADEMIC STANDARDS

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

## Associate of Science (A.S.) Degree in Public Administration

The Associate of Science (A.S.) Degree in Public Administration introduces students to fundamental concepts and philosophies in public administration and liberal arts and prepares students for pre-managerial entry level positions as well as continuing studies for the B.S. degree in Public Administration. The A.S. Degree in Public Administration requires completion of 60 credits as follows:

### A.S. - Public Administration REVISED PROGRAM FIXED/REQUIRED CORE

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	3
OR	OR	
PHS 101	Introduction to Physical Science (RECOMMENDED)	
TOTAL		12

**FLEXIBLE CORE**

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	3
<b>TOTAL</b>		<b>18</b>

**MAJOR REQUIREMENTS**

CIS 101	Computer Fundamentals	3
PA 103	Introduction to Public Administration	3
PA 150 OR	Introduction to Criminal Law OR	
PA 260	Constitutional Law	3
PA 211	NY State and Local Government	3
PA 225	Introduction to Public Policy	3
PA 285	Administration of Global Institutions	3
PA 290	Internship	3
<b>TOTAL</b>		<b>21</b>
<b>ELECTIVES</b>	Choose any 9 credits from below	<b>9</b>
CIS 211	Internet & Emerging Technologies	3
FS 101	Freshman Seminar I	1
LAW 208	Legal Environment of Business	3
LIB 100	Library & Research Methods	2
PA Elective	Any 100 or 200 level	3
<b>GRAND TOTAL</b>		<b>60</b>

**Bachelor of Science (B.S.) Degree in Public Administration**

The Bachelor of Science (B.S.) Degree in Public Administration provides students with a strong combination of general knowledge and preparation for graduate studies, careers in public service, and positions in government, non-profit, community-based and international organizations. The B.S. Degree in Public Administration requires completion of 120 credits. The 120 credits of the program are distributed as follows:

**B.S. - Public Administration****REVISED PROGRAM****FIXED/REQUIRED CORE**

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
<b>TOTAL</b>		<b>12</b>

**FLEXIBLE CORE**

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	3
<b>TOTAL</b>		<b>18</b>

**COLLEGE OPTION**

	Electives from College Option	12
<b>TOTAL</b>		<b>12</b>

**MAJOR REQUIREMENTS & ELECTIVES**

ACCT 217	Principles of Accounting	3
CIS 101	Computer Fundamentals	3
CIS 211	Internet & Emerging Technologies	3
ECON 212	Macroeconomics	3
FS 101	Freshman Seminar I	1
LAW 208	Legal Environment of Business	3
LIB 100	Library & Research Methods	2
MTH 213	Introduction to Statistics	3
PA 103	Introduction to Public Administration	3
PA 150	Introduction to Criminal Law	
OR	OR	
PA 260	Constitutional Law	3
PA 200	Introduction to Non-Profit Administration	
OR	OR	
PA 215	Designing Local Programs/Proposal Writing	3
PA 205	Public Personnel Management	3
PA 211	NY State and Local Government	3
PA 225	Introduction to Public Policy	3
PA 285	Administration of Global Institutions	3
PA 290	Internship	3
PA 325	Fiscal Administration	3
PA 326	Ethics in Government	3
PA 390	Research Methods / Public Administrators	3
PA 395	Public Administration and	
	Disaster Management	3
PA 407	Comparative Public Administration	
OR	OR	
PA 486	Global Public Policy	3
PA 490	Internship (Capstone Course)	3
PA Elective	Any 200, 300 or 400 level	3
Concentration	12 credits from list below	12
<b>TOTAL</b>		<b>78</b>
<b>GRAND TOTAL</b>		<b>120</b>

**CONCENTRATIONS -12 credits**

Criminal Justice Administration		
	Required for students pursuing careers in law enforcement	3
PA 150	Introduction to Criminal Law	3
PA 235	Criminal Justice & Its Processes	3
PA 250	Parole & Probation	3
PA 275	Community Policing	3

## Department of Public Administration

PA 365	Crime & Punishment In Urban America	3
PA 440	Judicial Processes & Court Systems	3
International Administration		
PA 395	Public Administration & Disaster Management	3
PA 407	Comparative Public Administration	3
PA 450	Decision Making	3
PA 480	Globalization & Public Administration	3
PA 485	Seminar: International Admin. & diplomacy	3
PA 486	Global Public Policy	3
Non-Profit Administration		
PA 330	Public Policy, Advocacy & Services for the Aged	3
PA 335	Principles of Philanthropy, Fundraising & Development	3
PA 340	Strategic Planning, Budgeting & Project Management	3
PA 395	Public Administration and Disaster Management	3
PA 450	Decision Making	3
PA 410	Administration Rules & Regulations	3
PA 413	Public Program Evaluation	3
Public Policy		
PA 315	Case Studies in Public Policy Development	3
PA 330	Pub. Policy, Advocacy, & Services for the Aged	3
PA 405	Municipal Administration	3
PA 410	Administrative Rules & Regulations	3
PA 413	Public Program Evaluation	3
PA 415	Policymaking & The Public Interest	3
PA 486	Global Public Policy	3
PA 450	Decision Making	3
Urban Administration		
PA 325	Fiscal Administration	3
PA 340	Strategic Planning, Budgeting and Project Management	3
PA 350	Theories of Urban Administration	3
PA 365	Crime and Punishment in Urban America	3
PA 395	Public Administration and Disaster Management	3
PA 405	New York City Administration	3
PA 410	Administration Rules and Requirements	3
PA 450	Decision Making	3
PA 413	Public Program Evaluation	3

For additional Major and Minor Requirements Details for B.S. in Public Administration and Minor in Public Administration. See Chair or Academic Advisor. Public Administration majors are required to take Departmental specified courses within the College Core.

## COURSE DESCRIPTIONS

### PA 103 Introduction to Public Administration

3 credits; 3 class hours

This course is an introduction to theories, concepts and approaches in Public Administration including basic ideas and techniques relevant to administrative processes in public decision-making, personnel systems, budget processes, and communication systems.

*Pre-requisite: ENGL 150*

### PA 150 Introduction to Criminal Law

3 credits; 3 class hours

This course is specifically designed to provide students with a basic understanding of criminal law and the criminal justice system. It will include the history, theory, and practice of substantive criminal law and the criminal justice system. It will include the legislative purpose and responsibilities, the major elements of statutory offenses and their application in the Criminal Justice Process.

*Pre-requisite: PA 103 Co-requisite: ENGL 112*

### PA 200 Introduction to Non-Profit Administration

3 credits; 3 class hours

The purpose of this course is to provide students with an overview of the organizational, personnel, budgetary and other related concepts in the management of a non-profit entity. It will use a series of textbook reading materials, audio/visual media, and case studies to further enhance the students understanding and development into effective public/non-profit managers.

*Pre-requisite: PA 103*

*Co-requisite: ENGL 112*

### PA 202 Government and Business

3 credits; 3 class hours

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

*Prerequisite: PA 103*

*Pre/Co-requisites: ENGL 112*

### PA 205 Public Personnel Administration

3 credits; 3 class hours

This course will study nature and characteristics of government civil service. It will also explore a broader analysis of the civil service law and a clearer understanding of how human resource policies and procedures contribute to the attainment of governmental objectives. Accordingly, it will study routine practices of the civil service including human resource strategic planning, position management, staffing, performance evaluation management and maintenance of supportive workplace relations.

*Pre-requisite: PA 103*

*Pre/Co-requisite: ENGL 112*

### PA 211 New York State and Local Government

3 credits; 3 class hours

This course is an introduction to state and local government in New York. It will provide students with an understanding of the day-to-day issues of local and state governmental units, non- governmental organizations, and administrations in New York.



Students will gain the knowledge background of the issues such as sanitation, public safety, transportation, housing, and other matters that govern the quality of life in New York State. They will be exposed to their policies, processes, and the frameworks that structure the decision making entities of this city and state. *Pre-requisite: PA 103*  
*Pre/Co-requisite: ENGL 112*

#### **PA 214 Organizational Theory in the Public Sector**

3 credits; 3 class hours

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

#### **PA 215 Designing Local Programs and Proposal Writing**

3 credits; 3 class hours

The purpose of this class is to provide students with an overview of the design of a local/urban social service program. It will identify community needs, stakeholders, advocates, pros and cons to the implementation of such programs. It will develop a workable grant proposal to obtain funding for the program. It will cover the basics of grant and proposal writing. *Pre-requisite: PA 200, Co-requisite: ENGL 112*

#### **PA 225 Introduction to Public Policy**

3 credits; 3 class hours

This course presents students with an overview of the policy-making process beginning with Problem Identification and agenda-setting and concluding with evaluation and revision or termination. The course will describe and analyze the political environment of policy-making in the United States. Emphasis will be placed on the executive and legislative branches of government. Students will be acquainted with the role of key agents of influence on official policy makers such as: interest groups, political parties, the media, and Think Tank Organizations. Topics will include welfare reforms, immigration, environmental and foreign policy to name a few. Cutting edge study approach will be used coupled with analysis of major debates in print and electronic media. *Pre-requisite: PA 150*

#### **PA 235 Criminal Justice and Its Processes**

3 credits; 3 class hours

This course examines the application of relevant U.S. and State Constitutional requirements and restrictions on the investigation and prosecution of criminal offenses. Students will also examine the Federal Rules of Procedure and New York Criminal Procedure Law in order to gain an understanding of the standard operating procedures of the criminal justice system.

Particular focus will be on the exclusionary rule and other process remedies, the laws regarding arrest and speedy trial, general trial law and processes, sentencing and appeals. *Pre-requisites: PA 103 and ENGL 112*

#### **PA 250 Community Supervision: Parole and Probation**

3 credits; 3 class hours

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

#### **PA 260 Constitutional Law and Civil Liberties**

3 credits; 3 class hours

This course will examine constitutional law emphasizing civil rights and individual liberties, and also their relation to the criminal justice system. The method of teaching will include reading and discussing U.S. Supreme Court decisions. Students will gain the ability to analyze and apply policies derived from critical-analytic reasoning over selected portions of the U.S. Constitution, the ability to recognize important and relevant considerations involved in real-life issues and situations dealing with civil liberties and civil rights, and a working familiarity with key terms, clauses, cases, and historical formations in Constitutional Law. *Pre-requisite: PA 103, Pre/Co-requisite: ENGL 112*



### **PA 275 Community Policing**

3 credits; 3 class hours

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

*Pre-requisite: PA 250*

### **PA 285 International Administration**

3 credits; 3 class hours

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

*Pre/Co-requisite: ENGL 150*

### **PA 295 Intergovernmental Relations**

3 credits; 3 class hours

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

### **PA 300 Public Bureaucracy**

3 credits; 3 class hours

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

### **PA 301 Education Policy**

3 credits; 3 class hours

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

*Prerequisite: PA 103 Pre/Co-requisite: ENGL 112*

### **PA 304 e-Government**

3 credits; 3 class hours

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

### **PA 315 Case Study in Public Policy Development**

3 credits; 3 class hours

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

**PA 320 Introduction to Discharge Planning**

3 credits; 3 class hours

Public administrators in the field of criminal justice are consistently faced with the task of assisting formerly incarcerated individuals with reintegrating into society. Unfortunately, they consistently fall short of this task and the individual, who is looking forward to reentry, oftentimes fall behind. This course consists of a series of lectures, work group exercises and life-skill presentations designed to support the development of community reintegration plans for individuals leaving prison.

It is designed to provide the public manager with necessary skills and elements needed to construct such a plan and explores both the theoretical and practical basis for it. It focuses on providing intensive skills building and training to help students to not only understand the parole discharge process, but to also understand the aspects that bureaucratic agencies must overcome to put these plans in motion. This course also helps to facilitate a greater appreciation of the role played by nonprofit organizations in local and urban neighborhoods, as part of the successful transition of large numbers of people exiting the prison system into urban communities. It advocates for greater inclusion of local communities in the community reintegration process since the return of these large numbers of people will directly impact their lives. *Pre/Co-requisite: ENGL 150*

**PA 325 Fiscal Administration**

3 credits; 3 class hours

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

**PA 326 Ethics in Government**

3 credits; 3 class hours

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

**PA 330 Public Policy, Advocacy, Systems Management, and Administration in Services for the Aged**

3 credits; 3 class hours

This course involves a study of systems management and administrative theories as they relate to public and voluntary issues which have an impact on the elderly. Legal rights, Social Security Act, Medicare, will be explored to promote the development of gerontology advocacy skills. The six (6) hours per week field practicum with older persons will be provided a variety of community settings. *Pre-requisite: PA 225*

**PA 335 Principles of Philanthropy, Fundraising, and Development**

3 credits; 3 class hours

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

**PA 340 Strategic Planning, Budgeting, and Project Management**

3 credits; 3 class hours

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

**PA 350 Theories of Urban Administration**

3 credits; 3 class hours

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

**PA 365 Crime and Punishment in Urban America**

3 credits; 3 class hours

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

**PA 390 Research Methodology for Public Administrators**

3 credits; 3 class hours

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

**PA 395 Public Administration and Disaster Management**

3 credits; 3 class hours

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

**PA 405 Regional and Municipal Administration**

3 credits; 3 class hours

Critical issues in the delivery of local and municipal services such as police, fire, sanitation, health, hospital, and welfare are examined in relation to community needs and competition for limited resources.

Traditional and alternative forms of local and metropolitan administrative structure, planning, and financing are reviewed. Regional administrator, authorities and other quasi-public models, as vehicle to meet urban and local needs and how to mobilize and conserve local municipal resources are studied resources.  
*Pre-requisite: PA 300*

**PA 407 Comparative Public Administration**

3 credits; 3 class hours

This course will study theories of comparative public administration, methodological problems and practical concerns in comparing different systems. Students can analyze major administrative structures and institutions including resource, allocation and utilization, machinery of coordination, and other related topics.  
*Pre-requisite: PA 300*

**PA 410 Administrative Rules and Regulations**

3 credits; 3 class hours

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

**PA 413 Public Program Evaluation**

3 credits; 3 class hours

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

**PA 415 Policy Making and the Public Interest**

3 credits; 3 class hours

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

**PA 440 Judicial Process and Court Systems**

3 credits; 3 class hours

This course provides an exploration of the federal courts, state judicial systems, the role of law and lawyers in society, the impact of court and judicial systems on public policy, the decision-making patterns of actors in judicial process, the politics and economics of judicial process, the ideological orientations of the judiciary, the procedures of pretrial, trial, hearings, and appeals. This course also offers a well-grounded understanding of formal court structures and practices.

Students will learn how judicial decisions have a great impact on society, not just in criminal and constitutional matters, but in civil law and related areas of dispute resolution. The course is not limited to the study of criminal or constitutional law. Civil law is also studied because civil cases far outnumber criminal cases and the impact on judicial process. Also, emerging trends in alternative dispute resolution, mediation, arbitration, and neutral fact-finding are studied.

*Pre-requisite: PA 365*

#### **PA 450 Decision Making in Government Agencies**

3 credits; 3 class hours

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

#### **PA 480 Public Administration and Globalization**

3 credits; 3 class hours

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

*Pre-requisite: PA 300 or Permission of the chairperson*

#### **PA 486 Global Public Policy**

3 credits; 3 class hours

This course explores the efficacy of global public policy. It provides the students an opportunity to examine the emergence of a network of public, private, nongovernmental, national, regional, and international organizations that seek to provide an alternative framework for the behavior of states, businesses, nongovernmental and intergovernmental organizations throughout our world.

The course will consider the origin and nature of current global transformation and its implication for public policy at the national level. The course will analyze economic globalization and examine the ramifications for national public policy as well as its impact on the future of sovereignty. *Pre-requisite: PA 225*

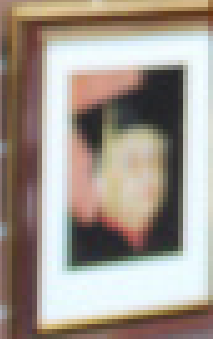
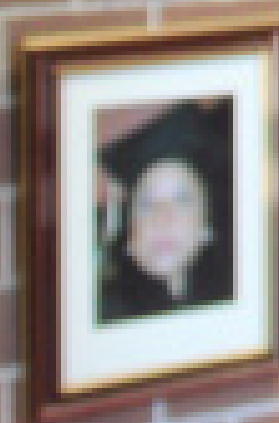
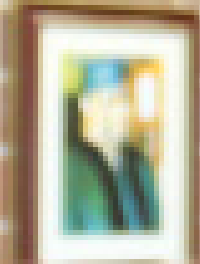
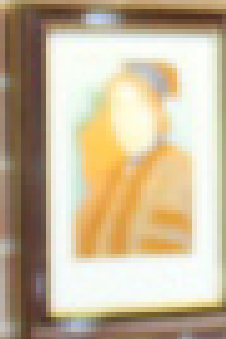
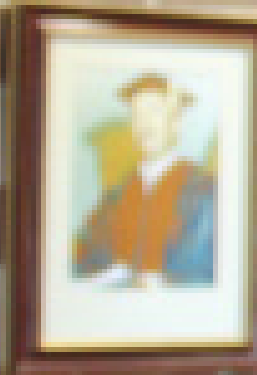
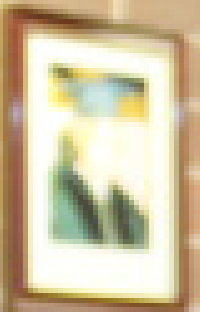
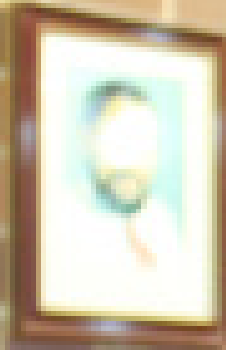
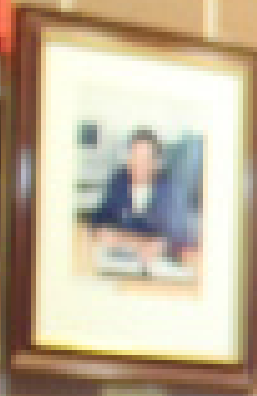
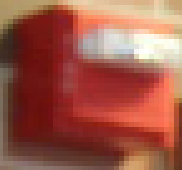
#### **PA 490 Public Administration Internship (Capstone Course)**

3-6 credits; 3-6 class hours

This course provides the future practitioner with an educational practice setting where he/she integrates all prior learning (knowledge, skills, attitudes and behavior) into a future style for professional practice. There is a seminar as well as field work component of the program. The scope and format of the field work component is semi-structured to provide sufficient flexibility in meeting the diverse educational needs and professional interests of each student.

Students will have an opportunity to observe or participate in the practical aspects of administrative activities when they select one of several foci. *Pre-requisite: Permission of the chairperson*

# The Me WA





# School of Liberal Arts and Education

MEDGAR WILEY EVERS  
1925-1963  
"A MAN WITH A VISION"



# School of Liberal Arts and Education

**Interim Dean:** J.A. George Irish  
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**Office:** B-1032G

**Social & Behavioral Sciences:** Owen Brown  
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## MISSION

The mission of the School of Liberal Arts and Education is to:

1. prepare students to achieve their academic and career goals;
2. immerse them within a learning community characterized by engagement with a rich and diverse liberal arts curriculum; and,
3. cultivate scholarly excellence, cultural awareness and social responsibility.

## VISION

We envision a school that

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

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

## PROGRAMS OF STUDY

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

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

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

# Education Department

**Chairperson:** Donna M. Wright  
718 270 4911 office

718 270 4828 fax  
**Office:** B-1007F

**Faculty:** Rosalina Diaz, Ken Hoyte, Margareth LaFontant  
Salika Lawrence, Frances Lowden, Tabora  
Johnson, Sheilah Paul, Rupam Suran, Donna  
Akilah M. Marie Wright

## GENERAL INFORMATION

The Education Department prepares candidates for teaching in general or special education in diverse classrooms in urban settings:

The Department offers the following degrees

1. Bachelor of Arts in Childhood Education (**Grades 1 to 6**)
2. Bachelor of Arts in Special Education: Early Childhood  
(**Birth-Grade 2 General and Students with Developmental Disabilities from Birth to Grades 2**)
3. Bachelor of Arts in Special Education: Childhood  
(**Grades 1 to 6 General and Students with Disabilities in Grades 1 to 6**)

The Department also offers an Associate of Arts (A.A.) in Teacher Education. This degree Program articulates into related Baccalaureate degree programs at Medgar Evers College and throughout The City University of New York.

## NEW YORK STATE TEACHER CERTIFICATION EXAMINATION (NYSTCE) PERFORMANCE

Eighty-three percent of the last group of Medgar Evers College Teacher Education Program completers passed the NYSTCE Academic Literacy Skills Test (ALST), 83% passed the Education for All Students (EAS), and 100% passed the Content Specialty Test Multi-Subject.

## ACCREDITATION STATEMENT

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

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

## MEC EDUCATION DEPARTMENT MISSION

### STATEMENT/PHILOSOPHY

The Department is guided by a six-point philosophy.

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

## MEC Education Department Standards

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

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

**ADMISSION TO PROGRAMS****Entrance to the Programs**

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

1. Minimum Overall Grade Point Average 3.0.
2. Candidates are required to take the Academic Literacy Skills Test (ALST) part of the NYSTCE. This exam is used diagnostically. Candidates take workshops to develop test-taking skills.
3. All candidates are required to have an entrance interview with faculty members of the Department. The purpose of the interview is to assess the candidates' knowledge, skills and dispositions and to see if they can develop and progress within the milieu of the Department.
4. All candidates are required to have a 2.0 "C" or better in Core courses, a 3.0 "B" average in the English Core courses, a 2.7 "B-" average in Math Core courses, and a 2.7 "B-" in Science Core courses.

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

**CONCENTRATIONS**

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

**ACADEMIC STANDARDS**

Candidates in the Education Department are expected to pass all courses in the College Core, in the selected concentration or dual major, and in the Education Department with grades of "C" or better and to maintain a cumulative Grade Point Average of 3.0 or better, as well as a 3.0 average in Education courses in order to receive a baccalaureate degree in Education.

**Associate of Arts in Education**

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

**A.A. - Teacher Education****REVISED PROGRAM****FIXED/REQUIRED CORE**

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136/138 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
TOTAL		12

**FLEXIBLE CORE**

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	3
TOTAL		18

**MAJOR REQUIREMENTS AND ELECTIVES**

ENGL 209	Children's Literature	3
FS 101	Freshmen Seminar I	1
FS 102	Freshmen Seminar II	1
MTH 231	Math for Teachers or	
MTH 220	College Geometry	3
PSYC 101	Introduction to Psychology	3
GEOG 101	Regional Geography	3
HIST 201	African American History & Culture	3
EDUC 102	Introduction to the Learner	2
EDUC 501	EFE: Shadowing Professionals	0
EDUC 110	Health, Fitness & Safety for Teachers	1
EDUC 152	Introduction to Special Education	2
EDUC 502	EFE: Observing Learners	0
EDUC 231	Child Development or	
PSYC 209		3
EDUC 503	EFE: Parents/Communities as School Partners	0
EDUC 350	Computers in Education	2
EDUC 504	EFE: Technology in the Classroom	0
EDUC 355	Critical Issues in the History of Education	3
TOTAL		30
GRAND TOTAL		60

Students should see their A.A. Education Mentor early in their Program to determine their concentration in lieu of the eleven (11) credit Liberal Arts concentration on the A.A. in Teacher Education Program Plan. For additional major requirement details for A.A. Degree in Teacher Education. See Chair or Academic Advisor.

**Bachelor of Arts in Childhood Education**

The B.A. Program in Childhood Education provides course offerings that emphasize the Liberal Arts, including a concentration in a specific Liberal Arts area. Concentration options include English, Mathematics, Science and Social Science. Candidates in this program may pursue professional courses, field experiences, and clinical practice placements to meet New York State academic requirements for initial certification to teach at the childhood level (Grades 1 to 6). The B.A. Degree in Childhood Education requires completion of 120 credits. The 120 credits of the program are distributed as follows

**B.A. - Childhood Education****REVISED PROGRAM****FIXED/REQUIRED CORE**

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136/138 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
TOTAL		12

**FLEXIBLE CORE**

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	3
TOTAL		18

**COLLEGE OPTION**

(Education degree program specific waiver)

	Foreign Language I	3
	Foreign Language II	3
EDUC 231	Child Development or	
PSYC 209		3
TOTAL		9

**MAJOR REQUIREMENTS**

EDUC 102	Introduction to the Learner	2
EDUC 110	Health, Fitness & Safety for Teachers	1
EDUC 152	Introduction to Special Education	2
EDUC 307	Foundations of Educational Psychology	3
EDUC 311	Teaching Reading I	3
EDUC 312	Reading Teaching II	3
EDUC 314	Teaching Elementary Social Studies or	2
EDUC 315	Teaching Elementary Mathematics	3

EDUC 317	Teaching Elementary Science	2
EDUC 340	Assessment in Education	3
EDUC 350	Computers in Education	2
EDUC 355	Critical Issues in the History of Education	3
EDUC 381	Methods & Materials for Teaching Children w/ Reading Disabilities	3
EDUC 457	Curriculum Design & Development	2
EDUC 481	Clinical Practice Seminar I	1
EDUC 482	Clinical Practice Seminar II	1
EDUC 491	Clinical Practice I	4
EDUC 492	Clinical Practice II	4
EDUC 494	NYSTCE PREP WORKSHOP:	
	Content Specialty	0
EDUC 496	Critical Reading/Writing Workshop	0
EDUC 498	ALST Workshop	0
EDUC 499	Education for All Students Workshop	0
EDUC 501	EFE: Shadowing Professionals	0
EDUC 502	EFE: Observing Learners	0
EDUC 503	EFE: Parents/Communities as School Partners	0
EDUC 504	EFE: Technology in the Classroom	0
EDUC 505	EFE: Working with Individual Learners	0
EDUC 506	EFE: Working With Small Groups of Learners	0
EDUC 507	EFE: Curriculum Design & Development	0
EDUC 508	EFE: Assessment in Education	0
ENGL 209	Children's Literature	3
FS 101	Freshmen Seminar I	1
GEOG 101	Regional Geography	3
HIST 201	African American History & Culture	3
MTH 231 OR	Math for Teachers OR	
MTH 220 OR	College Geometry (Math Concentration Only) OR	
	More Advanced MATH courses	3
PSYC 101	Introduction to Psychology	3
CONCENTRATION		21
TOTAL		81
GRAND TOTAL		120

"Students must complete 30 or more credits as part of an associate program before admission to this program. As a result, only 9 College Option credits are required. This program has a waiver to specify courses students must take in the College Option."

**ENGLISH CONCENTRATION**

Course #	Course Title	Credits
Candidates must take all of the following courses:		
ENGL 210	Intermediate Comp	3
ENGL 208	Applied Linguistics	3
ENGL 365	Introduction to Applied Theory	3
ENGL 322/323	American Literature I or II	3
ENGL 319/320	African American Literature I/II	3
ENGL325/327	Caribbean Literature I or II	3
Candidates must choose one (1) additional course from the following:		
ENGL319	African American Literature I	3
ENGL320	African American Literature II	3
ENGL 315	British Literature I	3
ENGL 322	American Literature I	3
ENGL 323	American Literature II	3
ENGL 325	Caribbean Literature	3
ENGL 326	African Literature	3

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ENGL 327	Caribbean Literature II	3
ENGL 328	Latin American Literature	3
ENGL 330	Post Colonial Literature	3
ENGL 332	Modernist Literature	3
ENGL 360	Black Women Writers	3
ENGL 361	Shakespeare	3
ENGL 370	Black & Asian British Literature	3

**MATH CONCENTRATION**

Candidates must take all of the following courses:

MTH 151	Pre Calculus	4
MTH 202	Calculus I	4
MTH 203	Calculus II	4

Candidates must select 3- 4 of the following courses for a total 12 credits:

MTH 204	Calculus III	4
MTH 205	Elementary Differential Equations	3
MTH 206	Introduction to Proof	4
MTH 207	Elementary Linear Algebra	3
MTH 209	Elementary Statistics	4
MTH 308	Abstract Algebra	3
MTH 330	History of Mathematics	3

**SCIENCE CONCENTRATION**

Candidates must take all of the following courses:

BIO 201	General Biology	4
BIO 202	General Biology	4
CHM 112	Basic Chemistry	3
CHM 201	General Chemistry I	4
CHM 202	General Chemistry II	4

Candidates must select one (1) of the following options and take two courses in either Option 1 or 2:

**Option 1**

BIO 302	Genetics	4
BIO 340	Plant Science/Botany	4
BIO 373	Invertebrate Zoology	4
BIO 375	Chordate Morphology	4
BIO 376	Chordate Development	4
BIO 403	Microbiology	4
BIO 461	Molecular Biology	4
BIO 462	Microbial Physiology	4
BIO 481	Human Physiology	
BIO 491	Cell Biology	3

**Option 2**

BIO 370	Principles of environmental Science	3
ENVS 203	Environmental Law	3
ENVS 400	Natural Resource and Conservation	3
ENVS 200	Environmental Health Issues	3
ENVS 301	Air, Water Pollution	3
ENVS 313	Waste Management	3
ENVS 405	Pollution Control and Prevention	3

**SOCIAL SCIENCE CONCENTRATION**

Candidates must take all of the following courses:

POL 101	Introduction to Political Science	3
SSC 303	Statistics for the Social Sciences	3
SSC 304	Social Science Research Methods	3

Candidates must choose three (3) courses from the following:

HIST 230	Africa 1800	3
HIST 231	Africa Since 1800	3

HIST 242	History of the Caribbean	3
HIST 250	Medieval Europe	3
HIST 251	Modern Europe	3
HIST 260	The City In History	3
HIST 333	The Black Civil Rights Movement	3
HIST 340	Political & Social Movements in Africa	3
HIST 410	Comparative History of Slavery in America	3

Candidates must select 1 of the following courses:

POL 216	State and Local Government	3
POL 300	American Presidency	3
POL 336	Constitutional Law	3

**Bachelor of Arts in Childhood and Early Childhood Special Education**

The B.A. Programs in Special Education are dual certification programs that meet the academic requirements for New York State initial certification. The two programs include: teaching students at the childhood level and teaching students with special needs at the early childhood level (Birth to Grade 2) and teaching students at the childhood level and teaching students with special needs at the childhood level (Grades 1 to 6). These programs provide course offerings that emphasize the liberal arts, including a concentration in English, Mathematics, Science or Social Studies. Candidates preparing for certification at the early childhood special education level have the option of completing a concentration in Psychology instead of one of the aforementioned concentrations. The B.A. in Special Education and Early Childhood Education requires completion of 120 credits. The 120 credits of the program are distributed as follows:

**B.A. Special Education and Early Childhood Education**

**REVISED PROGRAM**

**FIXED/REQUIRED CORE**

Course	Course Title	Credits
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136/138 Algebra/Trigonometry		

**Life and Physical Sciences**

BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
TOTAL		12

**FLEXIBLE CORE**

ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		



BIO 211	Biotechnology & Society	3
TOTAL		18

**COLLEGE OPTION****(Education degree program specific waiver)**

EDUC 307	Foundations of Educational Psychology	3
EDUC 311	Teaching Reading I	3
PSYC 209	Developmental Psychology	
OR		
EDUC 231	Child Development	3
TOTAL		9

**MAJOR REQUIREMENTS**

EDUC 102	Introduction to the Learner	2
EDUC 110	Health, Fitness & Safety for Teachers	1
EDUC 152	Introduction to Special Education	2
EDUC 252	Early Intervention Needs of Infants & toddlers	2
EDUC 253	Assessment, Treatment & Services for Infants	3
EDUC 301	Principles of Early Childhood Education	2
EDUC 302	Curriculum & Instruction in Early Childhood	2
EDUC 310	Managing Students with Behavior Disorder	2
EDUC 312	Reading Teaching II	3
EDUC 315	Teaching Elementary Mathematics	3
EDUC 350	Computers in Education	2
EDUC 355	Critical Issues in the History of Education	3
EDUC 381	Methods & Materials for Teaching Children w/ Reading Disabilities	3
EDUC 481	Clinical Practice Seminar I	1
EDUC 482	Clinical Practice Seminar II	1
EDUC 491	Clinical Practice I	4
EDUC 492	Clinical Practice II	4
EDUC 494	NYSTCE PREP WORKSHOP: Content Specialty	0
EDUC 495	NYSTCE PREP WORKSHOP: Special Education	0
EDUC 496	Critical Reading/Writing Workshop	0
EDUC 498	ALST Workshop	0
EDUC 499	Education for All Students Workshop	0
EDUC 501	EFE: Shadowing Professionals	0
EDUC 502	EFE: Observing Learners	0
EDUC 503	EFE: Parents/Communities as School Partners	0
EDUC 504	EFE: Technology in the Classroom	0
EDUC 505	EFE: Working with Individual Learners	0
EDUC 506	EFE: Working With Small Groups of Learners	0
EDUC 507	EFE: Curriculum Design & Development	0
EDUC 509	EFE: Assessment in Education II	0
ENGL 209	Children's Literature	3
FS 101	Freshmen Seminar I	1
GEOG 101	Regional Geography	3
HIST 201	African American History & Culture	3
MTH 231 OR	Math for Teachers OR	
MTH 220 OR	College Geometry (Math Concentration Only) More Advanced MATH courses	3
PSYC 101	Introduction to Psychology	3
Liberal Arts Concentration		25
TOTAL		81
GRAND TOTAL		120

\*Students must complete 30 or more credits as part of an associate

program before admission to this program. As a result, only 9 College Option credits are required. This program has a waiver to specify courses students must take in the College Option."

**ENGLISH CONCENTRATION**

Course #	Course Title	Credits
Candidates must take all of the following courses		
ENGL 210	Intermediate Comp	3
ENGL 208	Applied Linguistics	3
ENGL 365	Introduction to Applied Theory	3
ENGL 322/323	American Literature I or II	3
ENGL 319/320	African American Literature I/II	3
ENGL325/327	Caribbean Literature I or II	3
Candidates must choose one (1) additional course from the following:		
ENGL319	African American Literature I	3
ENGL320	African American Literature II	3
ENGL 315	British Literature I	3
ENGL 322	American Literature I	3
ENGL 323	American Literature II	3
ENGL 325	Caribbean Literature	3
ENGL 326	African Literature	3
ENGL 327	Caribbean Literature II	3
ENGL 328	Latin American Literature	3
ENGL 330	Post Colonial Literature	3
ENGL 332	Modernist Literature	3
ENGL 360	Black Women Writers	3
ENGL 361	Shakespeare	3
ENGL 370	Black & Asian British Literature	3

**MATH CONCENTRATION**

Candidates must take all of the following courses:		
MTH 151	Pre Calculus	4
MTH 202	Calculus I	4
MTH 203	Calculus II	4
Candidates must select 3- 4 of the following courses for a total 12 credits:		
MTH 204	Calculus III	4
MTH 205	Elementary Differential Equations	3
MTH 206	Introduction to Proof	4
MTH 207	Elementary Linear Algebra	3
MTH 209	Elementary Statistics	4
MTH 308	Abstract Algebra	3
MTH 330	History of Mathematics	3

**PSYCHOLOGY CONCENTRATION**

Candidates must take all of the following courses:		
PSYC 213	Social Psychology	3
PSYC 215	Theories of Personality	3
PSYC 316	Psychological Statistics	3
PSYC 322	Experimental Psychology	4
Candidates must select 4 psychology electives chosen from among the specialty areas. 400 level courses should be included.		
PSYC 310	Human Development: Adolescence	3
PSYC 311	Human Development: Adulthood Aging	3
PSYC 224	Brain and Behavior	3
PSYC 305	Theories of Learning	3
PSYC 306	Introduction to Cognitive Psychology	3
PSYC 321	Sensation and Perception	3
PSYC 301	Abnormal Psychology	3



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PSYC 320	Psychology of Intervention	3
PSYC 404	Psychology of Motivation	3
PSYC 405	Techniques of Psycho-therapy and Counseling	3
PSYC 406	Psychological Tests and Measurements	3
PSYC 420	Diagnosis, Assessment and Evaluation	3
PSYC 421	Sport Psychology	3

### SCIENCE CONCENTRATION

Candidates must take all of the following courses:

BIO 201	General Biology	4
BIO 202	General Biology	4
CHM 112	Basic Chemistry	3
CHM 201	General Chemistry I	4
CHM 202	General Chemistry II	4

Candidates must select one (1) of the following options and take two courses in either Option 1 or 2:

#### Option 1

BIO 302	Genetics	4
BIO 340	Plant Science/Botany	4
BIO 373	Invertebrate Zoology	4
BIO 375	Chordate Morphology	4
BIO 376	Chordate Development	4
BIO 403	Microbiology	4
BIO 461	Molecular Biology	4
BIO 462	Microbial Physiology	4
BIO 481	Human Physiology	
BIO 491	Cell Biology	3

#### Option 2

BIO 370	Principles of environmental Science	3
ENVS 203	Environmental Law	3
ENVS 400	Natural Resource and Conservation	3
ENVS 200	Environmental Health Issues	3
ENVS 301	Air, Water Pollution	3
ENVS 313	Waste Management	3
ENVS 405	Pollution Control and Prevention	3

### SOCIAL SCIENCE CONCENTRATION

Candidates must take all of the following courses:

POL 101	Introduction to Political Science	3
SSC 303	Statistics for the Social Sciences	3
SSC 304	Social Science Research Methods	3

Candidates must choose three (3) courses from the following:

HIST 230	Africa 1800	3
HIST 231	Africa Since 1800	3
HIST 242	History of the Caribbean	3
HIST 250	Medieval Europe	3
HIST 251	Modern Europe	3
HIST 260	The City In History	3
HIST 333	The Black Civil Rights Movement	3
HIST 340	Political & Social Movements in Africa	3
HIST 410	Comparative History of Slavery in America	3

Candidates must select 1 of the following courses:

POL 216	State and Local Government	3
POL 300	American Presidency	3
POL 336	Constitutional Law	3

## EDUCATION DEPARTMENT MINOR

The Education Department offers a Minor in Early Childhood Intervention, includes 12 credits of education courses at the 100, 200 and 300 level.

### Courses

EDUC 102: Introduction to the World of the Learner  
 EDUC 501: Observing Teaching and Learning (Field Exp. Required)  
 EDUC 152: Introduction to Special Education (Co-Requisite  
 EDUC 502) or EDUC 203: Introduction to Developmental  
 Disabilities (Field Exp. Required)  
 EDUC 231: Child Development (Co-Requisite EDUC 503)  
 EDUC 301: Principles of Early Childhood (Field Exp. Required)  
 EDUC 252: Early Intervention (Field Exp. Required)  
 EDUC 253: Assessment of Infants and Toddlers with Special Needs  
 (Co-Requisite EDUC 509)

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

## APPROVAL FOR CLINICAL PRACTICE

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

## Entrance to Clinical Practice

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

To be admitted to Clinical Practice, candidates must have:

1. Been admitted to an Education Department baccalaureate program by written application.
2. Completed at least ninety (90) credits and have taken the CST multi-subject Test/NYSTCE and the CST/Students With Disabilities Test.
3. Attained a cumulative Grade Point Average of at least 2.7 with no grade less than "C" in MEC Core courses, Education courses and courses in the concentration/dual major or their equivalents.
4. Earned at least six (6) credits in Science Core courses or equivalents with an average of at least 2.7 and no grade below "C".
5. Earned at least six (6) credits in Mathematics Core courses or equivalents with an average of at least 2.7 and no grade below "C".
6. Completed English 212 with a grade of B or better; if grade is less than B, English 212 can be retaken. Achieving a "B" or better in a different 300 Level English Literature Course may replace the original grade in English 212.
7. Completed eight (8) credits in the teaching of reading: EDUC 311, 312, and 381.
8. Earned three (3) credits in the Teaching of Math and three (3) credits in one other methods course.

Based on a written application and portfolio assessment, candidates who meet all of these requirements will receive a letter of acceptance to Clinical Practice.

## School of Liberal Arts and Education Core and Program Requirements

For information on the School of Liberal Arts and Education core and program requirements, please visit the College website.

## COURSE DESCRIPTIONS

### EDUC 100 Parent/Teacher-Child Interaction

2 credits; 2 class hours

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

### EDUC 102 Introduction to the World of the Learner

2 credits; 3 class hours

This introductory course explores the many institutions that make an impact on the child's total development. Prospective teachers will examine how social institutions such as the home, school, church, community, media, and technology affect the child's learning. The concept of the self and other personality characteristics that affect the interaction between children and adults will be examined. These courses take an inclusive approach to educating students with special abilities. Diversity will be explored through pluralistic lenses affording students the opportunity to make cross-cultural connections. Technology will be examined as a tool to better inform students' future teaching and learning in urban settings. Classroom management strategies will be explored. Supervised field experiences are a major component of this course. *Pre-requisite: Students must have 24-30 credits in the Liberal Arts Core courses prior to registering for this course. Exemptions considered with permission of the Chair./Co-requisite: EDUC 501*

### EDUC 103 School Community Relations

2 credits; 2 class hours

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

### EDUC 110 Health, Safety Fitness for Teachers

1 credit; 1.5 class hours

This course will provide prospective teachers with the necessary knowledge and skills to establish and maintain personal health and fitness, to create and maintain safe and healthy home and classroom environments, and use their knowledge of personal and community health issues to effectively manage their resources and to advocate for healthy children, families and communities. This course will consist of a series of seven two-hour workshops on the following issues of health and safety:

1. nutrition;
2. exercise and physical fitness;
3. sexuality, health and hygiene;
4. prevention and risk education strategies to promote safety at home and in the classroom, including prevention of child abduction;
5. identification and reporting of suspected child abuse and maltreatment;
6. fire and arson prevention, and

7. the impact of alcohol, and substance abuse on personal health and families.

*Pre-requisite: ENGL 112*

### **EDUC 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: Students must have 24-30 credits in the Liberal Arts Core courses prior to registering for this course. Exemptions considered with permission of the Chair/Co-requisite: EDUC 502*

### **EDUC 200 History and Foundations of Bilingual General and Bilingual Special Education**

2 credits; 2 class hours

This introductory course provides an historical overview of major areas integral to bilingual general education and bilingual special education students and programs. Review of the history and major development of the program in the United States will be presented. Legal, cultural, linguistic, programmatic, advocacy and assessment issues will be reviewed. Theoretical readings will be matched with practical, field-based classroom visits and interviews with teachers and parents. *Pre-requisite: ENGL 150*

### **EDUC 203 Introduction to Developmental Disabilities (formerly EDUC 153)**

2 credits; 3 class hours

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

### **EDUC 231 Child Development**

3 credits; 3 class hours

This course examines the physical, social, intellectual and emotional aspects of child development, the interrelationships among them, and their influence on the child's learning experiences from birth to adolescence. The prospective teacher will develop awareness of developmental norms, individual differences and an understanding of approaches to working with all children in order to enhance their school success. *Pre-requisites: Students must have 24-30 credits in the Liberal Arts Core courses prior to registering for this course. Exemptions considered with permission of the Chair/Co-requisite: EDUC 503*

### **EDUC 252 Principles of Early Intervention: Needs of Infants, Toddlers and Children with Developmental Disabilities**

2 credits; 3 class hours

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

### **EDUC 253 Assessment, Treatment and Services for Infants, Toddlers and Children with Developmental Disabilities**

3 credits; 3 class hours

This course is designed to help students critically examine the purposes, practices, policies, problems, and trends in assessing children birth to seven years of age who are suspected of a having a developmental delay or are at risk for delay. Students will examine and familiarize themselves with a variety of assessment instruments and techniques. Strategies for conducting family-centered and trans-disciplinary assessments in natural environments will be explored.

Students will analyze the relationship of assessment to the: cultural and familial context of the child; theories of teaching and learning; and instructional planning. Students will practice developing IFSPs/IEPs and instructional goals and activities. The course emphasizes the importance of and strategies for including children with special needs in regular education settings and the uses of instructional technologies in teaching. The roles and responsibilities of assessment and service professionals will be emphasized. The course includes a supervised field experience. *Pre-requisite: EDUC 252 Pre/Co-requisite: EDUC 509*

### **EDUC 301 Principles of Early Childhood Education**

2 credits; 3 class hours

The course content gives a comprehensive view of the total field of early childhood education. Theories of child development are reviewed as a basis for examining early childhood principles, practices and programs. This course emphasizes the child's development of concepts, relationships, and positive attitudes toward self and achievement. This course covers the sociological, philosophical, and historical roles of education in the lives of young children from ages 0-8 in classrooms. Ways of fostering effective relationships and interactions to support growth and learning among varying communities will be examined. The parent as first teacher and the home-school continuum will be explored. An inclusion approach to educating students with special needs in diverse, pluralistic learning communities will be explored. Technology will be used as a tool to design strategies to engage students in self reflection and learning. Supervised field experiences are a required component of this course. *Pre-requisite: ENGL 150*

### **EDUC 302 Curriculum and Instruction in Early Childhood Education**

2 credits; 2 class hours

This methods course explores curriculum theory, resources and recent innovations in early childhood education in urban settings. Strategies to motivate and resolve conflicts will be examined. Inclusive approaches for children with special abilities, diverse populations and technological advances will be explored providing the best practice in the field. Students will develop, design and implement age appropriate curriculum. Supervised field experiences are a major component of this course. *Pre-requisite: Admission to the BA Program; Co-requisite: EDUC 507, EDUC 481, EDUC 491*

### **EDUC 307 Foundations of Educational Psychology**

3 credits; 3 class hours

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

### **EDUC 308 Foundations of Educational Psychology: Middle Childhood**

3 credits; 3 class hours

This course examines theories of learning processes, motivation, communication and classroom management, and the application of those theories and understandings in middle childhood classrooms to stimulate and sustain diverse students' interest, cooperation and achievement to each student's highest level of learning in preparation for productive work, continuing growth and citizenship in a democracy. *Pre-requisite: None*

### **EDUC 310 Students with Behavior Disorders**

2 credits; 3 class hours

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

### **EDUC 311 Teaching Elementary Reading I**

3 credits; 3 class hours

EDUC 311 is designed to introduce students to reading theories as they apply to elementary classrooms from pre-K to grades 4-6. Students will study and critique various approaches to the teaching of reading, from direct phonics instruction to whole language, in order to develop their own balanced approaches to the teaching and learning of reading.

Methods and materials for teaching and learning reading, current issues and recent developments in the field will be stressed. Demonstrations and applications of strategies, such as Interactive Reading and Teaching Phonics in Context, will provide practical experiences for students in the course. Students will be required to conduct three classroom observations where they will reflect critically on the connections between the observed phenomena and what they are learning in the course. Students will develop and draft a Statement of Philosophy for the Teaching and Learning of Reading. *Pre-requisite: Admission into the BA Program*  
*Co-requisite: EDUC 315* *Pre/Co-requisite: EDUC 505*

### **EDUC 312 Teaching Elementary Reading II**

3 credits; 3 class hours

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

### **EDUC 314 Teaching Elementary Social Studies**

2 credits; 3 class hours

Students will examine national and state standards, curriculum development, instructional planning, assessment and multiple research-validated instructional strategies for teaching social studies to elementary school pupils within the full range of abilities. Students will demonstrate skills in accommodating various learning styles, perspectives and individual differences to enhance the learning of all pupils. The urban community, including its residents and cultural institutions, will be examined as an educational resource for teaching history, geography, economics, government, citizenship, culture and social interaction in a diverse society. The relationships between effective instructional planning, pupil engagement in learning and classroom management will be examined. Use of technology for instruction and administrative purposes will be addressed. Students will use and review software and online educational resources and use electronic mail to communicate with the instructor and for submitting some assignments. This course requires a supervised field placement. *Pre-requisite: Admission into the BA Program*  
*Co-requisite: EDUC 506*

### **EDUC 315 Teaching Elementary Mathematics**

3 credits; 3 class hours

This course is designed to explore topics in mathematics for children from birth through sixth grade. Prospective teachers will study and experience a constructivist approach to teaching mathematics. Methods for establishing mathematical concepts and guiding students into mastering the Associated skills algorithms and applications through problem solving and reasoning will be established. The course will focus on developing an active student-centered approach to teaching and learning mathematics. Methods of assessing individual teaching practices and student learning for use in curriculum development and instructional planning will be emphasized.



This course includes a required field experience component in an early childhood or elementary classroom. Topics that affect the way we teach and learn will be addressed within the context of the impact of classroom interaction. Issues of gender, ethnicity, special needs and classroom management will be incorporated in an on-going discussion of understanding the learner. New York State Curriculum Standards and New York City Performance Standards will provide the basis for curriculum, lesson planning, and assessment. This course requires a supervised field placement. Students will observe mathematics classes in local elementary schools and will participate in tutoring activities to create a forum for examining theory. *Pre-requisite: Admission into the BA Program Co-requisite: EDUC 311 Pre/Co-requisite: EDUC 505*

### **EDUC 317 Teaching Elementary Science**

2 credits; 3 class hours

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

### **EDUC 340 Assessment in Education**

3 credits; 3 class hours

This course is designed to help students critically examine the purposes, practices, policies, and problems of assessment in education. Assessment will be examined as an inclusive process, which includes, but is not limited to, observation, anecdotal notes, testing, pupil portfolios, authentic problem solving, and conferring with other stakeholders in pupils' development. Students will analyze the relationship of assessment to theories of teaching and learning, curriculum development and performance standards, accountability and policies, instructional planning and delivery, action research, and reflective practice. Students will also examine modes of assessment, including the use of technology in developing, administering and scoring assessment instruments and reporting results of assessment. Students will analyze the effects of assessment practices and policies on pupils, respecting the universal and individual characteristics of development, including issues related to culture, language, race, gender, class, and disabilities.

Students will also demonstrate knowledge and skills in the following areas: history of educational testing and measurements, item analysis and interpretations of test scores (including but not limited to statistical analyses), purposes and limits of testing in assessment, and developing and using formal and informal assessment practices for educational decision-making and self-assessment. *Pre-requisites: EDUC 231 and PSYC 101 Co-requisite: EDUC 508*

### **EDUC 350 Computers in Education**

2 credits, 3 hours

This 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. This course requires a supervised field placement. *Pre-requisites: Students must have 24-30 credits in the Liberal Arts Core courses prior to registering for this course. Exemptions considered with permission of the Chair /Co-requisite: EDUC 504*

### **EDUC 353 Structuring the Multi-Cultural Classroom for Academic Success**

3 credits, 3 hours

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

### **EDUC 355 Critical Issues in the History of Education**

3 credits; 3 class hours

This course examines the centrality of race, class, ethnicity and gender in defining the American educational experience. The class will examine four historical periods: Colonial America, the 1840's and the Common School Movement, Reconstruction and the Progressive Era. Current issues like community control, tracking, religion and education, racial and sexual harassment, integration and equitable funding of schools will be examined in terms of their roots in these historical periods and in terms of their relationship to issues of race, ethnicity, gender and class. Students will become familiar with historical research methodology as they examine and analyze particular issues in the history of education. *Pre/Co-requisite: ENGL 150*

**EDUC 381 Methods and Materials for Teaching Children with Reading Disabilities**

3 credits; 3 class hours

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

**EDUC 457 Research Seminar**

2 credits; 2 class hours

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

**EDUC 481 Clinical Practice 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. *Pre-requisite: Formal Acceptance into clinical practice; EDUC 312, EDUC 381, EDUC 301, EDUC 314 or EDUC 317, EDUC 506/ Co-requisites: EDUC 491; EDUC 507; EDUC 302 or EDUC 457)*

**EDUC 482 Clinical Practice Seminar II**

1 credit; 2 class hours

The second seminar provides the setting for the analytical exploration of experiences acquired in the EDUC 491 senior level student teaching. In the seminar, students will discuss their classroom experiences, their teaching roles and responsibilities, problems of teaching methodology and planning, classroom management problems, challenges of implementing inclusion and integrating technology, etc. *Pre-requisites: EDUC 457 or EDUC 302; EDUC 481; EDUC 491; EDUC 507 (with a grade of C or higher) /Co-requisite: EDUC 491; EDUC 507; EDUC 302 or EDUC 457*

**EDUC 491 Clinical Practice I**

4 credits; 3 class hours

This is the first course in a two-semester sequence that involves an intensive field-based teaching assignment for senior level students. Based upon the certification area participants will be involved in an internship for two semesters in an appropriate cooperating school setting. An additional internship setting will be required for students seeking certification in more than one area:

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

**2. Childhood - 2 Areas:**

Grades 1 to 3 and Grades 4 to 6

Special education majors will intern in a regular elementary classroom for one semester; the other term, they will intern in a special education classroom. Interns will be involved in a variety of experiences to enhance computer and technology literacy, an understanding of students with multicultural backgrounds, and the development of skills to address diverse student needs, including the exceptional learner and those with developmental disabilities. The internship will consist of on site supervision for 3 full days each semester. *Pre-requisite: Permission of Chairperson/Co-requisites: EDUC 491; EDUC 507; EDUC 302 or EDUC 457)*

**EDUC 492 Clinical Practice II**

4 credits; 10 class hours

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

**1. Early Childhood -3 Areas:**

Pre-kindergarten, Kindergarten, Grades 1-2

**2. Childhood - 2 Areas:**

Grades 1-3, 4-6

**3. 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: EDUC 481; EDUC 491; EDUC 457 or EDUC 302/ Co-requisite: EDUC 482*



### **EDUC 494 Content Specialty Test Seminar**

0 credit; 2 class hours

This seminar prepares candidates for the NYSTCE-CST Exam. Candidates complete a diagnostic exam (multiple choice items and an essay question), and several practice tests. Diagnostic information is reviewed and lessons prepared as indicated by disabilities and assessment diagnostic exam results. *Pre-requisite: Permission of chairperson*

### **EDUC 495 Content Specialty Test Students w/ Disabilities**

0 credit; 2 class hours

This seminar prepares the Department's special education program candidates for the NYSTCE\_CST Students w/ Disabilities Exam. Candidates complete a diagnostic exam (multiple choice items and an essay question) and several practice tests. Diagnostic information is reviewed and lessons prepared as indicated by disabilities and assessment diagnostic exam results. *Pre-requisite: Permission of chairperson*

### **EDUC 496 Critical Reading and Writing Seminar**

0 credit, 2 class hours

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

### **EDUC 498 Academic Literacy Skills Test (ALST) Test Prep Seminar**

0 credit, 2 class hours

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

### **EDUC 499 Educating All Students Test (EAS)**

0 credit; 2 class hours

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

### **EDUC 500 Independent Study for Education Majors**

3 credits; 3 class hours

Independent study is designed to provide an organized course of study for students who are unable to attend regularly scheduled classes "for cause", and to provide opportunities for guided study and in-depth research in subject areas not covered by traditional courses.

#### **Eligibility Criteria:**

To qualify for enrollment in an Independent Study Course, undergraduate students should meet the following criteria:

1. A cumulative Grade Point Average of 3.0 or better.
2. Completion of ENGL 150.
3. Meet the departmental criteria for bona fide exemption from the required course plan of study.
4. Written contractual agreement between student and faculty.

### **EDUC 501 Field Experience Practicum: Shadowing Professionals**

0 credit; 0 class hours

The seminar provides candidates with an understanding of the role and responsibilities of teachers. Candidates critically observe teachers as they plan and deliver instruction, interact with students and engage in the school community. *Co-requisite: EDUC 102*

### **EDUC 502 Field Experience Practicum: Classroom Observations**

0 credits; 0 class hours

This course provides candidates with the opportunity to critically observe students in diverse and inclusive P-6 settings. The field experience provides candidates with an opportunity to contextualize understanding of child development and the nature and learning needs of children with exceptionalities. *Co-requisite: EDUC 152*

### **EDUC 503 Field Experience Practicum: Parents/Community as School Partners**

0 credit; 0 class hours

This early field placement seminar provides candidates with an opportunity to understand the roles that parents/families play in their children's school life. Candidates will interact with Parent Coordinators, parents, administrators and school based community liaisons to develop an understanding of the differing perspectives and expectations of each these constituencies. *Co-requisite: EDUC 231*

### **EDUC 504 Field Experience Practicum: Technology in the Classroom**

0 credit; 0 class hours

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

**EDUC 505 Field Experience Practicum: Working with Individual Learners**

0 credit; 0 class hours

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

*Co-requisite: EDUC 311***EDUC 506 Field Experience Practicum: Working with Small Groups of Learners**

0 credit; 20 class hours

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

**EDUC 507 Field Experience Practicum: Curriculum Research and Design**

0 credit; 0 class hours

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

**EDUC 508 Field Experience Practicum: Assessment in Education**

0 credit; 0 class hours

This seminar provides candidates with an understanding of assessment practices in educational settings and opportunities to develop assessment-related skills through planning an action research project related to assessment related practices in general and/or special education environments. *Co-requisite: EDUC 34*

**EDUC 509 Field Experience Practicum: Assessment in Education II**

0 credit; 0 class hours

This seminar provides candidates with an understanding of assessment practices in inclusive settings and opportunities to develop assessment-related skills with students with special needs.

*Co-requisite: EDUC 253*

# Department of English

**Chairperson:** Brenda Greene  
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718 270 4828 fax  
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**Office:** B-1015C

**Faculty:** Ivor Baker, Victoria Chevalier, Todd Craig,  
Susan Alice Fischer, Adero Green,  
Brenda Greene Tonya Hegamin, Hyo Kim  
Lorraine Kuziw, Keming Liu,  
Augustine Okereke, Karen Pitt, Joanna Sit

## GENERAL INFORMATION

The Department of English is a community of teachers, scholars and writers whose primary mission is to offer students an outstanding liberal arts education and the values of intellectual rigor and critical inquiry in an increasingly globalized and highly technological information-based society. Students may pursue a baccalaureate degree in English and an associate degree in liberal arts with a concentration in English. The department offers courses for the English major, composition and literature courses in the general education curriculum, ESL courses, and composition and critical literacy courses in the developmental education curriculum. English majors may concentrate in cross-cultural literature, creative writing or professional writing. By undergoing a course of study in one of these concentrations, students gain academic and cultural experiences that provide them with in-depth studies in literature and writing, enhance their intellectual, social and aesthetic awareness of their environment and develop their awareness of personal and civic responsibilities to the college, university, community and society in general. At the end of the program, students will be able to gain employment in diverse fields such as teaching, publishing, professional writing and public relations and will also be prepared to undertake graduate studies in a range of professions including law, business, and medicine. In pursuit of its mission, the department is also committed to supporting faculty research, publication and professional development.

## The English BA Program

The Department of English offers a core of required courses in composition and literature, a baccalaureate degree in English (BA) with a concentration in cross-cultural literature, creative writing or professional writing and an associate of arts degree in Liberal Arts with a concentration in English or the Humanities. Students pursuing a BA degree in English also participate in an internship that provides them with opportunities to work with professionals in their area of concentration and write a thesis that reflects their knowledge of the discipline.

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

## B.A. - English REVISED PROGRAM FIXED/REQUIRED CORE

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
TOTAL		12

## FLEXIBLE CORE

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	3
TOTAL		18

## COLLEGE OPTION

Electives from College Option		6
Foreign Language I (RECOMMENDED)		3
Foreign Language II (RECOMMENDED)		3
TOTAL		12

## MAJOR REQUIREMENTS & ELECTIVES

ENGL 208	Applied Linguistics	3
ENGL 210	Intermediate Composition	3
ENGL 211	Introduction to Literary Studies	3
ENGL 315	British Literature I OR	3
ENGL 316	British Literature II	
ENGL 319 OR	African American Literature I OR	3
ENGL 320	African American Literature II	
ENGL 322 OR	American Literature I OR	3
ENGL 323	American Literature II	
ENGL 325 OR	Caribbean Literature I OR	3
ENGL 327	Caribbean Literature II	
ENGL 326	African Literature	3
ENGL 300 level	Any 300-level English Elective from the Cross-Cultural, Creative Writing or Professional Writing Concentrations	3
ENGL 365	Applied Literary Theory	3
ENGL 420	English Internship	3
ENGL 422	Senior Thesis	2
FREN 201 OR	Intermediate French I OR	3
SPAN 201	Intermediate Spanish I	
FREN 202 OR	Intermediate French II OR	3

SPAN 202	Intermediate Spanish II	
FS 101	Freshman Seminar I	1
FS 102	Freshman Seminar II	1
HIST 101	World Civilization I	3
LIB 100	Library and Research Methods	2
PHIL 101	Introduction to Logic	3
Electives	Students may take any 12 credits	12
Humanities /Social Science Elective	Choose any HUM, ENGL, ART, MUS course not already taken or PHIL 201 or PSYC 101, SSC, SOC	3

**CONCENTRATION (SEE BELOW)**

TOTAL		78
GRAND TOTAL		120

Concentration 1	Cross-Cultural Literature: Choose 4 courses	
ENGL 315	British Literature I	3
ENGL 316	British Literature II	3
ENGL 319	African American Literature I	3
ENGL 320	African American Literature II	3
ENGL 322	American Literature I	3
ENGL 323	American Literature II	3
ENGL 325	Caribbean Literature I	3
ENGL 327	Caribbean Literature II	3
ENGL 328	Latin American Literature	3
ENGL 330	Postcolonial Literature	3
ENGL 331	Asian American Literature	3
ENGL 332	Modernist Literature	3
ENGL 333	The Body in Place and Culture	3
ENGL 334	Popular Fiction	3
ENGL 360	Black Women Writers	3
ENGL 361	Shakespeare	3
ENGL 363	Literature of the Global City I	3
ENGL 364	Literature of the Global City II	3
ENGL 366	African Women's Literature	3
ENGL 370	Special Topics in Literature I	3
ENGL 371	Special Topics in Literature II	3
ENGL 372	Special Topics in Literature III	3
Concentration 2	Creative Writing: Choose 4 courses	
ENGL 301	Fiction Writing I	3
ENGL 302	Fiction Writing II	3
ENGL 303	Poetry Writing I	3
ENGL 304	Dramatic Literature Writing Workshop	3
ENGL 305	Fiction Writing Workshop	3
ENGL 306	Poetry Writing II	3
ENGL 307	Poetry Writing Workshop	3
Concentration 3	Professional Writing: Choose 4 courses	
ENGL 362	Advanced Professional Writing Workshop	3
ENGL 310	Journalism: News and Feature Writing	3
ENGL 311	Technical Writing	3
ENGL 312	Magazine Article Writing	3
ENGL 313	Writing for Science, Medicine & Technology	3

**A.A. in English**

The A.A. Degree in Liberal Arts requires completion of 60 credits. For the distribution of the 60 credits of the program, please see page 118 of the catalog. For additional major requirement details for A.A. Degree in Liberal Arts. See Chair or Academic Advisor

**Minor in English**

Those students who wish to pursue a minor in English may choose to participate in either a 12-credit writing or literature concentration. The minor in English provides students in all disciplines with an opportunity to read, write about and interpret literary texts, and serves as a bridge for students who are interested in pursuing a BA in English. Students who pursue the English minor will have some advantage in the job market.

**Minor in English: Literature, 12 credits, 4 courses**

The literature minor offers students an integrated choice of courses, increased competence in critical reading and writing, an in-depth study of literature, and broadened experiences in this area. Students who pursue the minor in English with a concentration in writing are required to take the following courses: ENGL 210 Intermediate Composition and three 300-level English literature courses.

**Minor in English: Writing, 12 credits, 4 courses**

The minor in English writing prepares students for careers in writing and communications. Students take an integrated choice of courses that provide them with increased competence in critical reading and writing and an in-depth study of the writing process. This minor is also targeted towards students who wish to publish their works. Students who pursue the minor in English with a concentration in writing are required to take the following courses: ENGL 210 Intermediate Composition and three 300-level courses in professional writing or creative writing. For additional requirements for Minor. See Chair or Academic Advisor.

**The Developmental Skills and ESL Programs**

The Department's Developmental Skills and the ESL Programs are carefully designed to help students become competent critical readers of Standard English expository and literary prose and effective essay writers. Ultimately, the expectation is that students will not only develop the ability to read college-level materials analytically and critically, but will become active and motivated readers and writers. Students will also be oriented to the skills of passing the CUNY/ COMPASS Reading and CUNY Assessment Test in Writing (CATW).

**Student Life**

A feature of the Department's BA Program in English is that all students are assigned a mentor upon declaring themselves to be English majors. The Department encourages English majors to attend special performances and literary extracurricular events, to join the English Club, to write for Adafi, the College's newspaper, and to write for the literary magazine published by the Center for Black Literature. Students are also encouraged to present their papers and research, to participate in conferences and to assist with co-curricular programs such as the National Black Writers Conferences and Symposia sponsored by the Center for Black Literature.

**Collaborative Relationships****Center for Black Literature**

Directed by Brenda Greene, a Professor in the Department of English, the Center for Black Literature at Medgar Evers College has a mission to serve as a voice, mecca and resource for Black writers and the general public. The Department of English collaborates

with the Center in offering programs that raise students' awareness of Black literature and in supporting student concentrations in professional writing, creative writing and cross-cultural literature. The Center also provides English majors with internships. English majors may also receive scholarships to participate in the Center's North Country Institute and Retreat for Writers of Color.

#### *Adafi*

Faculty from the English Department serve as advisors for *Adafi*, the student newspaper. English majors are also strongly encouraged to join the *Adafi* Club and to serve as editors and reporters for the paper.

### **English Concentration for BA students in the Education Department**

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

### **English Courses in the Core Curriculum**

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

The three primary objectives of the English sequence of Core courses are:

1. To develop students' proficiency in essay writing;
2. To strengthen students' research skills;
3. To introduce students to world literatures.

### **Humanities**

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

### **Literary Magazine**

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

## **COURSE DESCRIPTIONS**

### **ENGL 112 College Composition I**

3 credits; 3 class hours

This composition course emphasizes the critical and expository writing students will need throughout their college career. They will learn rhetorical skills, become fluent in academic discourse, and develop proficiency in the conventions of language through a series of writing assignments emphasizing the process of drafting and revision. They will learn how to synthesize primary and secondary sources and give proper attribution. Their engagement with a wide variety of texts will broaden their global and cultural awareness and allow them to gain insight into themselves and their society.

*Prerequisites: A score of 56 or higher on the CATW Writing Exam and 70 or higher on the CATW Reading Exam or a Regents exemption.*

### **ENGL 114 Introduction to Creative Writing**

3 credits; 3 class hours

In this course, which offers students a first exposure to the creative writing process, the emphasis is on increasing fluency, finding a unique voice as a writer, and becoming aware of the many possibilities and choices in creative writing in terms of genre, style, and voice. We will focus on the particular issues that writers of color encounter in the publishing industry and models for writing will include works from the global African Diaspora, including Africa, the Caribbean, and the USA. Students will be introduced to key periods such as the Harlem Renaissance, the Negritude movement, and writing of the Civil Rights movement. *Prerequisites: Passing of ENGR 005 or ESLR 005 and ENGW 005 or ESLW 005.*

### **ENGL 150 College Composition II**

3 credits; 3 class hours

This composition course continues the various types of critical and expository writing students will need throughout their college career. It emphasizes the process of conducting research, culminating in an MLA-formatted paper. Using primary and secondary sources, students will analyze and gain understanding of multimodal texts in a range of disciplines. This course also introduces students to the interpretation and comparative analysis of literature of various genres and from diverse periods and cultures. *Prerequisite: C or better in ENGL 112 or equivalent.*

### **ENGL 208 Applied Linguistics**

3 credits; 3 class hours

ENGL 208 is an introductory course to linguistics. Its primary focus is the application of linguistic theories illustrated by the broad use and application of linguistic knowledge in a variety of fields: education, politics and diplomacy, law, business, gender issues, and culture. The course focuses primarily on readings in the following linguistic categories: the relationship between language and thought, culture and gender, oral history and literacy, form and meaning, discourse analysis, and the nature of the various linguistic semiotic systems. Students are introduced to technical vocabulary and linguistic inquiry methodology. *Pre-requisite: ENGL 150*

### **ENGL 209 Children's Literature**

3 credits; 3 class hours

This course will introduce students to various genres of children's literature, including folklore, myths, picture books, poetry, and novels. Students will read, discuss, analyze, and critically respond to children's literature. Emphasis will be placed on reading literature representing diverse voices and on considering ways to integrate those voices into the traditional children's literary canon.

*Pre-requisite: ENGL 150*

### **ENGL 210 Intermediate Composition**

3 credits; 3 class hours

This is a writing course emphasizing selected essays by writers across cultures and times. Focus is on every aspect of the essay, including style, diction, theme, organization, and analysis of the role



and function of the essay in different time periods and cultures. Students use these essays as models to construct their own essays and to improve their own skills as writers of essays, and consequently as writers in general. *Pre-requisite: ENGL 150*

### **ENGL 211 Introduction to Literary Studies**

3 credits; 3 class hours

In this course, students will engage in critical readings of fiction, drama and poetry by authors of diverse cultures, nationalities and historical periods. Students will gain knowledge of literary terms and diverse theoretical perspectives, participate in discussions about selected works and write original essays involving close reading and research about literary topics. The course enables students to recognize a variety of approaches to analyzing literary texts, to reflect upon their own interpretations and to develop their skills in writing critically about literature. *Pre-requisite: ENGL 150*

### **ENGL 212 World Literature: The Evolving Canon**

3 credits; 3 class hours

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

### **ENGL 214 Critical Issues in World Literature**

3 credits; 3 class hours

This course enhances students' understanding and appreciation of the global society in which they live through the study of literature. Students will study literature from multiple regions of the world by reading works from the contemporary period and at least one historical period. The selection of texts will center on recurring themes and critical issues in global literature, such as conflicts between groups of people and movement towards resolution. Students will further develop their reading, writing and research skills. *Pre-requisite: ENGL 212*

### **ENGL 260 Professional Writing Workshop**

3 credits; 3 class hours

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

### **ENGL 301 Fiction Writing I**

3 credits; 3 class hours

This course is the first part of the Fiction Writing sequence. Students will learn the craft of writing fiction with specific emphasis on character description and development, perspective, distance and point of view, dialogue, plot, and setting. Students will analyze these elements of fiction in the work of published authors. They will write exercises that emphasize these elements, culminating in a short story or excerpt of a novel that will effectively give expression to their values and visions.

They will revise their work based on peer critique and the editorial guidance of the instructor.

*Pre-requisite: ENGL 150*

### **ENGL 302 Fiction Writing II**

3 credits; 3 class hours

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

*Pre-requisites: ENGL150 and ENGL 301*

### **ENGL 303 Poetry Writing I**

3 credits; 3 class hours

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

*Pre-requisite: ENGL 150*

### **ENGL 304 Creative Writing/Drama**

3 credits; 3 class hours

This writing workshop is designed for students to study the techniques of twentieth-century playwrights and to develop guided practice in writing for the stage. Students will also be required to evaluate their own work and the work of others in the workshop and to read and discuss five plays. Lectures and discussion on craft issues will include voice, structure, format, submission techniques, and the play development process. *Pre-requisite: ENGL 150*

### **ENGL 305 Fiction Writing Workshop**

3 credits; 3 class hours

This course is the third and final part of the Fiction Writing sequence. It is a writing workshop course that will be almost entirely directed by students. Students will be responsible for selecting works of fiction to be discussed by the class and will lead the discussions, analyzing character description and development, dialogue, point of view, plot, setting, language and style, theme and premise. Students will also be responsible for analyzing each other's work according to guidelines set by instructor. They will revise their work based on peer and instructor guidance. *Pre-requisites: ENGL 150 and ENGL 301 or ENGL 302*

### **ENGL 306 Poetry Writing II**

3 credits; 3 class hours

This is the second course in the Poetry Writing sequence. It will familiarize students with critical thought and aesthetic discourse in contemporary poetry. Students will explore their own writing



processes through the exchange of creative work and guided research. Assigned readings will prepare students to analyze a variety of writing styles with the object of refining their own creative impulses. Students will assemble a portfolio of rigorously revised, representative poems and a brief critical essay. Group discussion, peer critique, and student presentations are required. *Pre-requisites: ENGL 150 and ENGL 303*

### **ENGL 307 Poetry Writing Workshop**

3 credits; 3 class hours

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

### **ENGL 308 Discourse Analysis in Contemporary Culture**

3 credits; 3 class hours

Discourse analysis is a linguistic tool that pays close attention to language in use, oral or written, and offers insight into inquiries across the disciplines. The course will examine discourse as a form of social action that has its impact on interpersonal, cultural, and political communications. The aim is to introduce students to major frameworks and current issues in discourse analysis. With knowledge of theoretical and applied discourse analysis, students will be guided through the field of applied linguistics. The course will explore oral and written discourse strategies, power relationships between interlocutors, and cohesion/coherence indicators in textual and contextual analysis. This course is open to all students and is designed primarily for English BA and Education majors. This is an ADA-compliant course with complete online and voice accommodation. *Pre-requisites: English 211 or English 212.*

### **ENGL 309 Young Adult Literature**

3 credits; 3 class hours

In this course we will approach literature specifically written for thirteen to eighteen year old audiences for recreational and educational reading purposes. This class is recommended for Education and English majors, so the course will be structured to analyze literary themes and criticism of the genre as well as educational theory for teaching literature in relation to the Common Core Standards for grades 9-12. Taking into account a variety of historical, global, cultural and generational perspectives, students will evaluate forms of literature and literary non-fiction personally, collectively and in the field. Readings will specifically focus on texts that represent a multicultural, social justice and educational equality foundation. Students will utilize multiple genres and viewpoints (including visual media and performance art) to explore contexts of YA literature development, multi-modal literacy curriculum design, educational standards, current research, theory, and writing practices.

Critical issues will include Bildungsroman (the classic coming-of-age novel), popular teen culture, race, ethnicity, gender, sexuality, censorship, inclusive classrooms and appropriate use of technology. *Prerequisite: ENGL 150: College Composition*

### **ENGL 310 Journalism: News and Feature Writing**

3 credits; 3 class hours

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

### **ENGL 311 Technical Writing**

3 credits; 3 class hours

This course 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, online writing, and library skills are also covered in the course. *Pre-requisite: ENGL 150*

### **ENGL 312 Magazine Article Writing**

3 credits; 3 class hours

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

### **ENGL 313 Writing for Science and Technology**

3 credits; 3 class hours

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

### **ENGL 314 Linguistics: A Cross-cultural Perspective**

3-6 credits; 3-6 class hours

This study abroad/ applied linguistics course is designed to help students gain a linguistic perspective on written and oral communication, and, at the same time, apply that methodology to daily communication with people of varied ethnic backgrounds.

The course focuses primarily on readings in the following linguistic categories: the relationship between language and thought, culture and gender, oral history and literacy, form and meaning, discourse analysis, and the nature of the Chinese and American linguistic semiotic systems. Students are introduced to technical vocabulary and linguistic inquiry methodology. Course requirements include a research project and papers related to readings and fieldwork experiences in China. *Pre-requisite: ENGL 150*

### **ENGL 315 British Literature I: 8th - 18th Centuries**

3 credits; 3 class hours

This course consists of selected readings from major British writers and literary movements from the earliest forms through the 18th century. *Pre-requisite: ENGL 211*

### **ENGL 316 British Literature II: 19th - 21st Centuries**

3 credits; 3 class hours

This course consists of selected readings from major British writers and literary movements from the 19th century to the present. *Pre-requisite: ENGL 211*

### **ENGL 319 African American Literature I: 1619 - 1932**

3 credits; 3 class hours

This course presents selected readings from African American literature, oral and written, from the 17th century through the Negro Renaissance of the 1920s to 1932. *Pre-requisite: ENGL 211*

### **ENGL 320 African American Literature II: 1932 - Present**

3 credits; 3 class hours

This course presents selected readings from Black American literature, oral and written, from the Harlem Renaissance through the present. *Pre-requisite: ENGL 211*

### **ENGL 322 American Literature I: Beginnings to the Emancipation Proclamation**

3 credits; 3 class hours

Beginning with Native American oral forms and continuing through the Civil War, this course explores principal authors, folklore, and literary movements as they reflect the heritage, legacy, and diversity of American culture. *Pre-requisite: ENGL 211*

### **ENGL 323 American Literature II: Reconstruction to the Present**

3 credits; 3 class hours

This course explores the development of American Literature from the Post Civil War period to the present. Principal authors, folklore, and literary movements as they reflect the heritage, legacy, and diversity of American culture are studied. *Pre-requisite: ENGL 211*

### **ENGL 325 Caribbean Literature I: Beginnings to 1970**

3 credits; 3 class hours

This course consists of selected readings in travel narratives, fiction, poetry, autobiography, and drama from major authors and texts beginning with European representations of the colonial encounter in the Early Modern period and concluding with the literature and literary movements of the independence era. *Pre-requisite: ENGL 211*

### **ENGL 326 African Literature**

3 credits; 3 class hours

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

### **ENGL 327 Caribbean Literature II: 1970 to the Present**

3 credits; 3 class hours

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

### **ENGL 328 Latin American Literature**

3 credits; 3 class hours

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

### **ENGL 330 Postcolonial Literature**

3 credits; 3 class hours

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

### **ENGL 331 Asian American Literature**

3 credits; 3 class hours

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

### **ENGL 332 Modernist Literature**

3 credits; 3 class hours

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

### **ENGL 333 The Body in Place and Culture**

3 credits; 3 class hours

This course examines the cross-cultural representations of the body in literature and the arts across different times and places. It analyzes the social construction of the “ideal” body in terms of gender, sexuality, race, ethnicity, class, able-bodiedness and other areas of “difference” and focuses on the ways that certain types of bodies are constricted or move freely through space along the private/public continuum. The course highlights such issues as enslavement, trafficking, migration, barriers and borders, discourses about “acceptable” bodies, racial profiling, sexuality, violence and safe spaces and the ways these topics have been represented through literature and other cultural representations. *Pre-requisite: ENGL 150*

### **ENGL 334 Popular Fiction**

3 credits; 3 class hours

The course explores, in depth, a specific genre of contemporary popular fiction and its relation to the canon. These genres may include but are not limited to, horror, detective, science fiction, romance and the graphic novel. From the genre’s roots to today’s novels, we examine their history, classic titles and authors. We also locate these works in the academic and publishing fields, and explore the gap between them and literary fiction. Through close reading we explore what tropes and themes shape these often controversial literary genres. *Pre-requisite: ENGL 211*

### **ENGL 360 Black Women Writers**

3 credits; 3 class hours

This course examines the literature of Black American women from 1746 through the Black Arts Movement of 1955-1970 and shows how these writings address some of the central issues that have faced Western society. Some of the writers include: Phillis Wheatly, Francis Ellen Watkins Harper, Harriet E. Wilson, Linda Brent Jacobs, Ida B. Wells, Nella Larsen, Zora Neale Hurston, Gwendolyn Brooks, Ann Petry, Margaret Walker, Lorraine Hansberry, Paule Marshall, Nikki Giovanni, Sonia Sanchez, Audre Lorde, Jayne Cortez, Alice Walker, Toni Morrison, and Maya Angelou. *Pre-requisite: ENGL 211*

### **ENGL 361 Shakespeare**

3 credits; 3 class hours

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

### **ENGL 362 Advanced Professional Writing Workshop**

3 credits; 3 class hours

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

### **ENGL 363 Literature of the Global City I**

3 credits; 3 class hours

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

### **ENGL 364 Literature of the Global City II**

3 credits; 3 class hours

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

### **ENGL 365 Applied Literary Theory**

3 credits; 3 class hours

This course provides students with an understanding of the great traditions of literary criticism. Students will explore their own literary interests and apply both historical and current methods of criticism to literary texts. *Pre-requisite: ENGL 212*

### **ENGL 366 African Women’s Literature**

3 credits; 3 class hours

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

### **ENGL 370 Special Topics in Literature I**

3 credits; 3 class hours

Through selected readings, students will explore special topics in literature through the perspective of a unifying theoretical or thematic concept. *Pre-requisite: ENGL 211*

### **ENGL 371 Special Topics in Literature II**

3 credits; 3 class hours

Through selected readings, students will explore special topics in literature through the perspective of a unifying theoretical or thematic concept. *Pre-requisite: ENGL 211*

### **ENGL 372 Special Topics in Literature III**

3 credits; 3 class hours

Through selected readings, students will explore special topics in

literature through the perspective of a unifying theoretical or thematic concept. *Pre-requisite: ENGL 211*

### **ENGL 410 Honors Seminar for English Majors**

3 credits; 3 class hours

This course will allow students in the English BA degree program to undertake an in-depth study of a particular author or period, including close readings of major works, bibliographical and cultural information on the author or period. *Pre-requisite: Permission of Chairperson*

### **ENGL 420 English Internship I**

3 credits; 3 class hours

This first semester internship course provides an opportunity for upper-level students to apply their skills and knowledge in the workplace or in an organization related to their English concentration. Students are supported by weekly meetings with the coordinator and supervised by an internship site coordinator. *Pre-requisite: Permission of Chairperson*

### **ENGL 422 English Internship II/Senior Thesis**

2 credits; 3 class hours

English 422: Senior Thesis is the English BA capstone course. Students write a senior thesis in their area of concentration under the guidance of a faculty mentor. To support that writing process, students also participate in three double-period seminars (9 hours) on research techniques and writing styles. These seminars are conducted by the coordinator for this course. Faculty mentors, however, have the primary responsibility of guiding students through the process of developing their senior theses and for approving their final drafts. Students must register the title of the senior thesis and the name of the faculty mentor with the English Concentration coordinator by the following dates: January graduation: Wednesday before Thanksgiving, June graduation: February 1, August graduation: April 1. *Pre-requisite: ENGL 420*

### **ENGL 500 Independent Study**

3-6 credits; 3-6 class hours

This course of study centers on a project in the major area. With the prior approval of a faculty supervisor, the student will undertake a project, which will constitute the semester's work. One weekly conference is required. *Pre-requisite: Permission of Chairperson*

### **ENGW 005 Composition I**

0 credits ; 3 class hours; 1.5 lab hours

This first level intensive writing course focuses on fluency and clarity in writing by requiring students to become aware of their own writing process and to learn to use that process to shape, revise and perfect their writing. Students will read and discuss narrative and personal essays and/or works of fiction as a basis for extensive personal writing, including journals, culminating in their ability to write logical and well organized personal (narrative) essays. Students' own writing will be used as the primary basis for instruction in paragraph development, major areas of grammar, including verb tense and subject-verb and pronoun-verb agreement. The major competency for this course is to develop the ability to write standard written English fluently and with clarity. This competency is evaluated through a timed two-hour final essay examination. *Pre-requisites:*

Incoming Student and Placement by CUNY Assessment Test in Writing (CATW).

### **ENGW 006 Composition II**

0 credits; 3 class hours; 1.5 lab hours

This second level writing course focuses on building the reading and writing skills that students will need to be competent in their college composition courses. Thus, drawing from a variety of texts, the course aims to improve students' reading comprehension and critical and analytical reading skills and to enhance their ability to write focused and coherent expository essays. Lab sessions are aligned with class sessions and focus on developing proficiency in essay organization, elements of style, and major areas of grammar. The major competency for this course is for students to develop the skills necessary for successful performance on the CUNY Assessment Test in Writing (CATW) and in first-year college composition courses. *Pre-requisite: ENGW 005 or Incoming Students and Placement by the CUNY Assessment in Writing (CATW).*

### **ENGR 005 Critical Reading I**

0 credits; 3 class hours; 1.5 lab hours

This first level reading course focuses on the critical reading skills and the affective principles necessary for successful college level work. Students receive considerable practice in analyzing narrative and expository texts in various academic disciplines. They are exposed to principal markers including main ideas, major and minor supporting details, and other major competencies directly related to the reading comprehension process. Emphasis is also placed on extending students' vocabulary. Although this course focuses on the comprehension of written texts, an integrative learning model involving listening, speaking and writing is used to help students become more competent readers of Standard American English. Students develop an understanding of the relationship between reading and writing through annotating and mapping exercises as well as low stakes written responses to varied readings. All written responses are presented in the form of summaries. A departmental final is administered at the end of the semester in order to determine student readiness for ENGR 006. *Pre-requisite: Incoming Student and Placement score below 62 on the CUNY/ACT Assessment Test*

### **ENGR 006 Critical Literacy II**

0 credits; 3 class hours; 1.5 lab hours

The primary focus of this second level reading course is on improving students' critical reading and college level study skills. The major goal is to motivate students to become active readers while becoming competent in fundamental college reading and study skills. Students in this course are guided to be more competent and critical readers of Standard English expository and literary prose. Students read, interpret, and discuss college level expository and literary passages on past and current events. They learn skills in vocabulary development and reading comprehension as well as basic study and test taking strategies while engaging in class discussions of themes and other aspects of the written text. An integrative learning model involving listening, speaking, reading, and writing is used to help students become more competent and critical readers of Standard English. Although most exam instruments are presented in multiple choice formats, emphasis is placed on informal written responses in the form of summaries as well. This course also prepares students to pass the CUNY/ACT exam in reading. Student progress is evaluated through a midterm and a departmental comprehensive examination



that assesses students' progress and readiness to sit for the final CUNY Placement Assessment Test in reading - the ACT. Upon passing the ACT, students exit basic skills in reading, having satisfied the University's requirement. Pre-requisite: ENGR 005 or Placement score below 70 on the CUNY/ACT Assessment Test.

### **ENRW 005 English Reading & Writing I**

0 credit; 7.5 class hours

The English reading/ writing 005 is a hybrid course that focuses on students diagnosed as requiring first level English reading and writing competencies. This course concentrates on developing students' critical reading, writing and analytical thinking skills; the program of study focuses on assisting students in developing their ability to read various topical texts and determine main idea, supporting details, making inferences and drawing conclusions and transferring these skills to summarizing and analyzing readings and critically responding to them in short essays. Types of essays studied in this course include personal narratives, descriptive, expository and persuasive essays. Upon successful completion of this course students are expected to demonstrate competency in reading and facility in the use of the written English language, emphasizing eloquence, clarity, a diverse vocabulary, sentence variety, and satisfactory grammar and mechanics. *Pre-requisite: None*

### **ENRW 006 English Reading & Writing II**

0 credit; 7.5 class hours

This course focuses on improving students' composition skills along with enriching their critical reading skills necessary for college work. Reading, composition and study skills are applied to college level texts from literature, social science, or other content courses. An integrative reading/writer model is used; students are required to improve vocabulary, pursue clarity in their writings, write formal essays and informal critical responses to varied readings of college-level materials. Students are taught how to summarize readings, locating main idea, supporting details and inferences. *Pre-requisite: ENRW 005 or Incoming Student and Placement by CUNY/ACT Assessment Test*

### **ESLR 005 Reading English as a Second Language I**

0 credits; 4.5 class hours

This course caters to the ESL student who has successfully passed the ESL 002 course or who has been placed on this level by his/ her reading placement test score. This first level reading course is for students whose writing placement exams contain ESL patterns. The primary focus of this course is on the comprehension of written materials. Students receive considerable practice in analyzing paragraphs and expository texts in various academic disciplines. They identify the main idea, supporting details, and cohesive devices. Emphasis is also placed on extending students' vocabulary. Although this course focuses on the comprehension of written texts, an integrative learning model involving listening, speaking, reading, and writing is used to help students become more competent readers of Standard English. Students must pass the departmental final to exit from this course. The ESL students, in addition, will practice and improve their spoken English as well as comprehend the spoken words. *Pre-requisites: A placement score of 44 or lower on the COMPASS reading exam and evidence of ESL writing patterns.*

### **ESLR 006 Reading English as a Second Language II**

0 credits; 4.5 class hours

ESLR006 is the advanced level ESL Reading course that is designed primarily to help students pass the CUNY Compass/ESL Test on Reading. This ultimate goal is achieved by a careful and skills-oriented course design and discipline-based reading selections. The primary purposes are to help students build essential college reading skills and to guide their application in nine academic disciplines and two related workplaces. This course aims to show the relevance of college studies to events and issues in everyday life through the use of engaging readings. Course instruction is structured to help students develop basic vocabulary and comprehension skills, as well as inferential and critical reading and thinking skills. Student read content-specific materials to ready themselves for their respective majors and to practice the process approach to reading and reader response. *Prerequisite: Successful completion of ESR005 or a placement score of 56-69 on the COMPASS reading exam and evidence of ESL writing patterns.*

### **ESLW 005 – Writing English as a Second Language I**

0 credits 4.5 class hours

This first level ESL writing course is for students whose first language is other than English and whose placement scores demonstrate that they have achieved a degree of fluency in writing Standard English. The primary focus of this course is on sentence clarity and basic essay organization. However, the approach utilized is an integrative learning model, emphasizing listening, speaking, reading, and writing, to help students become more linguistically competent in the writing of Standard English. Students read expository texts from various academic disciplines and compose, revise, and edit short essays. Students are encouraged to recognize writing as a process involving planning, writing, revising, and editing, develop an understanding of the interrelatedness of reading and writing, and pass the Final Essay Exam with an overall score of 10 and a minimum score of two in each category of the ESLW Writing Evaluation Scale: content, organization, sentence structure, grammar and mechanics. Students who pass the course receive a P that stands for Pass. Those, who fail to meet all criteria and fail the final exam, receive an R that stands for Repeat. *Prerequisite: Incoming Placement Scores below 44 on the CUNY Assessment Test in Writing (CATW) and evidence of ESL writing patterns.*

### **ESLW 006 Writing English as a Second Language II**

0 credits; 4.5 class hours

This second level writing course is for students whose first language is other than English. The primary focus of this course is on students' mastery of the essay form. An integrative learning model is used to:

- a) enable students to read and analyze literary and expository essays, and
- b) use a variety of rhetorical models as they compose, revise, and edit essays.

In addition, students review diction, word order, use of tenses, control of articles and prepositions, and idiomatic expressions. Students must pass the departmental final to exit this course. *Pre-requisites: A placement score of 5-6 CUNY ACT writing test and show evidence of ESL writing patterns*

**HUM 102 The Spoken Word in African American Written Texts**

3 credits; 3 class hours

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

**HUM 300 Contemporary Topics in the Humanities**

3 credits; 3 class hours

The critical examination of a current topic relative to values, mores, cultures, ideas, arts, etc. Topics will be announced in advance.  
*Pre-requisite: Permission of Chairperson*

**HUM 400 Independent Studies in Humanities**

3-6 credits; 3-6 class hours

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



# Department of Foreign Languages

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## GENERAL INFORMATION

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

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

## Core Curriculum

The Department offers six sequences of courses that satisfy the Core Curriculum requirement in Foreign Languages:

1. Elementary Spanish I and II (Spanish 101 and 102)
2. Elementary French I and II (French 101 and 102)
3. Intermediate Spanish I and II (Spanish 201-202)
4. Spanish for Native Speakers I and II (Spanish 203 and 204)
5. Intermediate French I and II (French 201 and French 202)

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

## ACADEMIC STANDARDS

Students in the Department must pass Foreign Languages required Core courses with a grade of "C" or better.

## COURSE DESCRIPTIONS

### ARAB/ARAL 101 Arabic I: An Introduction to the Arabic Language

3 credits; 3 class hours; 1 lab hour

This course will provide students with an introduction to the Arabic language. Students will learn to read and write in the Arabic script and study basic grammar of the modern standard Arabic language. They will also acquire knowledge of Arab culture through the study of the language and basic colloquial conversation skills.

*Pre-requisite: None*

### FREN/ FREL 101 Beginning French I (closed to francophone speakers)

3 credits; 3 class hours; 1 lab hour

An introduction to the French language as a medium of communication, it will focus on the oral use of the language with work also in written drills, grammar and composition. One hour weekly attendance in the Language Laboratory is required. Not open to native speakers of French or students with francophone proficiency.

*Pre-requisite: None Co-requisite: FREL 101*

### FREN/FREL 102 Beginning French II (closed to francophone speakers)

3 credits; 3 class hours; 1 lab hour

A continuation of the materials covered in FREN 101. One hour weekly attendance in the Language Laboratory is required. Not open to native speakers of French or students with francophone proficiency. *Pre-requisite: FREN 101 or Permission of Chairperson Co-requisite: FREL 102*

### FREN 201 Intermediate French I

3 credits; 3 class hours; 1 lab hour

This course is aimed at native francophone speakers who need formal language instruction and non-native students who demonstrate a satisfactory degree of proficiency. The study of a graded series of texts will constitute the basis of both textual analysis and the students' practice of communication skills. A comprehensive review of grammar will stress the morphology and use of the verb paradigm. Class and language-lab exercises will emphasize audio oral interaction and writing.

Students will be expected to have the capacity to speak, read and write in standard French with originality about the topics studied in class. *Pre-requisite: FREN 102 and FREL 102. Open to native speakers of French; Passing grade on placement test; recommendation of faculty after successful completion of FREN 102.*

**FREN 202 Intermediate French II**

3 credits; 3 class hours; 1 lab hour

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

**FREN 216 Reading and Writing Literary Texts**

3 credits; 3 class hours

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

**FREN 250 French and Francophone Culture in Paris**

3 credits; 3 class hours

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

**PORT/PORL 101 Portuguese I: An Introduction to the Portuguese Language**

3 credits; 3 class hours; 1 lab hour

This course offers an introduction to the Portuguese language. It will focus on the development of the basic modalities of speaking, listening, reading and writing. It is also an introduction to the Lusophone world and to the Portuguese spoken in Brazil. This course will be in Portuguese and requires the student use of the language. Communication skills such as grammar, composition, and oral comprehension of simple language structures will be developed supplemented by exposure to other material in basic Portuguese. *Pre-requisite: None*

**PORT 102 Beginning Portuguese II**

3 credits; 3 class hours

This course is the second semester of the beginning sequence in Portuguese (PORT 101 & 102). It is intended to continue to develop the basic communication skills introduced at the previous level and is designed to give students an ability to actively communicate in Portuguese using all four language skills: listening, speaking, reading and writing. The emphasis will be on basic oral expression and listening comprehension and is reflected in all our classroom activities. This course takes a highly interactive approach towards presentation and practice of the language while integrating cultural information and exchange. *Pre-requisite: PORT 101*

**SPAN/SPAL 101 Beginning Spanish (closed to Spanish speakers)**

3 credits; 3 class hours; 1 lab hour

This course is an introduction to the Spanish language as a medium of communication, it will focus on the oral use of the language with work also in written drills, grammar and composition. One hour weekly attendance in the Language Laboratory is required. Closed to native speakers of Spanish. *Pre-requisite: None*  
*Co-requisite: SPAL 101*

**SPAN/SPAL 102 Beginning Spanish II (closed to Spanish speakers)**

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-requisites: SPAN 101 and SPAL 101 or Permission of chairperson*  
*Co-requisite: SPAL 102*

**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: Permission of chairperson*

**SPAN 204 Spanish for Native Speakers II**

3 credits; 3 class hours

SPAN 203 and 204 are a sequence. In SPAN 204, the student continues the study of the materials introduced in SPAN 203. Upon completion of both courses, the student will have acquired the basic skills needed to use his/her native language effectively and to proceed to major-level course work. *Pre-requisite: SPAN 203 or by Permission of chairperson*

**SPAN 206 Introduction to Hispanic Literature**

3 credits; 3 class hours

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

**SPAN 213 Conversation and Writing**

3 credits; 3 class hours

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

**SPAN 251 Spanish for Bilingual, General and Special Education Students II**

3 credits; 3 class hours

This is a continuation of SPAN 151. The general goals of SPAN 151 apply to this course. At the end of the course, students are expected to speak, read 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: SPAN 216 or Permission of chairperson*

**SPAN 315 Spanish Civilization**

3 credits; 3 class hours

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

**SPAN 316 Hispanic-American Civilization**

3 credits; 3 class hours

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

**SPAN 320 Spanish-American Short fiction**

3 credits; 3 class hours

Since the publication of *Azul* by Rubén Darío, Latin American fiction has taken a leading place in Hispanic and world literature. The decades of the twentieth century that follow Darío, and the rest of the Latin American modernists writers, witnessed and array of extraordinary fiction writers who incorporated European vanguardism into works of fiction that were genuinely Latin American. In this course, some of the most significant short fiction produced between the publication of Darío's masterpiece and the end of the XX century will be studied. Works by Quiroga, Borges, Rulfo, Cortázar, García Márquez and other seminal authors will be considered in the context of the aesthetic, social and cultural movements in which

they originated. It is an aim of the course to consider particular texts in relation to the most important theoretical tenets of the genre. Although attention will be paid to scholarly work that will contextualize the study of the selected works in all pertinent respects, the principal goal of the course is to guide students to learn how to perform textual analysis on the basis of careful consideration of selected texts.

*Pre-requisite: SPAN 216 or Permission of chairperson*

### **SPAN 350 Spanish-American Modernism**

3 credits; 3 class hours

Special Topics in Spanish Peninsular Literature is an upper level course designed to meet the special needs of upper-level students in the F.L. programs. Its main goal is to offer an in-depth view of an important literary trend, author, genre, or literary generation, in Peninsular Literature. The members of the department have considered the following possibilities as concrete course offerings: Special topics in Poetry of the Middle Ages, Epic Poetry of the Middle Ages, Prose of the Middle Ages, Special topics in Poetry of the Golden Age, Golden Age Theater, The Picaresque Novel, Cervantes: *Don Quijote de la Mancha*, Nineteenth Century Novel, Galdós: Fiction, Poetry and Theater of the Generación del 98, Poetry of the Generación del 27, Peninsular contemporary fiction. *Pre-requisite: SPAN 216 or Permission of chairperson*

### **SPAN 351 Spanish Poetry of the Golden Age**

3 credits; 3 class hours

This course will analyze and help students to develop a comprehensive understanding of the "Modernista" movement, whose aesthetic and philosophical principles were dominant throughout the literature of the Hispanic world at the end of the nineteenth century and the beginning of the twentieth. "Modernismo" was primarily concerned with reforming poetic language and experimenting with rhythm, meter, and imagery. Its principles, however, also influenced narrative fiction, fictional prose and the theatre. We will study the most important manifestations of this renovation through the close reading and analysis of Spanish American writers, with special emphasis on José Martí, the precursor of the movement and Rubén Darío, its guiding force. *Pre-requisite: SPAN 216 or Permission of chairperson*

# Department of Mass Communications, Creative & Performing Arts & Speech

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**Faculty:** Dwayne Bynum, Beatrice Brathwaite  
Clinton Crawford, Izell Glover, Verna Green,  
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Moses Bernard Phillips, Iola Thompson

## GENERAL INFORMATION

The mission of the Department of Mass Communications, Creative & Performing Arts & Speech (MCCPAS) is to provide high-quality instructions in the visual arts, dance, media, music, speech, and theater which enable students to experience personal growth, broaden their cultural perspectives, and develop the talents that create opportunities for both graduate study and employment.

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

The curriculum is structured to allow students to select or follow a course of study in a particular subject area or to diversify. In addition to the course offerings, the Department has planned enrichment activities for learners in laboratories, internships, gallery visits, exhibitions, workshops, seminars, and performances. Information regarding these activities is available in the MCCPAS offices. Further, the department produces its own collaborative performances, a forum for national and international visits, exchanges, and presentations, encouraging education in, and sensitivity to, the cultures of a variety of peoples. Other opportunities for learner development are provided through networking, membership in professional associations, groups and societies, as well as with community based organizations.

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

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

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

The Department seeks to prepare our students for the new digital world that is being created by the converging of all the subjects that are taught in our department with technology. While it is important that traditional skills and disciplines not be overlooked, it is imperative

that we prepare our students for the merging of these disciplines and technologies. The Department wants its graduates to experience success; therefore, they must master and apply recent technological advances.

## ACADEMIC CRITERIA

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

## ACADEMIC STANDARDS

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

## COURSE DESCRIPTIONS

### ART 100 Introduction to World Art

3 credits; 3 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. *Pre-requisite: None*

### ART 109 Creative Expressions in the Visual and Performing Arts

3 credits; 3 class hours; 1 lab hour

This studio course combines three creative areas: the visual arts, the performing arts, and creative writing. Students may create works of art through the media of sculpture, painting, drawing and utilization of ancient designs or traditional principles. Presentations will be determined by the students' interest and performance talent (song, dance, music, acting, spoken word or traditional language).

*Pre-requisite: ART 100*

### ART 151 Basic Design

2 credits; 3 class hours

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



### **ART 160 Art Education for Teachers**

3 credits; 3 class hours

Geared for prospective teachers in the elementary school; this is a combined lecture/studio course using the creative experience as a vehicle for growth and development. The student learns how to correlate the visual arts with interrelated subject matter, such as reading readiness skills and other content areas.

*Pre-requisite: ART 100*

### **ART 200 Afro-American Art History**

3 credits; 3 class hours

History and analysis of Afro-American Art from the Colonial Period in America through present-day Contemporary Art will be covered. Analysis will include the contributions of Black artists to the mainstream as well as the Black Aesthetic in American Art.

*Pre-requisite: ART 100*

### **ART 201 African Art History**

3 credits; 3 class hours

This course traces the development and philosophical aspects of African Art forms, the Nok Culture of 300 B.C. through the Classic Benin-life Periods to present Contemporary African Art forms of the Twentieth Century. Museum trips are an integral part of the course.

*Pre-requisite: ART 100*

### **ART 203 Ceramics**

3 credits; 4 class hours

This is a studio course in the study of clay and its nature and potentialities as related to ceramic arts. Various methods are covered for pottery making, coil and slab building, firing and glazing.

*Pre-requisite: ART 100 or permission of chairperson*

### **ART 205 Sculpture**

3 credits; 4 class hours

A studio course designed to introduce the student to basic sculpture. Emphasis is on assemblage, mold making, casting and woodcarving.

*Pre-requisite: ART 100 or permission of chairperson*

### **ART 207 Drawing and Painting**

3 credits; 4 class hours

This combined studio and art analysis course includes drawing, pen and ink, conte crayon, charcoal, water color, wash, and oils. Students must complete one oil painting during the semester. Lectures will cover Contemporary Art forms. Special projects and gallery trips are an integral part of the course. *Pre-requisite: ART 100 or permission of chairperson*

### **ART 208 Painting Techniques**

3 credits; 4 class hours

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

### **ART 210 Printmaking Etching**

3 credits; 4 class hours

This is an introductory studio course in the techniques of intaglio printing on metal plate. It includes the techniques of engraving, dry point, aquatint and soft grounds. Also lithographic techniques in printmaking will be taught using the conventional medium of stone and plate as well as computer based application.

*Pre-requisite: ART 100*

### **ART 282 Lettering and Design**

3 credits; 4 class hours

This course acquaints the student with the basic execution of lettering and typography as well as the elements of basic layout for advertising. *Pre-requisite: ART 100 or Permission of chairperson*

### **ART 283 Advertising Design**

3 credits; 4 class hours

The purpose of this course is to familiarize the student with the basic principles of design in relationship to commercial art. The student acquires the tools to execute projects relating to design and production. *Pre-requisite: ART 282*

### **ART 299 Independent Study**

3-6 credits; 3-6 class hours

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

### **ART 301 Computer Graphics**

3 credits; 3 class hours

This course addresses the major techniques of digital visual processing. It includes digitization of still and motion media, digital movie and sound editing, developing 3-D animated movie, transition effects, elements of 3-D modeling, vector based animation, Web interactive scripting, Web front ends design and Web broadcasting.

*Pre-requisite: ART 100*

### **ART 315 Ancient Egyptian Art and Culture**

3 credits; 3 class hours

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

### **ART 403 Advanced Graphics**

3 credits; 3 class hours

This course addresses the techniques of digital visual processing, including digitization of still and motion media, digital movie and sound editing, developing of 3-D animated movie transition effects, elements of 3-D modeling, vector based animation and WEB interactive scripting, WEB front ends design, WEB broadcasting.

*Pre-requisite: ART 100*

### **DNCE 100 Introduction to Modern Dance**

2 credits; 3 class hours

This theory and practice course which focuses on the basic elements of modern dance includes an understanding of movement techniques and improvisation. *Pre-requisite: None*

### **DNCE 200 Movement Education Rhythmic Analysis Technology**

3 credits; 3 class hours

This course prepares elementary school teachers, and other interested individuals, in the approaches and techniques of applying rhythms to dance movement. Students will learn how musical counts are divided and how to design movement for classroom settings.

*Pre-requisite: None*

### **DNCE 202 Liturgical/Sacred Dance**

3 credits; 3 class hours

The course provides a historical overview of religious dance. It will introduce students to dance movement that is specific to sacred dance. The differences between sacred and secular dance will be explored. *Pre-requisite: None*

### **DNCE 251 African Dance I**

2 credits; 3 class hours

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

### **DNCE 262 African Dance II**

2 credits; 3 class hours

This course is a continuation of the basic course in African dance. Emphasis will be placed on selected choreographed routines of various traditional West African dances. *Pre-requisite: DNCE 251 or Permission of chairperson*

### **DNCE 272 Theory and Philosophy of Creative Dance for the Classroom Teacher**

3 credits; 3 class hours

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

### **MASS 400 Independent Studies in Mass Communications**

3-6 credits; 3-6 class hours

This course of study centering on a project in the major area, incorporates content and depth not possible in regular course offerings. With the prior approval of a faculty supervisor, the student will undertake a project, which will constitute the semester's work. One weekly conference is required. Option in Art, Dance, Media, Music, Speech. *Pre-requisite: Permission of Chairperson*

### **MASS 473 Black Creative Arts**

3 credits; 3 class hours

An examination of the creative impulse as experienced and expressed by African descendants in the New World with particular reference to the United States. An exploration of the creative arts: music, dance, visual art, literature, film and theater is an integral part of the course. *Pre-requisites: ENGL 150*

### **MED 150 Mass Communications: Contents, Structure, and Control**

3 credits; 3 class hours

This course covers the analysis of the nature and impact of mass communication in society; a study of its development, structure, function and control. *Pre/Co-requisite: ENGL 112*

### **MED 160 Introduction to Film**

3 credits; 3 class hours

This basic course seeks to relate the history, theory and aesthetics of the film medium to the sociological, economic, political and psychological needs and consciousness of the community. A sensory approach to the cinema combined with an awareness of the potential for film productions and criticism will be utilized in the analysis of numerous short films and features. Where appropriate, guest lectures will be utilized. *Pre-requisite: ENGL 112*

### **MED 180 Introduction to Broadcasting**

3 credits; 3 class hours

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

### **MED 241 Radio Production**

3 credits; 3 class hours

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

### **MED 242 Advanced Radio Production**

3 credits; 3 class hours

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

### **MED 292 Workshop in Media Writing I**

3 credits; 3 class hours

Students will develop skills in gathering data and writing scripts for radio, television, and film. They will gain experience in scripting shows using the College facilities, and specimen scripts will be available for community programs. *Pre/Co-requisite: ENGL 150*

### **MED 297 TV Production**

3 credits; 3 class hours

Students will be given lecture demonstrations and practical studio experiences in the various aspects of television production. They will develop and participate in projects that focus on producing, performing, script writing, studio operations, sets, lights, scenery, graphics, sound, special effects, etc. Experiences in production at community television and CATV stations as well as those of the CityUniversity of New York will be required. *Pre-requisite: MED 180 or Permission of chairperson*

### **MED 298 Advanced TV Production**

3 credits; 3 class hours

Continued experience in TV production using more advanced equipment, techniques, independent research, script writing and experimental productions. *Pre-requisite: MED 297*

### **MED 299 Independent Study**

3-6 credits

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

### **MED 300 Internship**

3 credits; 3 class hours

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

### **MUS 100 Introduction to World Music**

3 credits; 3 class hours

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

### **MUS 103 Rudiments of Music**

3 credits; 3 class hours

This piano performance course utilizes the keyboard as a vehicle for studying the fundamentals of music, including notation, rhythm, scales, keys, interval formation and triads. *Pre-requisite: None*

### **MUS 104 Basic Musicianship**

1 credit; 2 class hours

This course provides ear training in meter and rhythm, major and minor mode, intervals, chords and melody. *Pre-requisite: MUS 103*

### **MUS 105 Voice**

1 credit; 2 class hours

Fundamentals of breath control, posture, tone production, and articulation will be covered. There will be group instruction for non majors. *Pre-requisite: Permission of chairperson*

### **MUS 106 College Choir I**

1 credit; 3 class hours

Exploration, study and performance of choral musical literature I. *Pre-requisite: None*

### **MUS 107 College Choir II**

1 credit; 3 class hours

Exploration, study and performance of choral musical literature II. *Pre-requisite: None*

### **MUS 109 College Choir IV**

1 credit; 3 class hours

Exploration, study and performance of choral musical literature IV. *Pre-requisite: None*

### **MUS 110 Piano I**

2 credits; 3 class hours

This course provides class instruction on the fundamentals of piano playing. Designed to enable the student to play easy piano selections, to sight read and to improvise at the keyboard with basic chords. *Pre-requisite: Permission of the chairperson*

### **MUS 111 Piano II**

2 credits; 3 class hours

A continuation of MUS 110, this course concentrates on the performance of easy, well known selections, transportation, and elementary accompaniments. *Pre-requisite: MUS 110 or Permission of chairperson*

### **MUS 120 Cultural Diversity in Music I**

3 credits; 3 class hours

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

### **MUS 121 Introduction to Music Technology**

3 credits; 3 class hours

This course is designed to allow all students pursuing an interest in the music industry, an understanding of the current operating systems, hardware, and software added to the comprehensive study of music technology from MIDI, sound generation, computer assisted instructions, digital recording, sampling, music scoring and composing. The course is a practical reference source for students using the computer to arrange or compose music to set up a music technology studio. Also, students will be exposed to elements of music theory, which includes circle of fifths, scales, key signatures,

Department of Mass Communications, Creative & Performing Arts & Speech  
melody, harmony and chord progressions.

*Pre-requisite: MUS 100 or Permission of the chairperson*

### **MUS 204 History and Literature of Jazz**

3 credits; 3 class hours

This course offers a critical examination of the history and literature of jazz from its roots in the folk songs of Black Americans to the present time. Particular attention paid to sociological background of the music, and the experiences of musicians (their life styles and the ensuing effects on musical styles). *Pre-requisites: MUS 100 Pre/Co-requisite: ENGL 112*

### **MUS 215 Ensemble**

2 credits; 3 class hours

This is a study of music for small, intermediate vocal and instrumental groups through rehearsal and performance of works in various styles. *Pre-requisite: Permission of chairperson*

### **MUS 217 Elementary Band Instruments**

3 credits; 3 class hours

This is a performance course using music for homogeneous instruments. Materials used will be selected in accordance with the interests and ability of the students. *Pre-requisite: Permission of chairperson*

### **MUS 224 College Band I**

1 credit; 3 class hours

The exploration, study and performance of musical literature written for band. *Pre-requisite: Permission of chairperson*

### **MUS 225/226/227 College Band II, III, IV**

1 credit; 3 class hours

A continuation of the exploration, study and performance of musical literature written for band. *Pre-requisite: None*

### **MUS 234 Music Theater Workshop**

3 credits; 6 class hours

Students will be introduced to all aspects of music theater production including staging, directing, acting, accompanying and visual arts, to culminate with a public performance. *Pre-requisite: None*

### **MUS 241 Music Materials I**

3 credits; 3 class hours

Harmonization of melodies using fundamental triads and their inversions. Introduction of the dominant seventh chord. Writing in piano style. Original exercises. Parallel sight singing and diction. *Pre-requisite: None*

### **MUS 242 Music Materials II**

4 credits; 4 hours

Continuation of Music Materials I. Four part harmony and piano style writing secondary sevenths and inversions and figures bass. Analysis of folk, jazz and classical examples is an integral part of the course. Parallel ear training. *Pre-requisite: MUS 241*

### **MUS 250 Steel Pan/Band I: Beginners**

2 credits; 3 class hours

This course will offer a brief study of the history and culture of the area in which the Steel Pan originated, an overview of the history of the Steel Pan, and its struggle for survival and the significant role it plays in the world today. The students are taught the basics of playing the Steel Pan and how to play the Pan by ear and notes. They participate in making/tuning a Steel Pan. Guest performers are invited. Field trips to concerts are required. *Pre-requisite: MUS 100*

### **MUS 251 Steel Pan/Band II: Intermediate**

2 credits; 3 class hours

This is an intermediate course in playing the Steel Pan. More complicated tunes are taught. The course is open to students who have taken Steel Pan I or who can demonstrate that they have had former training and successful experiences in playing the Steel Pan. Music of diverse cultures is taught; showmanship training is included. The learners are required to go on field trips in order to be exposed to professional presentations. *Pre-requisites: MUS 100 and MUS 250*

### **MUS 270 African Caribbean Drumming I: Beginners**

3 credits; 3 class hours

This is an introductory course to drumming with emphasis on African and African Caribbean drumming. The learners are introduced to the history of drumming and its cultural impact on Africa and the African Diaspora. They receive basic hands-on-training. They are taught the ethics involved in making and handling a drum. They are taught how to use the mind, body, and hands in playing many rhythms. Guest professional drummers add enrichment to the learners' experiences. *Pre-requisite: MUS 100*

### **MUS 271 African Drumming II: Intermediate**

3 credits; 3 class hours

This is an intermediate course in African drumming and African drumming in the Diaspora. Advanced exercises are given based on the learning experiences students had in Drumming I or from prior experiences. The drummers are taught how to accompany other instruments. The focus is on the conga drum. Other percussion instruments are introduced. The students are taught how to play in a drum ensemble. They are given playing experiences with professional drummers and bands. At least two field trips are required. *Pre-requisite: MUS 270*

### **MUS 299 Independent Study**

3 credits; 3 class hours

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

### **MUS 318 Music Sequencing I**

3 credits; 3 class hours

This course is designed to introduce students to the first level of the recording process. In this production or preproduction stage, the student will understand basic computer recording procedure. Also, they will understand the fundamentals and models of music software, such as Reason, Pro Tools and Sibelius. Students will learn M.I.D.I. and will be assigned projects that will entail composing and transcribing different musical styles using the various MIDI sequencing software and models. Lab hours will be required for this course. *Pre-requisite: MUS 121 or Permission of chairperson*

### **MUS 319 Music Sequencing II**

3 credits; 3 class hours

This is an in-depth course on music sequencing covering software and software models, such as Logic, Pro Tools, Reason and Sibelius, building on the student's strong sense of musicianship. Logic, a strong midi and audio sequencing program, and Sibelius, a dedicated notation software, will be used to instruct students on composition and notation. As a result, students will learn to compose, transcribe and edit M.I.D.I. and audio files. *Pre-requisite: MUS 318 or Permission of chairperson*

### **MUS 407 Music Synthesis**

3 credits; 3 class hours

This Sound Design will prepare students for the currently developing fields in music production, such as sound or music for video games, commercials, television and movies. Students will apply the principles of envelopes and filters to achieve an assigned sound or effect. These newly formed sounds will be applied in the use of video and audio and midi sequences, such as new sounds or effects created for a one minute commercial. This is a project based class with two exams, midterm and final. All students must produce nine sound design sequencing projects. *Pre-requisite: MUS 319 or Permission of chairperson*

### **MUS 409 Music Recording**

3 credits; 3 class hours

This class is a thorough comprehensive lecture and lab on analog and digital recording and its procedures. This course enables students to understand and function in a recording studio. Subjects covered involve signal flow, analog processors, mixing boards, cable management, microphone design and placement and room acoustics. *Pre-requisite: MUS 319 or Permission of chairperson*

### **SPCH 102 Fundamental of Speech**

3 credits; 3 class hours

This is a workshop and lecture course designed to develop communication skills, competencies and values. Research, speech outlining and development, voice and diction, listening skills, vocabulary development, and audience analysis are included. Speeches, group discussions, and other oral presentations such as reading aloud, prose, poetry, and choral speaking are presented. *Pre-requisite: None*

### **SPCH 121 American Sign Language I**

3 credits; 3 class hours

This course is a continuous study in the fundamentals of American Sign Language (ASL) with particular attention to the grammar of the language and the culture of American Deaf Persons. This course will create a solid foundation of basic conversational skills and the essentials and grammatical principles of the language. Students will participate in exercises to develop skills which are significant to the visually-based language. Lab assignments and field trips are required. *Pre-requisite: Pass CUNY ACT or Exit Developmental Skills Courses*

### **SPCH 122 American Sign Language II**

3 credits; 3 class hours

This course is continuous to the study of the fundamentals of American Sign Language (ASL) I with particular attention to the grammar of the language and the culture of American Deaf Persons. *Pre-requisite: SPCH 121*

### **SPCH 202 Voice and Diction**

3 credits; 3 class hours

This course is a laboratory course designed to improve oral communication by improving the skills of the speaking voice. The following are provided: analysis of needs and abilities, a study of the speech mechanics with exercises for phonetics, vocal improvement, training in pronunciation, articulation, vocabulary development, and the development of basic skills in speech making and oral interpretation of literature. *Pre-requisite: SPCH 102*

### **SPCH 205 Introduction to Theater**

3 credits; 3 class hours

This course is designed to familiarize students with the history and role of the theater in various societies at different periods, including the contemporary. Students will become acquainted with the elements of the theater and their related functions. *Pre-requisite: None*

### **SPCH 207 Acting I**

3 credits; 3 class hours

This is an introductory course designed to acquaint the student with various experiences in basic acting techniques and to equip him/her with skills needed to function competently on stage. *Pre-requisite: SPCH 102*

### **SPCH 208 Acting II**

3 credits; 3 class hours

This is a continuous course in acting with emphasis on character development through scene study. Students will locate the problem of the play and discuss how each character relates to it. Each student will consider how he can best identify with his character as presented by the author. Participation in scenes and plays of progressive complexity, and theater attendance are required. *Pre-requisite: SPCH 207*



**SPCH 221 American Sign Language III**

3 credits; 3 class hours

This is an intermediate course in American Sign Language designed to strengthen the foundation of basic conversational skills and increase the learners' command of the language. *Pre-requisite: SPCH 122*

**SPCH 222 American Sign Language IV**

3 credits; 3 class hours

This is an advanced course in American Sign Language taught in an environment in which hearing-impaired individuals' interpretation skills are introduced. *Pre-requisite: SPCH 221*

**SPCH 297 Theater Workshop**

3 credits; 6 class hours

This workshop provides practical experience in all aspects of theater production. Each student will be strengthened in the areas in which he exhibits talent and interest. *Pre-requisite: SPCH 205 and 207 or Permission of chairperson*

**SPCH 299 Independent Studies**

1-6 credits; 1-6 class hours

This is for students who wish to do independent projects under the supervision of a member of the faculty. By permission only, after the approval of a written proposal. Completed final project required. *Pre-requisite: Permission of chairperson*

# Department of Philosophy and Religion

**Chairperson:** Gary Seay  
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**Office:** B-1007Q

**Faculty:** Michael Fitzgerald, Sheila Gilliams  
Vivaldi Jean Marie, Gary Seay

## GENERAL INFORMATION

The **mission** of the Department of Philosophy and Religion is to educate students to be leaders and engaged citizens who are committed to creating positive change and who are able to successfully pursue a number of rewarding roles and careers.

## PHILOSOPHY

The study of philosophy fosters critical, analytic reasoning skills that are part of the intellectual armament of an educated person. Its successful student will be a tough-minded thinker who is able to devise for him/herself a consistent worldview in which knowledge from other disciplines and knowledge from life experiences are put together in a coherent system. The study of philosophy will also acquaint students with the great ideas that have been central in the development of human culture over the past 25 centuries. But philosophy is *not* simply a collection of doctrines. Rather, it is a set of great controversies over fundamental questions - for instance, about the nature of mind, meaning, truth, knowledge, and value - and the method of conceptual analysis we use to clarify the terms of our thinking about them.

## DEPARTMENTAL ACADEMIC CRITERIA

Students must meet all requisite CUNY proficiencies. A minimum of sixty (60) credits is required for the A.A. in Liberal Arts. Students are required to adhere to all course guidelines and requirements as set forth in departmental syllabi.

## ACADEMIC STANDARDS

Students in the Department must pass Philosophy and Religion's required Core courses with a grade of "C" or better. For graduation, a student must have an index of 2.0 in his/her major.

## B.A. in Religious Studies

The Department offers a B.A. degree in Religious Studies. The B.A. Degree in Religious Studies requires completion of 120 credits. The 120 credits of the program are distributed as follows:

### B.A. - Religious Studies

#### REVISED PROGRAM

#### FIXED/REQUIRED CORE

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3

Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
TOTAL		12

#### FLEXIBLE CORE

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	3
TOTAL		18

#### COLLEGE OPTION

Electives from College Option		12
TOTAL		12

#### MAJOR & ELECTIVES

PHIL 101	Intro to Logic	3
PHIL 201	Intro to Ethics	3
REL 101	Intro to Study of Religion	3
REL 102	Survey of Religious Experience	3
REL 111	Comparative World Religions I	3
REL 112	Comparative World Religions II	3
REL 211	History of Religious Thought	3
ANTH 201	The Nature of Culture	3
REL 312	Sociology of Religion	3
REL 402	Women & Religion	3
REL 421	Research Methods in Religious Studies	3
REL 450	Traditional African Religions	3
REL 499	Field Experience/Internship	3
REL 500	Senior Seminar	3
Departmental Electives: 24 Credits		
REL 301	The Bible & Hermeneutics	3
REL 340	History of the Interfaith Movement	3
REL 342	Muhammad & The Foundations of Islam	3
REL 490	Islam Post 9/11	3
PHIL 211	Political Philosophy	3
PHIL 212	Modern Philosophy	3
ECON 302	Urban Economics Development & Community Development	3
Free Elective		3
Students must choose one area of interest from Philosophy and Religion or Religion and Social Justice: 12 Credits		
TOTAL		78
GRAND TOTAL		120

**Philosophy & Religion:**

PHIL 301	Black Philosophical Thought	3
PHIL 330	Philosophy of Religion	3
REL 321	Buddhism & Hinduism	3
REL 322	Contemporary Issues in Religious Thought	3

**Religion & Social Justice:**

REL 333	The Role of Religion in Conflict Resolution	3
REL 351	Religious Ethics	3
REL 371	Caribbean Religions & Social Justice Movements	3
REL 410	The Role of the Church in the Black Community	3

**COURSE DESCRIPTIONS**

**PHIL 101 Introduction to Logic**

3 credits; 3 class hours

This is a course designed to help students who are beginning college to acquire basic skills necessary for critical thinking. Critical thinking is fundamentally concerned with analyzing and evaluating "arguments." The term "argument" as it is used in logic means somewhat different from what it means in everyday conversations. Thus, we will begin with explicating what an "argument" means in logic. One major part of evaluating arguments will be an examination of various sorts of fallacies (both deductive and inductive fallacies). By the end of semester, students will be equipped with skills and methods required for differentiating logically valid/strong arguments from fallacious/erroneous arguments. *Co-requisite: ENGL 112*

**PHIL 200 Introduction to Ethics**

3 credits; 3 class hours

This course aims to introduce students to central topics in moral and ethical theories. We will start off with the famous question raised by Plato long time ago: Why should be moral? By examining some purported answers to this question, we will launch into an area of moral philosophy which is so-called "normative ethics". The major concern of normative ethics is to establish a coherent system of ethical theory from which we can infer the rules or the principles that can guide our moral decisions (such that when we are faced with an ethical question, we can apply those rules to our moral decision). Though this course is largely concerned with theoretical aspects of moral questions, some pressing questions on morality in our days won't be ignored. So, we will apply ethical theories to more practical issues such as euthanasia, abortion, cloning and stem-cell research, decision procedure in corporate business, racial/sexual discriminations in work places, and ethical questions raised in cyberspace and technology. *Pre-requisite: None*

**PHIL 201 Introduction to Ethics and Social Philosophy**

3 credits; 3 class hours

This course is an overview of the field of religious social ethics. This survey of religious social ethics necessitates a brief examination of doctrine, western religious and social thought. Our task is to discover how people, past and present, engage (d) in ethical reflection, moral reasoning, social critical analysis, and ethical action for the just resolution of social conflict. Of particular interest is an examination of the West's historic understandings of morality, ethical actions, institutions, culture, society, the "poor," and the state.

*Pre-requisites: PHIL 101 and ENGL 150*

**PHIL 211 Political Philosophy**

3 credits; 3 class hours

This course is a comprehensive introduction to the major topics in political theory. Political theory is concerned with the fundamental questions of public life. It explores the philosophical traditions that have formed questions such as: What is the nature of political authority? What should be the relationship between individuals and states? What are the obligations and responsibility that citizens owe to one another?, What are the limits of freedom? When may government act against the will of a citizen? What characterizes a good government? What is the purpose of government? And so on. In answering these questions, political philosophers have tried to establish basic principles that will, for instance, justify a particular form of state, show that individuals have basic inalienable rights, or tell us how a society's basic material resources should be shared by its members. This constitutes analyzing and interpreting a few basic concepts – "authority", "liberty", "freedom" and "justice." Theories on these basic concepts are with a remarkable diversity, and there are two reasons for this. First, methods and approaches used by political philosophers reflect the general philosophical tendencies (for instance, epistemological and ethics theories) of their epoch. Second, the political philosopher's agenda is set up by the pressing political issues of his day. In this course, thus, we will examine and compare not only political theories propounded by various philosophers but also see how those theories have been applied to the pressing issues of relevant social and political surroundings. *Pre-requisites: ENGL 150 and PHIL 101*

**PHIL 212 Modern Philosophy**

3 credits; 3 class hours

The "Modern" period in philosophy extends from approximately the 16th – 17th centuries. This period in the history of philosophy is distinguished from the Ancient and Medieval periods in number of important ways. The emergence of the new science, championed by Copernicus and Galileo, inspired and changed the world views of philosophers in this period. This period is also marked by the advancement of new technology, the reformation and religious pluralism, and the search for the foundation of knowledge. Particularly, Descartes, who is justly regarded as the father of modern philosophy, created the theory of knowledge, epistemology, as a separate discipline within philosophy for the first time. Previously, a theory of knowledge had been treated as falling under Aristotle's logical work, but with Descartes, epistemological questions came to the fore. Thus the modern philosophy has been driven by the questions about knowledge, and that has been the starting point of those two dividing traditions—rationalism and empiricism. In this course, we will examine and criticize the writings of some primary figures falling under the traditions of rationalism and empiricism respectively: for example, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Arguably, Kant is considered as the most important philosopher in modern philosophy, and his influence has had a profound impact on almost every philosophical movement followed him. Kant's philosophy, however, cannot be properly appreciated without understanding those two philosophical movements in modern philosophy, i.e., rationalism and empiricism.

In this course, we will focus on the works of philosophers belonging to those two traditions, and see how Kant tries to overcome the shortcomings of those two traditions. *Pre-requisites: ENGL 150 and PHIL 101*

**PHIL 214 History of Modern Western Philosophy I: Rationalism, Empiricism and Kant**

3 credits; 3 class hours

History of Modern Western Philosophy I: Rationalism, Empiricism, and Kant surveys the key writings of seminal western philosophers of the 17th and 18th centuries, including works by Rene Descartes, Baruch Spinoza, and G. W. Leibniz (the so-called Continental Rationalists); Francis Bacon, Thomas Hobbes, John Locke, George Berkeley, and David Hume (the so-called British Empiricists); and Immanuel Kant, whose epic synthesis of the two competing traditions closes the era. Starting from the great questions that moved the age (What can we know? What is mind? What is matter? Is there free will? Does God exist?), the course situates the philosophical responses within the new conceptions of science, religion, politics and morals which emerge in the early modern period and focuses on epistemology (the theory of knowledge) and metaphysics (the theory of the ultimate nature of being). *Pre-requisites: ENGL 150 and PHIL 101*

**PHIL 301 Black Philosophical Thought in the Twentieth Century**

3 credits; 3 class hours

Students will engage in philosophical reflection on a range of questions that arise from the experiences of black people in the United States and throughout the African Diaspora. Topics to be covered will include the complexities of black identity, theories of racism, the significance of Africa and its Diaspora, gender and sexuality, and the role of the arts in black liberation struggles.

*Pre-requisite: PHIL 101*

**PHIL 330 Philosophy of Religion**

3 credits; 3 class hours

The primary purpose of this course is to explore classical issues in the philosophy of religion, such as the reality of God, the problem of evil, religious language, life after death, and the pluralism of religious traditions. Discussion focuses on proofs for and against the existence of God and various critiques and defenses of religious belief in general. The course will also explore how the claims of European thinkers translate into the African-American experience of religion.

*Pre-requisites: ENGL 150 and REL 101*

**REL 101 Introduction to the Study of Religion**

3 credits; 3 class hours

Introduction to the Study of Religion (ISR) is the foundational course for all religion majors in the Department of Philosophy and Religious Studies. Therefore this course is an introduction to several of the major thinkers and themes within the history of the academic study of religion. Students will acquire a working vocabulary of key terms that are required for study of religion. Alongside of developing the necessary vocabulary of the field, students will also be challenged to expand upon what they currently understand to be "religion." Finally, students will also be expected here to develop the ability to utilize appropriate theoretical tools in the study of religion to interpret "real

world" encounters with religious phenomena.

*Pre-requisite: ENGL 112*

**REL 102 Survey of Religious Experience**

3 credits; 3 class hours

Survey of Religious Experience (SRE) is an introductory course required of all religion majors in the Department of Philosophy and Religious Studies. The aims of this course are twofold. First, the course will introduce students to the debates in religious studies regarding the nature of religious experience and the limits of academic efforts to document such phenomena. Second, students will learn the primary sources (from a range of literary genres) that document accounts of religious experiences from a range of cultural and historical contexts. *Pre-requisite: ENGL 150*

**REL 104 Leadership in the Urban Context**

3 credits; 3 class hours

This course provides the critical analysis and intellectual examination of leadership. The course is designed to integrate and synthesize various leadership modalities through open discussion, honest self-assessment, experiential exercises, and participatory observation of real life leadership in practice. *Pre-requisite: REL 101*

**REL 111 Comparative World Religions I**

3 credits; 3 class hours

This course is designed to introduce students to the major religions of the world. Although the title of the course is comparative religion, the conceptual framework, and philosophical approach will not be comparative but will lend itself to engaging in an analysis which is centered in the epistemological and ontological framework of the respective traditions. Each religion and or spiritual tradition will be studied based on its own social, historical, and theological developments and trajectories. An integral aspect of the course will be visits to holy sites, including mosques, temples, and sacred shrines. Students will be required to conduct a field research project in which include oral histories, and ethnographies of self identified practitioners of these major traditions. *Pre-requisite: ENGL 150*

**REL 112 Comparative World Religions II**

3 credits; 3 class hours

The Comparative Religion II course is designed to build upon students religious' and spiritual literacy and foundational knowledge of the world's major religions that they were introduced to in Comparative Religion I. The Course will move beyond the old paradigm of a comparative approach and engage in the literature on religious pluralism and praxis. The course will expand students' understanding of the major religions and spiritual traditions, focusing on the American landscape. Moreover, students will be exposed to a critical examination of the world's major religious and spiritual traditions as they have taken shape in America. This course will provide students with the tools to critically analyze the major religious and spiritual traditions and their attendant challenges as they attempt to apply their beliefs and practices in the American context. The course will chronicle the historical development of these religious and spiritual traditions, looking for differences and similarities, which inform our understanding of their respective theological teachings and practices and the way in which they grapple with notions of

### **REL 201 Anthropology and Religion**

3 credits; 3 class hours

This course provides a limited overview of anthropological theories related to the study of religion. It focuses upon understanding religious practice from a cross-cultural perspective, with attention to myths, ritual and symbolism. Within that purview, the course will examine the uneasy relationship of ethnocentrism to religious diversity. This investigation proposes to offer a different way of looking at the role of religion in people's lives. The course will also explore religious expressions that have received critical evaluation in popular opinion, and place them within the context of new religions, revitalized movements, cargo cults and/or charismatic.

*Pre-requisites: ENGL 150 and REL 101*

### **REL 211 History of Religious Thought: The Interfaith Movement**

3 credits; 3 class hours

Although conversations and debates between various religions and spiritual traditions have transpired gone on for centuries, the interfaith movement formally began in 1893, organized by the Parliament for World Religions in Chicago. For the first time in history, religions and spiritual traditions came together for the purpose of establishing better communications and cooperation among the world's religions. The Parliament continued its efforts to engage the world's religions and spiritual traditions in interfaith dialogue. Although it was not until 1993 that the Parliament convened its second meeting, interfaith dialogues and multi-religious programs and activities were initiated by various religious organizations locally, nationally, and internationally. Most of the early interfaith activities were organized by Christians, particularly the Roman Catholic Church, who, after the Second Vatican Council and *Nostra Aetate* in 1965, called for "all to forget the past" and officially recognized Muslims as "those who worship God," and instructed all of its churches to engage in dialogue with Muslims as well as with Jews. Additionally, it was the World Council of Churches who established the "guidelines for dialogue with Muslims" in 1971. Thereafter, all of the world's major religions initiated interfaith programs, including many of the traditional indigenous faith groups and organizations. This course is designed to study that history. Students will be required to study the major interfaith organizations that constituted the foundation of the interfaith movement. Additionally, students will research and analyze the various edicts, theological documents, and formal decrees of those organizations which were pivotal in facilitating interfaith dialogue and collaboration. *Pre-requisites: ENGL 150 and REL 101*

### **REL 301 Traditional African Religions**

3 credits; 3 class hours

This course is designed to introduce students to some of the central aspects of African Traditional Religion(s) presented in selected, influential studies by African scholars of religion. Utilizing interdisciplinary and multi-methodological approaches, we will examine the profile of religious plurality in Africa and pursue reading in the literature of the field. *Pre-requisite: ENGL 150*

### **REL 303 Malcolm Islam/Black Masculinity**

3 credits; 3 class hours

This course will map the social and historical development of the concept and construction of African American Manhood and notions of Masculinity from pre-colonial Africa through the slave experience and finally up to the Emancipation. Using Malcolm X's life and legacy as a trope of black masculinity, this course will explore the variegated role that he played and continues to play in the radical Black imagination. Students will be introduced to the classical teachings and exegesis of the Islamic religion, however, the primary focus will be limited to its social and cultural manifestations in the black experience. Finally, this course will also explore several social and political movements including Garvey's UNIA and Elijah Muhammad's Nation of Islam in order to contextualize and historicize the trajectories and transitions of notions of black manhood, maleness and masculinity. *Pre-requisite: ENGL 150*

### **REL 321 Buddhism and Hinduism in Eastern Thought**

3 credits; 3 class hours

This course is designed as an historical and geographical overview of the religious traditions of South and East Asia. Emphasis will be placed upon identifying and understanding the themes of renunciation and popular practices throughout the various religions of Asia. Students will also discuss definitions of religion in order to facilitate their understanding of religious traditions that are not their own. *Pre-requisites: REL 111 and ENGL 150*

### **REL 322 Contemporary Issues in Religious Thought**

3 credits; 3 class hours

This course explores the significance of religious symbols for human self-understanding and cultural values in selected religious traditions, such as Judaism, Christianity, Islam, Buddhism, and Native American traditions. The course raises questions related to human identity, religious symbol, and cultures. *Pre-requisites: REL 111 and ENGL 150*

### **REL 333 Peace Education**

3 credits; 3 class hours

This course on Peace Education will introduce students to the historical development of peace education as a field of study and as a discipline. Students will examine the contemporary discourse on peace education and the current trends and perspectives that permeate the literature. Students will also explore some of the definitions articulated by various cultures in order to establish a conceptual framework for what it means to educate for peace. *Pre-requisites: REL 101 and ENGL 150*

### **REL 340 History of the Interfaith Movement**

3 credits; 3 class hours

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world's religions and spiritual traditions in interfaith dialogue. Although it was not until 1993 that the Parliament convened its second meeting, interfaith dialogues and multi-religious programs and activities were initiated by various religious organizations locally, nationally, and internationally. Most of the early interfaith activities were organized by Christians, particularly the Roman Catholic Church, who, after the Second Vatican Council and *Nostra Aetate* in 1965, called for "all to forget the past" and officially recognized Muslims as "those who worship God," and instructed all of its churches to engage in dialogue with Muslims as well as with Jews. Additionally, it was the World Council of Churches who established the "guidelines for dialogue with Muslims" in 1971. Thereafter, all of the world's major religions initiated interfaith programs, including many of the traditional indigenous faith groups and organizations.

Presently, in addition to the large interfaith groups and organizations such as the Vatican, the Parliament, the World Conference on Religion and Peace, and the World Council of Churches, there are thousands of interfaith organizations who have ongoing interfaith initiatives, programs, and projects on local, national and international. This course will introduce students to the historical evolution of the formal interfaith movement, from its genesis in 1893 with the Parliament to a fully developed global movement. Students will be exposed to the critical issues that each faith group encountered—often hostile—as they attempted to engage in dialogue. Students will be required to study the major interfaith organizations that constituted the foundation of the interfaith movement. Additionally, students will research and analyze the various edicts, theological documents, and formal decrees of those organizations which were pivotal in facilitating interfaith dialogue and collaboration. *Pre-requisite: ENGL 150*

#### **REL 342 Muhammad and the Foundations of Islam**

3 credits; 3 class hours

This course will consist of an historical overview of the development of Islam: from its genesis in the Arabian Peninsula, its colonization of Africa, and its contemporary formations in the western world. Students will be introduced to the fundamental teachings, precepts, practices, and beliefs of Muslims. Special emphasis will be placed on Islam's founder, Prophet Muhammad. Students will review his life and his contributions to the making of a great religious tradition and civilization. It is expected that students will engage in critical discourse, examining all facets of Islamic traditions and practices, including an examination of contemporary issues and challenges faced by Muslims. *Pre-requisite: ENGL 150 and HIST 201*

#### **REL 351 Religious Ethics**

3 credits; 3 class hours

This course is designed to deepen student understanding of how religion serves as an epistemological foundation for moral reasoning and action. Religious texts and communities are presented that show how differing moral communities have justified their ways of life to themselves and others in their quests for societies of virtue, responsibility, freedom and duty. *Pre-requisites: PHIL 201 and ENGL 150*

#### **REL 371 Caribbean Religions and Social Justice Movements**

3 credits; 3 class hours

In a selective survey of Caribbean religious beliefs and practices, this course focuses upon the historical factors that shaped the development of the multi-religious community of the Caribbean. Students will study such Caribbean traditions as Vodoun, Shamanism, Santería, Rastafarianism, and Obeah. Students will further explore the relationship between these African diaspora religions and the Christian Church, and the intersection of religion with other vital issues such as race, history, home and migration, belief and ritual, social (in)justice, as well as postcolonial resistance and rebellion. *Pre-requisites: ENGL 150 and SSC 101*

#### **REL 402 Gender and Religion**

3 credits; 3 class hours

In this course, we will explore the historical and contemporary experiences and roles of women, with particular attention to the ways in which religious traditions and institutions affect women's conceptions of themselves, their gynecology, and their status in the world. Using a survey methodology, the course does integrate a global religious perspective. From the historical investigation, we will focus upon ways in which women's experiences have been conditioned by religious traditions and institutions for their empowerment or oppression. We will give substantive attention to the intersection of faith, race, identity, violence, justice, and hope in women's experience. The course seeks to identify through fiction, sacred texts, personal narratives, non-fiction, films and other resources women's complicity and critique of the religious world views that birthed their identity. Its contemporary focus will underscore social, intellectual, and institutional activities that women are pursuing to transform their lives and related institutions in larger society. *Pre-requisites: ENGL 150 and REL 101*

#### **REL 410 The Role of the Church in the Black Community**

3 credits; 3 class hours

This course will provide an intensive survey of the historical roots, critical developments, influences, ideologies, and the function of the church in the Black community in America. The role of church religion as an instrument of protest, escape mechanism, emotional outlet, and focal point of political organizing and of social life will also be analyzed. The narrative voice will be featured to allow students to hear historic agents tell their story in their own voice and to evoke a deeply personal and visceral encounter with certain historical periods and personalities. *Pre-requisite: ENGL 150*

#### **REL 421 Research Methods in Religious Studies**

3 credits; 3 class hours

Research Methods in Religious Studies (RMRS) is an upper level course required of all religion majors in the Department of Philosophy and Religious Studies. Students enrolled in RMRS are required to have already taken and passed both ISR and SRE; thus they are expected to possess a working knowledge of the major themes and approaches to the study of religion. Building on this theoretical foundation, the goals of this course are primarily practical with the intention of providing students with hands on experience conducting research within the interdisciplinary field of religious studies. To this end, RMRS will be a student-driven seminar structured readings, hands-on assignments, student presentations and four short research projects. *Pre-requisites: ENGL 150 and REL 211 or ANTH 201*

### **REL 450 African Traditional Religion**

3 credits; 3 class hours

This course is designed to introduce students to some of the central aspects of African Traditional Religion(s) presented in selected, influential studies by African scholars of religion. Utilizing interdisciplinary and multi-methodological approaches, we will examine the profile of religious plurality in Africa and pursue reading in the literature of the field. *Pre-requisite: ENGL 150*

### **REL 490 Islam: Post 9/11: Jihadists and the Clash of Civilizations**

3 credits; 3 class hours

Islam, a religion practiced by over 1.6 billion people, has captured the headlines of every facet of the print, television, and broadcast media in the western world. This is due primarily to the emergence of what has been characterized as Islamist terrorism, a designation coined by the west to describe the violent acts of radical Muslims who have launched violent and indiscriminate attacks on western people and interests. These ominous and well-planned attacks of terror manifested themselves in their most deadly form in a series of brutal attacks the most virulent of which was the tragic attacks on the World Trade Towers on September 11, 2001 where over 3000 people lost their lives. In response to these acts of terror, the U.S., Great Britain and the "coalition of the willing" declared a global war on terror, first deposing the Taliban in Afghanistan, followed by the invasion of Iraq. This sequence of events exacerbated an already contentious relationship between Islam and the West. Is this present global conflict a fulfillment of Samuel Huntington's thesis of the "clash of civilizations?" According to many academics, politicians, religious leaders, and news commentators, Huntington's dictum of the "inevitability of the conflict between Islam and the West" has been actualized. This course will chronicle some of the historical antecedents which led up to the intense animosity that exists between these two macro-civilizations, navigating significant aspects of the intellectual and civilizational history that has created the chasm, including the crusades, imperialism and colonialism. Using 9-11 as a defining moment in the relationship between Islam and the west, the course will explore the emergence of radical Islam, Jihad, and terrorism, both from a western and Islamic perspective.

*Pre-requisites: ENGL 150 and REL 342*

### **REL 498 Independent Research**

3 credits; 3 class hours

Independent study is designed to provide an organized course of study for students who are unable to attend regularly scheduled classes "for cause", and to provide opportunities for guided study and in-depth research in subject areas not covered by traditional courses. To qualify for enrollment in an independent Study Courses, undergraduate students should meet the following eligibility criteria:

- A cumulative Grade Point Average of 3.0 or better;
- Completion of ENGL 150
- Meet the departmental criteria for bona fide exemption from the required course plan of study
- Written contractual agreement between student and faculty.

*Pre-requisite: Permission of Chairperson*

### **REL 499 Field Experience/Internship**

3 credits; 3 class hours

This course is a practicum wherein religion majors are required to develop skill in the practice, study, or coordination of religion with external educational settings. They will work with religious practitioners, or mentors at on the job internships with religious NGOs, or, finally assist student teaching and/or research with graduate religious academics. *Pre-requisite: Permission of chairperson*

### **REL 500 Senior Seminar: Practicum in Religious Studies**

3 credits; 3 class hours

Prior to graduation as a major in the Department of Religion & Philosophy, all students must demonstrate that they have mastered the coursework offered and can show a deep appreciation of the respective fields. This seminar is designed to revisit in a synthetic and cumulative way the main courses, texts, knowledge, and discourses in these majors. This seminar is designed, in addition, to help the candidate complete one of three evaluator projects:

1. The passing of a comprehensive exam in religion;
2. The completion of a senior thesis on a pre-selected, religious inquiry;
3. The completion and/or exhibition of a performance or a creative project demonstrating a deep understanding of religion and its contributions to culture and society.

*Pre-requisite: Permission of chairperson*

# Department of Psychology

**Chairperson:** Ethan Gologor  
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**Office:** B-1032G

**Faculty:** Kathleen Barker, Hollie Jones  
Ethan Gologor, Maudry-Beverly Lashley  
Nancy Oley, John Sumerlin

## GENERAL INFORMATION

The **mission** of the Department of Psychology is to provide pre-professional training in the study of human behavior and mental processes for graduate study and careers in psychology and related fields.

## BACHELOR OF ARTS IN PSYCHOLOGY

The Department offers a Bachelor of Arts (BA) degree in Psychology, which provides training in the study of human behavior and mental processes. It is designed for students preparing for careers in psychology, health care, education, urban affairs, government, research and industry. The degree also enables students to pursue graduate education in such areas of psychology as clinical, personality, gender, sport, community, counseling, developmental, educational, school, sensory/perceptual, biological, health, cognitive, mathematical/quantitative, environmental, forensic, social, and industrial/organizational. Professionally oriented courses, research practica, clinical internships, and service-learning and active-learning experiences provide numerous mentoring opportunities. The Department particularly also seeks to implement the College's mission by addressing minority and diversity issues.

Research psychologists study the biological, cognitive, emotional, and social aspects of human behavior. They formulate hypotheses and collect data to test their predictions. Depending on the research question they have posed, psychologists use a variety of investigative approaches: controlled laboratory experiments; administration of personality, performance, aptitude and intelligence tests; systematic observation; interviews; questionnaires; and other clinical approaches.

Students in the Department take courses that provide them with the theories and methodological skills necessitated by these various areas of psychological knowledge.

Coursework is complemented by activities in a state-of-the-art psychology laboratory equipped with computers, psychology related media and software, printers, audio/video/laser disk players, biological recording equipment, an observational gallery, and testing carrels. The laboratory offers students opportunities for pursuing individual study and conducting human research (Independent Study, Research Practicum, and Senior Thesis options).

## ACADEMIC STANDARDS

A student must have an index or GPA of at least 2.0 in the major for graduation.

## 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 prerequisites for required courses in the major, must be completed with a grade of "C" or better to be counted toward the BA degree. The BA in Psychology requires completion of 120 credits. The 120 credits of the program are distributed as follows:

### B.A. - Psychology REVISED PROGRAM FIXED/REQUIRED CORE

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
TOTAL		12

### FLEXIBLE CORE

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	3
TOTAL		18

### COLLEGE OPTION

Electives from College Option		12
TOTAL		12

### MAJOR REQUIREMENTS

FS 101	Freshman Seminar I	1
FS 102	Freshman Seminar II	1
PSYC 101	Introduction to Psychology	3
PHIL 101	Introduction to Logic	3
SPCH 102	Fundamentals of Speech	3
The Social Science Core: (15 cr.)		
ANTH 201	The Nature of Culture	3
ECON 212	Macroeconomics	3

## Department of Psychology

POL 101	Introduction to Political Science	3
SOC 101	Introduction to Sociology	3
SSC 305	Critical Issues in Society	3
Psychology Required Courses:		
PSYC 209	Human Development: Infancy & Childhood	3
PSYC 213	Social Psychology	3
PSYC 215	Theories of Personality	3
PSYC 290	Psychology Statistics	3
PSYC 322	Experimental Psychology	4
FREE ELECTIVES		18
PSYCHOLOGY ELECTIVES 18 CREDITS FROM BELOW		18
GRAND TOTAL		120
Additional six course electives, including at least one 400 level (18)		
PSYC 224	Brain and Behavior	3
PSYC 260	Independent Study	3
PSYC 301	Abnormal Psychology	3
PSYC 305	Theories of Learning	3
PSYC 306	Introduction to Cognitive Psychology	3
PSYC 310	Human Development: Adolescence	3
PSYC 311	Human Development: Adult & Aging	3
PSYC 320	Psychology of Intervention	3
PSYC 321	Sensation and Perception	3
PSYC 323	Research Practicum I	3
PSYC 325	Industrial & Organizational Psychology	3
PSYC 326	Cross Cultural Psychology	3
PSYC 328	Fundamentals of Psychology	
	Diaspora	3
PSYC 403	Psychology of Oppression	3
PSYC 404	Psychology of Motivation	3
PSYC 405	Techniques of Psychotherapy and Counseling	3
PSYC 406	Psychological Tests & Mathematics	3
PSYC 420	Diagnosis, Assessment & Evaluation	3
PSYC 421	Sport Psychology	3
PSYC 427	Psychology of Social Change	3
PSYC 430	Clinical Practicum I	3
PSYC 431	Clinical Practicum II	3
PSYC 440	Senior Thesis	3
PSYC 441	Senior Thesis	3
SSC 500	Independent Study	3-6

## Specialty Areas and Advanced Options Offered in the Department

Psychologists study the physical, cognitive, emotional, and social aspects of human behavior. From among the course offerings, students are encouraged to take a broad sample, but may also choose to take more than one course within a specialty area. For details regarding specialty areas and advanced options, please see the Department Chairperson.

## COURSE DESCRIPTIONS

**Note:** *Psychology 101 is a Pre-requisite for all Psychology courses. Admission to 400 Level Courses is generally open only to persons who have completed at least two courses in Psychology.*

### PSYC 101 Introductory Psychology

3 credits; 3 class hours

This course is an introduction of study within psychology, specifically including concepts of perception, motivation, personality, learning, abnormal behavior and social psychology. *Co-requisite: ENGL 112*

### PSYC 150 General Psychology

3 credits; 3 class hours

The course is an introduction to the science of psychology. Topics covered include, but are not limited to, research methods, biological bases of behavior, sensation and perception, cognition, development, social interaction, personality, abnormal behavior, and therapies. Computer-assisted laboratory and other hands-on activities will supplement the lecture material. Students will become familiar with writing using the conventions of the discipline. *Pre-requisite: ENGL 112*

### PSYC 209 Human Development: Infancy and Childhood

3 credits; 3 class hours

This course will focus on the study of development from conception to adolescence. It will include the interactions between physiological and psychological development, starting in the prenatal environment. Various theoretical approaches and their respective differences in methodology will be considered, particularly in regard to affective and cognitive areas. Recent research advances, primarily in the areas of gender differentiation, language development and socialization will be emphasized. *Pre-requisites: ENGL 150 and MTH 136 or MTH 138, PSYC 101 or PSYC 150*

### PSYC 213 Social Psychology

3 credits; 3 class hours

This course will examine the theoretical approaches and their pragmatic application to the study of individuals in their social and environmental context. Particular attention will be paid to attitude formation and change, group dynamics, interpersonal relations and crowd behavior. *Pre-requisites: ENGL 150 and PSYC 101 or PSYC 150*

### PSYC 215 Theories of Personality

3 credits; 3 class hours

The focus of this course is the critical examination of the major theoretical approaches to personality and a comparison of diverse methods to be utilized in assessing personality. Particular emphasis will be given to the relationship between theory and research and the meaning of theory compared to everyday observations.

*Pre-requisites: ENGL 150 and PSYC 101 or PSYC 150*

**PSYC 224 Brain and Behavior**

3 credits; 3 class hours

This course will focus on the nature of the brain and how it influences human feelings, thoughts and behavior.

Topics covered will include the biological bases of emotions, aggression, hunger, thirst, sex, sleep and wakefulness, language, attention, learning, memory, sensation (including pain), mental illness, and the effects of psychoactive drugs and brain damage. Students will, from time to time, observe demonstrations and conduct experiments during class time to illustrate basic brain/behavior relationships and research techniques. *Pre-requisite: ENGL 150*

**PSYC 229 Human Development Across the Lifespan**

3 credits; 3 class hours

This course surveys the psychology of human development, beginning with conception and ending with issues related to death and dying. Various development periods, namely infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood will be highlighted. Tracing salient aspects of physical, cognitive and socio-emotional development will be thematic within the aforementioned. *Pre-requisite: PSYC 101 or Permission of chairperson. \*This course is not for Psychology majors.*

**PSYC 290 Statistics for Psychology**

3 credits; 3 class hours

This course introduces students to descriptive and inferential statistics and their applications to the analyses and interpretation of psychological data. Topics include: frequency distributions, central tendency, variability, z-scores and standardized distributions, probability, correlation, hypothesis testing (with one, two and three samples), t-tests, analysis of variance, and power analysis. Computer-based statistical software (Statistical Package for the Social Sciences: SPSS) will be introduced and utilized throughout the course. *Pre-requisites: MTH 136 or MTH 138 and ENGL 150*

**PSYC 300 The Psychology of Women**

3 credits; 3 class hours

This course presents historical, cross-cultural, and research-oriented perspectives to examine the major areas, issues and controversies in the field of the psychology of women. Students examine the physical, cognitive, emotional and psychosocial development of women and the use of cross-cultural research within these domains. Students analyze the biological and psychosocial factors, including race, class, culture, ethnicity, and issues of gender equity, that influence women's development and identity and discuss conditions and issues facing women in different countries and cultures. This is a writing intensive course. *Pre-requisite: ENGL 150 or PSYC 101*

**PSYC 301 Abnormal Psychology**

3 credits; 3 class hours

This course presents an examination of the facts and theories about the etiology of mental disorders. The impact of social and economic distress upon the frequency and manifestations of disturbance will form the main focus of this course. Critical examination of the meaning of "abnormal" especially in light of recent research will be an important theme. *Pre-requisites: PSYC 215 and ENGL 150*

**PSYC 305 Theories of Learning**

3 credits; 3 class hours

This course deals with theories of learning and motivation with special consideration of environmental influences, examination of learning processes and methods of facilitating learning and cognition. The importance of historical theories to the development of behaviorism and its subsequent representation in behavior modification will constitute a major section of the course. *Pre-requisite: ENGL 150*

**PSYC 306 Cognitive Psychology**

3 credits; 3 class hours

This course provides an introduction to the scientific study of the structure and foundation of mental processes. This course will focus on how knowledge and information are acquired from the moment the senses are stimulated by the outside world to the moment problems are solved or decisions are made. Memory, language, reading, writing, thinking (reasoning, problem solving, concept formation), attention, and pattern recognition will be studied. Discussion will touch on specific topics such as false, repressed and recovered memories, the effects of brain damage on cognition, bilingualism, communication with other species, language disorders, gambling artificial intelligence, and cognitive abilities over the life span. Students will participate in hands-on and computer-based demonstrations, simulations and experiments illustrating the fundamental phenomena and methods used in the field. *Pre-requisite: CIS 101 or CL 101*

**PSYC 310 Human Development: Adolescence**

3 credits; 3 class hours

This course deals with a systematic examination of the development process from puberty through young adulthood. The nature of identity, autonomy psychological strains, peer group relations, and problems of youth-adult interaction will be discussed. Special attention will be given to types of social and family supports needed for healthy growth and development with reference to urban communities. *Pre-requisites: PSYC 209 and ENGL 150*

**PSYC 311 Human Development: Adulthood and Aging**

3 credits; 3 class hours

This course deals with human development from early adulthood through the end of the life cycle. Topics emphasized will be marriage, emotional and physical changes with age, gender differences, family, work, health leisure, retirement, dying and death. *Pre-requisites: PSYC 209 and ENGL 150*

**PSYC 320 Psychology of Intervention**

3 credits; 3 class hours

The course reviews therapeutic systems within psychology, and the derivation of intervention strategies from these systems; a review of clinical research and decision criteria concerning where to intervene, a comparison of new and familiar mental health delivery systems in different geographical regions and the coordination of a professional with other members of a helping team. *Pre-requisite: PSYC 215*



**PSYC 321 Psychology of Sensation and Perception**

3 credits; 3 class hours

This course will explore how our senses tell us about, and limit our knowledge of the world. While the course will focus on the psychology of seeing and hearing, it will also include discussions of smell, taste, and touch. Other topics will include space and motion perception, illusions, extrasensory perception and the influence of emotions, motivation, past experiences, age, and culture on perception. Students will, from time to time, observe demonstrations and do experiments in class to illustrate basic perceptual principles and research techniques. *Pre-requisite: ENGL 150*

**PSYC 322 Experimental Psychology**

4 credits; 3 class hours; 3 lab hours

This course focuses on the nature of psychological investigation and the skills needed to develop a research problem. Students will be exposed to primary sources from the psychological literature, learn how to design experiments and analyze data, prepare a review of the literature and develop a research proposal. They will participate in laboratory/field experiments and demonstrations of classic phenomena in various areas ranging from Cognition to Social Psychology. Students will be given extensive experience with the use of computers in psychology for designing and running experiments, data collection, data analysis, and scientific reporting. *Pre-requisite: PSYC 290*

**PSYC 323 Research Practicum**

3 credits; 3 class hours

In this course, students will investigate a problem in Psychology using library resources and/or laboratory (or field) research techniques under the guidance of a faculty member. Students will have regular meetings with the advisor to discuss their progress, present their results orally to a group of faculty and/or students, and submit a written report of the research carried out for review by the group. A minimum of 9 hours of conference and research per week is required. *Pre-requisite: PSYC 322*

**PSYC 325 Industrial and Organizational Psychology**

3 credits; 3 class hours

This course will examine the application of psychological principles to individuals in the employment setting, e.g., employees in their relationships with the employer. Current research in the field will be reviewed by analyzing the recent findings in personnel selection, training, job analysis, organizational dynamics and managerial practices. *Pre-requisite: PSYC 213*

**PSYC 326 Cross-Cultural Psychology**

3 credits; 3 class hours

This course will provide the historical and systematic perspective from which the psychological study of culture originates. Topics will include the growing area of culture and cognition (particularly the work done in Africa that puts memory, thinking, learning, and perception into cultural contexts), culture and psychopathology, and the differences in cultural expectations of the physical and social dimensions of life. *Pre-requisite: PSYC 213 and ANTH 201*

**PSYC 328 Fundamentals of Psychology in the African Diaspora**

3 credits; 3 class hours

This course is intended to provide an overview of the psychological constructs that fashion the attitudes, values and social norms that underlie behaviors in people of African ancestry. The concept of African world view will be introduced, followed by a focus on the nature, function and adaptation of identity and acculturation. There will also be an appraisal of the practical implications of current research on the confluence within Africa and the African Diaspora. *Pre-requisites: ENGL 150 and any HIST course*

**PSYC 403 Psychology of Oppression**

3 credits; 3 class hours

This course presents the psychological implications and consequences of class and caste structures, character of submission and rage, superiority and fear, consequences for the dynamics of social and individual conflicts will be examined. *Pre-Requisite: PSYC 215*

**PSYC 404 Psychology of Motivation**

3 credits; 3 class hours

This course will discuss biological, social and cultural influence on psychological development of needs, need gratification and frustration. Topics will include psychoanalytic and anthropological material. *Pre-requisites: PSYC 101 and two other PSYC courses other than PSYC 101*

**PSYC 405 Techniques of Psychotherapy and Counseling**

3 credits; 3 class hours

There will be discussions of methods and goals of individual and group psychotherapy with particular attention to counseling, family therapy and community work; directive and non-directive counseling in the training of mental health practitioners. *Pre-requisite: PSYC 301 or PSYC 320*

**PSYC 406 Psychological Tests and Measurements**

3 credits; 3 class hours

This course will focus on the construction, application and evaluation of psychological tests. Methods for assessments of intelligence, aptitude, vocational preference achievement will be emphasized. Also, the utility and predictability of tests in clinical, educational and personnel areas will be examined. The ethical value of testing will be explored. *Pre-requisite: PSYC 101*

**PSYC 410 Psychology and Law**

3 credits; 3 class hours

This course focuses on the psychological aspects of justice and injustice in legal processes, and involves the application of scientific and professional psychology to the analysis of human behavior related to law and the legal system. Viewed from a psychological perspective, course topics will include expert witnesses, jury selection, interrogations and confessions, eyewitness identification, the insanity defense, and the effects of the prison industrial complex on individuals. Culture, injustice, and personal experiences will be considered. *Pre-requisite: PSYC 213 or PSYC 215*

**PSYC 420 Diagnosis Assessment and Evaluation**

3 credits; 3 class hours

This course considers interviewing techniques such as screening, diagnostic, and assessment approaches in clinical settings. Major methods of appraisal, including the use of both objective instruments, and prescription will be theoretically examined and practically demonstrated. *Pre-requisite: PSYC 301 or PSYC 320*

**PSYC 421 Sport Psychology**

3 credits; 3 class hours

This course explores the application of psychological principles to the sports arena. It brings together well-established findings from the areas of personality, motivation, social and physiological psychology and encompasses theory and methodology ranging from the experimental to the clinical areas. The course will include such issues as the complex relationship of anxiety to performance, the spectators' contradictory expectations of sports heroes and heroines (which may account for their frequent falling from grace), and the predictability and variability of certain individual types on the playing field. Applications of Sports Psychology to other areas of life will also be explored. *Pre-requisite: any 200-level PSYC course*

**PSYC 425 Qualitative Research Methods**

The course provides students with a necessary skill set for qualitative empirical investigations. Topics include developing a qualitative research question, ethnographic and phenomenological research methodologies, sampling for qualitative study, validity, and reliability of findings. In this course, students will design and execute a qualitative research project.

**PSYC 427 Psychology of Social Change**

3 credits; 3 class hours

This course deals with an in-depth psychological study of the origin and nature of selected social problems in the U.S.A. and a consideration of the possibilities and barriers for social change.

*Pre-requisite: SSC 305*

**PSYC 430 Clinical Practicum I**

3 credits; 1 lecture hour; 4 fieldwork hours

The Clinical Practicum I is the first phase of a year-long field placement and seminar. Phase I will initially concentrate on the direct observation of therapeutic populations and clinical support work in a mental health or other human services setting.

Students will then be provided with direct supervised experience in services such as crisis intervention and clinical consultation, diagnostic and assessment interviews, forensic services, rehabilitation, and mental health preventative services.

Coursework will augment the fieldwork by providing materials for a comprehensive delineation of the principles, practices and organization of clinical work, based on APA guidelines. *Pre-requisite: PSYC 301*

**PSYC 431 Clinical Practicum II**

4 credits; 1 lecture hour; 4 fieldwork hours

The Clinical Practicum II is the second phase of a year-long field placement and seminar. Phase II will involve the student in actual supervised clinical or clinical-community work in a mental health or human services setting. *Pre-requisite: PSYC 430*

# Department of Social and Behavioral Sciences

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**Faculty:** Obasegun Awolabi, Owen Brown, Sallie M.Cuffee, Henry Davis, Eda Harris-Hastick, Edward Hernandez, Delridge Hunter, Dominic Nwasike, Philip Oguagha, Elaine Reid, Scharlene Snowden, Norissa Williams-Atingdui

## GENERAL INFORMATION

The mission of the Department of Social and Behavioral Sciences is to provide students with the essential academic knowledge and skills necessary for rigorous undergraduate study, and subsequent entry into the graduate and professional schools and career advancement. The Department is committed to increasing the relevance and usefulness of the social and behavioral sciences to students, to other disciplines, and to the local community.

## ACADEMIC STANDARDS

Students in the Department are expected to pass Social and Behavioral Sciences required Core courses with an index of 2.0 in his/her major grade of "C" or better. For graduation, a student must have an index of 2.0 in his/her major.

## THE SOCIAL AND BEHAVIORAL SCIENCES DEPARTMENT'S DEGREE PROGRAMS

### Associate of Arts (A.A.) Degree in Liberal Arts

The Associate of Arts (A.A.) degree in Liberal Arts is designed to meet the needs of students seeking a strong two-year foundation in general education or completing two-year transferable degree requirements. More specifically, it meets the needs of students who are interested in political science, history, sociology, social work, anthropology and geography. Students who are undecided about their majors but interested in liberal arts are encouraged to enter this Program. The A.A. Degree in Liberal Arts requires the completion of sixty (60) credits. The 60 credits are distributed as follows:

### A.A. - Liberal Arts REVISED PROGRAM FIXED/REQUIRED CORE

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	
OR	OR	

PHS 101	Introduction to Physical Science	3
TOTAL		12

### FLEXIBLE CORE

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	3
TOTAL		18

### MAJOR REQUIREMENTS

FS 101	Freshman Seminar I	1
HIST 101	World Civilization	3
LIB 100	Library Research Methods	2
PHIL 101	Introduction to Logic	3
PSY 101 OR	Introduction to Psychology OR	
SOC 101	Introduction to Sociology	3
Open Electives		6
Concentrations (see below)		12
TOTAL		30

### GRAND TOTAL

English		12
ENGL208	Applied Linguistics	3
ENGL 209	Children's Literature	3
ENGL210	Intermediate Composition	3
ENGL 211	Introduction to Literary Studies	3
ENGL214	Critical Issues in Global Literature	3
ENGL260	Professional Writing Workshop	3
HUM102	The Spoken Word in African American Written Texts	3

### Foreign Languages

FREN 201	Intermediate French I	3
FREN 202	Intermediate French II	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 216	Reading and Writing on Literary Texts	3

### Mass Communications Creative

ART 109	Creative Expressions in the Visual & Perf. Arts	3
ART 201	African Art History	3
ART 205	Sculpture	3
ART 207	Introduction to Drawing	3
ART 208	Introduction to Painting	3
ART 282	Lettering & Design	3
ART 283	Advertising Design	3
ART 299	Independent Study	3-6
DNCE 100	Introduction to Modern Dance	2
DNCE 200	Movement Education Rhythmic Analysis Tech	3
DNCE 251	African Dance I	2
DNCE 262	African Dance II	2

## Department of Social and Behavioral Sciences

DNCE 272	Theory & Phil of Creative Dance	3	ENGL 150	College Composition II	3
MASS 273	Black Creative Arts	3	Mathematics and Quantitative Reasoning		
MED 150	Mass Communications Contents, Structure, and Control	3	MTH 115	Nature of Mathematics	3
MED 180	Introduction to Broadcasting	3	RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry		
MED 241	Radio Production	3	Life and Physical Sciences		
MED 242	Advanced Radio Production	3	BIO 101	Introduction to the Science of Biology	
MED 292	Workshop in Media Writing I	3	OR	OR	
MUS 103	Rudiments of Music	3	PHS 101	Introduction to Physical Science	3
MUS 110	Piano I	2	TOTAL		12
MUS 111	Piano II	2	<b>FLEXIBLE CORE</b>		
MUS 120	Cultural Diversity in Music I	3	World Cultures and Global Issues		
MUS 121	Introduction to Music Technology	3	ENGL 212	World Literature: The Evolving Canon	3
MUS 204	History & Literature of Jazz	3	U.S. Experience in its Diversity		
MUS 215	Ensemble Chorus/Choir	2	HIST 200	The Growth and the Development of the U. S.	3
MUS 241	Music Materials I	4	Creative Expressions		
MUS 242	Music Materials II	4	ART 100	Introduction to World Art	3
SPCH 102	Fundamentals of Speech	3	MUS 100	Introduction to World Music	3
SPCH 121	American Sign Language I	3	Individual and Society		
SPCH 122	American Sign Language II	3	SSC 101	Culture, Society, and Social Change	3
SPCH 205	Introduction to Theater	3	Scientific World		
SPCH 207	Basic Acting	3	BIO 211	Biotechnology & Society	3
SPCH 208	Acting II	3	TOTAL		18

### Philosophy & Religious Studies

PHIL 201	Introduction to Ethics and Social Philosophy	3	Electives from College Option			6
REL 101	Introduction to the Study of Religion	3	Foreign Language I (RECOMMENDED)			3
REL 102	Survey of Religious Experience	3	Foreign Language II (RECOMMENDED)			3
REL 111	Comparative World Religions I	3	TOTAL			12
REL 112	Comparative World Religions II	3	<b>MAJOR REQUIREMENTS &amp; ELECTIVES</b>			
REL 201	Anthropology and Religion	3	ANTH 201	The Nature of Culture		3

### Psychology

PSYC 209	Human Development: Infancy and Childhood	3	ECON 212	Introduction to Macroeconomics		3
PSYC 213	Social Psychology	3	FS 101	Freshman Seminar I		1
PSYC 215	Theories of Personality	3	GEOG 201	Physical Geography		3
PSYC 224	Brain and Behavior	3	GEOG 202	Human Geography		3
<b>Social Sciences</b>		12	HIST 101	World Civilization		3
ANTH 201	The Nature of Culture	3	HIST 208	Reading in the Fundamental Documents		3
GEOG 201	Physical Geography	3	LIB 100	Library Research Methods		2
GEOG 202	Human Geography	3	POL 101	Introduction to Political Science		3
HIST 201	African American History	3	POL 200	Introduction to American Government		3
HIST 208	Readings in the Fundamental Documents	3	SSC 205	Intro to Research Methods in GEOG, HIST, POL		3
POL 101	Introduction to Political Science	3	SSC 403	Senior Seminar		3
POL 200	Intro to American Gov.	3	SSC 404	Senior Thesis		3

### B.A. Degree in Liberal Studies

The Bachelor of Arts in Liberal Studies offers a Liberal Studies degree program with a focus on the Social Sciences. There are three areas of concentration: History, Political Science, and Geography. The degree requires the completion of 120 credits. The 120 credits are distributed as follows:

#### B.A. - Liberal Studies REVISED PROGRAM FIXED/REQUIRED CORE

Course	Course Title	Credits			
English Composition			HIST 303	History of Women in the Western World Since 1750s	3
ENGL 112	College Composition I	3			

HIST 316	The African Experience in Latin America and the Caribbean	3
HIST 333	The History of the Civil Rights Movement in America	3
HIST 411	Comparative Topics in African History and Culture	3
HIST 412	Select Topics in African American History	3
<b>POLITICAL SCIENCE</b>		
POL 320	United Nations in International Politics	3
POL 410	Politics of Developing Nations	3
POL 420	Colloquium on the Rule of Law, Justice and Human Rights	3
POL 422	Seminar on the USA Foreign Policy	3

**B.S. Degree in Social Work**

Medgar Evers College School of Liberal Arts and Education, Department of Social and Behavioral Sciences offers a Bachelor of Science in Social Work Degree that prepares students for entry level positions in social work and for graduate school education.

The program builds on a solid liberal arts foundation and provides a challenging generalist curriculum. It incorporates courses that focus on field practices, policies and services, and human behavior in the social environment. Social work courses are designed to impart knowledge and are aligned to comply with the standards for social work education as defined by the Council on Social Work Education (CSWE) Commission on Accreditation. ([www.cswe.org](http://www.cswe.org))

The overarching goal of the baccalaureate degree program is to graduate students who will demonstrate proficiency in the knowledge, ethical values and skills of the profession, be grounded in the profession's history, purposes and philosophy, and practice social work in an ethical manner, helping to alleviate social and economic injustice as engaged, socially responsible citizens in a rapidly changing world.

The Bachelor of Science in Social Work (BSSW) Program at Medgar Evers College is a candidate for initial accreditation for new programs from the Council on Social Work Education (CSWE). The decision will be made by CSWE in 2012.

**B.S. Degree in Social Work**

The Bachelor of Science in Social Work requires completion of 120 credits. The 120 credits of the program are distributed as follows:

**B.S. - Social Work  
REVISED PROGRAM  
FIXED/REQUIRED CORE**

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	3
OR	OR	
PHS 101	Introduction to Physical Science	3
TOTAL		12

**FLEXIBLE CORE**

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
BIO 211	Biotechnology & Society	3
TOTAL		18

**COLLEGE OPTION**

Foreign Language I (RECOMMENDED)		
Foreign Language II (RECOMMENDED)		
MASS 473 OR	Hip-Hop: Political, Historical & Social Discourses (RECOMMENDED)	3
ECON 430	War on Drugs (RECOMMENDED)	
ENVS 200	Environmental Health Issues (RECOMMENDED)	3
TOTAL		12

**MAJOR REQUIREMENTS**

CIS 101	Computer Literacy	3
ENGL 311	Technical Writing	3
GEOG 202	Human Geography	3
HIST 101	World Civilization I	3
MTH 209	Elementary Statistics	4
PHIL 101 OR	Introduction to Logic	
POL 101 OR	Introduction to Political Science	
PSYC 101	Introduction to Psychology	3
SW 220	Introduction to Social Work	3
SW 231	Social Work Methods: Micro Practice with Individuals :	3
SW 304	Theories of Human Behavior and the Social Environment	3
SW 308	Social Research Methods for Social Work	3
SW 323	Social Work with Diverse Populations	3
SW 330	SW Methods: Mezzo Practice with Families and Groups	3
SW 331	SW Methods: Macro Practice with Organizations & Com.	3
SW 337	Populations at Risk	3
SW 338	Social Welfare Policies and Services	3
SW 420	Field Practicum I	6
SW 421	Field Practicum II	6
CONCENTRATION	See below	15
ELECTIVES	See below	5
TOTAL		78
GRAND TOTAL		120

**Electives - 5 Credits**

PA 335	Principles of Philanthropy/Fundraising/Development	3
SW 303	Spirituality & Social Work	2
SW 315	International Social Work: Policy, Practice & Social Justice	3
SW 457	Community Organization	3
Students must choose one area of interest and complete 15 credit		



hours in Child Welfare, Gerontology, or Substance Abuse.

**Child Welfare Area of Interest (15 credit hours)**

SW 305	Child Welfare Systems	3
SW 321	Social Work with Children and Families	3
SW 340	Social Problems in Society	3
SW 402	Child Welfare case Studies	3
SW 405	Legal, Ethical and Advocacy issues in child Welfare	3

**Gerontology Area of Interest (15 credit hours)**

HSC 301	A Bio/Psycho/Social Approach to Gerontology	3
HSC 302	Health Issues throughout the Aging Process	3
PA 330	Public Policy, Advocacy and Services for the Aged	3
SW 409	Intergenerational Issues in Social Work	3
SW 412	Gerontological Seminar on Ethical Issues	3

**Substance Abuse Area of Interest (15 credit hours)**

SW 309	Substance Abuse; Counseling Theory and Techniques	3
SW 310	Medical/Social/Psychological Aspects of HIV/AIDS	3
SW 311	AOD Counseling with Diverse Populations	3
SW 312	Drugs and Personal Health	3
SW 350	Principles and Practices of Social Work with Addicted Populations	3

**COURSE DESCRIPTIONS**

**ANTH 201 The Nature of Culture**

3 credits; 3 class hours

This course is an examination of the nature, function, and evolution of culture in Western and non-Western traditional societies. Family and kinship, religion, economic and political institutions are comparatively examined. *Pre/Co-requisites: ENGL 112 and SSC 101*

**GEOG 101 Introduction to Geography**

3 credits; 3 class hours

The course introduces key concepts, themes, methodologies and tools of Geography. It defines Geography and discusses its importance and relationship to other sciences. The spatial variation in earth's environment, population growth, distribution, economic activities and their global interconnections are also discussed.

*Pre-requisite: None*

**GEOG 201 Physical Geography**

3 credits; 3 class hours

The course will examine the various components of the natural environment, the nature and characteristics of the physical elements, the physical process involved in their development, their distribution and basic interrelationships. Among the topics to be treated are size and shape of the earth and earth movements. Others are the composition of the atmosphere, weather and climate; temperature, precipitation, humidity, air pressure, and winds. Students will be trained in the art of using weather instruments to measure these elements. The course will also discuss modern weather maps, world climatic regions and influence of climate on vegetation, soil, and human activities. *Pre-requisite: ENGL 150*

**GEOG 202 Human Geography**

3 credits; 3 class hours

The main purpose of this course is to introduce students to the study of Geography as a Social Science by emphasizing the concepts that relate to humans. The course will provide answers to basic questions which Human Geographers often ask-where do people live? Why are they there? How do the different cultural groups earn a living in their environments? What are the consequences of their activities for mother earth? The course will also discuss levels of economic development; spatial distribution of more developed countries; types of economic activities (primary, secondary, tertiary, and quaternary); settlement geography (urban and rural); growth of the megalopolis; population growth and environmental deterioration.

*Pre-requisite: ENGL 150 or Permission of chairperson*

**GEOG 204 Regional Geography of the World**

3 credits; 3 class hours

The course is an introductory survey of world regions. It examines the regional concept and regional method in geography, divides the world into major regions based on the concept/method and discusses the physical, economic, political and socio-cultural factors, which enable one to identify them as world regions. Each region is then studied in terms of its physical environment and the ways in which humans have adapted to the environment and utilized its resources. Geopolitical, social and economic interrelationships within and among the regions are also studied. Audiovisual materials such as maps, photographs, slides, overhead transparencies, CD-ROMs, and videotapes will be used copiously. *Pre-requisite: GEOG 101 or Permission of chairperson*

**GEOG 301 Economic Geography**

3 credits; 3 class hours

The course focuses on the analysis and explanation of spatial variations on the earth's surface of activities related to the production, exchange and consumption of goods and services using maps, models and generalizations. The activities are discussed under the headings; primary, secondary, tertiary, quaternary and quinary. The students will explore the dynamics associated with the selected activities and discuss their global interdependence.

*Pre-requisites: ENGL 150, GEOG 101 or GEOG 202 or Permission of chairperson*

**GEOG 302 Regional Geography of the United States and Canada**

3 credits; 3 class hours

The course introduces the students to the regional variations in the major features of the natural and human environments of the United States and Canada. It discusses the early settlements, population growth, and distribution, economic growth and transformations. Emphasis will be on the analysis and explanation of rapid changes in urbanization, industrialization, agricultural production, and trade and population distribution. Current problems such as ethnicity, environmental deterioration and the widening gap between the rich and poor will be discussed. *Pre-requisites: ENGL 150 and GEOG 201 or GEOG 202*

### **GEOG 401 History of Geographic Thought**

3 credits; 3 class hours

The course is designed to introduce students to the fundamental nature of Geography. It involves a critical examination of the history of the discipline embracing the development of geographic thought from Greek and Roman times to the German, French, British, American, and Russian Schools of the 19th and 20th Centuries. It identifies the periods of advance and retrogression, noting the people Associated with them. Emphasis is placed upon contemporary geographic methodology, concepts as well as the field of applied geography. There will also be a discussion of where the subject is today and forecast of where it is likely to be in the future.

*Pre-requisites: GEOG 101 and 201 or 202*

### **GEOG 402 Agricultural Geography of the Humid Tropics**

3 credits; 3 class hours

This course is designed to familiarize students with the scope, methods, and position of agricultural Geography and the patterns, problems, and potential of sustainable agricultural land use in developing countries of the humid tropics. It defines and delimits the humid tropics and discusses its advantages and limitations for sustainable agriculture. The farming types found in the region are mapped, described, and explained. Problems of livestock production in the life zone will be discussed. This will be followed by an appraisal of some agricultural development schemes in selected countries and the extent to which they can contribute to sustainable agricultural development. *Pre-requisites: GEOG 302*

### **GEOG 403 Urban Geography with Particular Reference to the New York Metropolis and Borough of Brooklyn**

3 credits; 3 class hours

The course introduces basic concepts, themes and theories in Urban Geography and examines the historical evolution of cities, their contemporary location patterns, physical environment, transportation and land use dynamics. Development of housing, gentrification, urban ethnicity, intra urban migration, function, urban planning and problems are also analyzed with particular reference to the New York Metropolis and Borough of Brooklyn. *Pre-requisite: GEOG 201 or 202*

### **HIST 101 World Civilizations I**

3 credits; 3 class hours

The course provides an overview of the origins of civilizations to the age of European exploration, including contributions of the great cultures of Africa, Europe, the Near and Far East, and The Americas. Emphasis will be placed on the religious, social, and political ideas and institutions of these cultures. *Pre-requisite: ENGL 112*

### **HIST 102 World Civilizations II**

3 credits; 3 class hours

The course begins with the age of European exploration and ends with contemporary societies. Emphasis will be placed on the rise of monarchies, political, economic and social revolutions, and the emergence of the Third World. *Pre-requisite: ENGL 112*

### **HIST 200 The Growth and Development of the U.S.A.**

3 credits; 3 class hours

This course surveys American history from the Pre-Columbian peoples to the present. Among the topics to be studied are: the character of colonial society; the motivations and character of American expansionism; the War of Independence and the Federal Constitution; the changing role of government in American life; the intellectual and political expressions of nationalism, liberalism, and abolitionism; the nature of work and labor organization; immigration and the history of racial and ethnic minorities; urbanization and other major movements and individual figures in American history. An emphasis is placed on the development of constitutional rights.

*Pre-requisite: ENGL 150*

### **HIST 201 African-American History and Culture**

3 credits; 3 class hours

This course is a topical examination of themes relevant to the history and culture of the African American population in the Western hemisphere with particular reference to gender and socio-economic class relations. Topics will include African origins, African American intellectual thought, slavery, the Civil Rights and Black Power movements, the struggle for human rights, the Harlem Renaissance and the Black Arts Movement of the 1960's and 1970's, United States foreign policy in Africa and the Caribbean, and contemporary ethnicity in African American life and culture. *Pre-requisite: ENGL 150*

### **HIST 208 Readings in the Fundamental Documents in Early American**

3 credits; 3 class hours

This course explores early American History through the discussion and analysis of Original documents from the Mayflower to the Civil War. The dynamics in the development of early American History and society are explored in such documents as: The Mayflower Compact, Declaration of Independence, the Federalist Papers, the US Constitution, the Dred Scott Decision and many others.

*Pre-requisites: HIST 101 or HIST 102 and ENGL 112*

### **HIST 220 African-American History to 1865**

3 credits; 3 class hours

This course will discuss the Black experience in the United States from 1619 to the Civil War. The origins of status duality in American society, and the contributions of Blacks in the making of America will be emphasized. *Pre-requisite: ENGL 150*

### **HIST 221 African-American History Since Reconstruction**

3 credits; 3 class hours

This course surveys the social, economic, cultural and political impacts of the Civil War and the Post Reconstruction Period on Afro-American communities in America. *Pre/Co-requisite: ENGL 150*

### **HIST 222 U.S.A. History to 1900**

3 credits; 3 class hours

The colonial background to the independence struggle, the goals of the founding fathers, the Constitution and its evolution, westward expansion and interaction with aboriginal peoples, the Civil War and Reconstruction, slavery and emancipation, the growth of capitalism, trade unionism, populism, and education will be discussed.

*Pre/Co-requisite: ENGL 150*

**HIST 223 History of the U.S.A. in the 20th Century**

3 credits; 3 class hours

The growth of the economy, and power during the 20th Century; the internal problems of social justice, civil rights, urban development, and the impact of science and technology will be discussed. In general, the course will focus on the increasing complexity of American life and on the efforts made to cope with that complexity.

*Pre/Co-requisite: ENGL 150*

**HIST 230 History of Africa to 1800**

3 credits; 3 class hours

This course is a survey of African history from earliest times to the end of the 18th Century, including discussions of the people of Africa in the ancient world, the spread of Islam, and the kingdoms of the savannah and forest. Early European contacts with Africa and trade are studied. *Pre-requisite: ENGL 150*

**HIST 231 History of Africa Since 1800**

3 credits; 3 class hours

This is a survey of African history from the beginning of the 19th Century to the era of African independence. This course will focus on the change in commercial patterns in the 19th Century between Europe and Africa, the "Scramble for Africa" and its effect upon African societies, resistance to the imposition of colonial rule, survival and persistence of African institutions and culture under colonial rule, the growth of modern African political and social organization and movements towards independence. *Pre-requisite: ENGL 150*

**HIST 242 History of the Caribbean**

3 credits; 3 class hours

This is a survey of the development of the Caribbean Islands and mainland countries of Guyana and Belize. It also deals with European conquest, slavery, emancipation, and political independence. *Pre-requisite: ENGL 150*

**HIST 250 Selected Topics in the History of Medieval Europe**

3 credits; 3 class hours

This is a study of selected aspects of the history of Europe. These aspects include the Roman, Christian, Islamic, and "barbarian" contributions to European civilization; the Renaissance and the genesis of the expansion of Europe; the consequences to European wealth and power of such expansion; the agricultural and industrial revolution of the 17th and 18th Centuries.

*Pre/Co-requisite: ENGL 150*

**HIST 251 Selected Problems in the History of Modern Europe**

3 credits; 3 class hours

Major currents which have helped to shape modern Europe, including, but not limited to: political revolutions -English (1668), French (1789), and Russian (1917); the Industrial Revolution; 19th and 20th Century patterns of imperialism and the rise of the modern nation state. European international relations in the 19th and 20th Century will be addressed. *Pre/Co-requisite: ENGL 150*

**HIST 260 The City in History**

3 credits; 3 class hours

This course explores the development of cities from a historical perspective. An attempt is made to analyze the historical patterns that have led to the growth of cities into large metropolitan areas. The course will also examine the problems and prospects of the modern city. Case studies will be used where necessary to highlight Western and non-Western cities. *Pre/Co-requisite: ENGL 150*

**HIST 303 History of Women in the Western World**

3 credits; 3 class hours

The role of women in Western Society from the earliest times to the present is examined. Literary works by women as well as primary sources are utilized to assess the historical position of women including the opportunities available to them within their historical contexts.

*Pre-requisites: HIST 101 or HIST 102 and HIST 208 and ENGL 150*

**HIST 316 The African Experience in Latin America and the Caribbean**

3 credits; 3 class hours

This course will study the involuntary migration of African peoples to the Caribbean, Central, and South America. The major themes that have helped to define the unique milieu of peoples of African descent in these societies will be addressed. Case study topics to be covered include responses to slavery by the African slaves, race and ethnicity, the survival of African cultures, Black Social Movements, and the role of Black peoples in the nation building process.

*Pre-requisites: HIST 101 or HIST 102 and HIST 208 and ENGL 150*

**HIST 333 The History of Black Civil Rights Movement in America**

3 credits; 3 class hours

This course will discuss the development, approaches, and accomplishments of Black Civil Rights Movements in the United States. Emphasis will be placed upon the growth of the radical-militant and the conservative leadership patterns in the Black struggle for social equality and justice in American society.

*Pre-requisites: ENGL 150 and HIST 200 or HIST 201*

**HIST 340 History of Political and Social Movements in America**

3 credits; 3 class hours

A discussion of the philosophical and ideological issues around which social and political movements evolve and the political impact of these Movements.

Focus is on such movements as the Chicano, Civil Rights, Students and Black Liberation Movements. Readings will include essays by Salazar, Savio, Malcolm X, Rustin, Fanon, Marcuse, and St. Clair Drake. *Pre-requisites: ENGL 150 and HIST 200*

**HIST 410 Comparative History of Slavery in the Americas**

3 credits; 3 class hours

This course is a comparative study of slavery in selected countries illustrating the peculiarities of the laws, treatment, and use of slaves, and progress toward emancipation in the various systems (Spanish, Portuguese, Dutch, French, American, and British).

*Pre-requisites: ENGL 150 and HIST 201*

**HIST 411 Comparative Topics in African History and Culture**

3 credits; 3 class hours

This course is designed to assist students in the examination of Slavery, Colonialism, and Independence on the African Continent. Historical developments within the Continent will be studied with emphasis on their similarities and differences. The stimuli for change in the various societies and regions will be highlighted. For example, the impact of Islam in North, West, and East Africa will be compared, and the changing pattern of commerce in West and East Africa will be studied. Similarly, the African experience during the periods of European conquest, colonization, national liberation, and nation-building at independence will also be examined.

*Pre-requisites: HIST 101 or HIST 102 and HIST 208 and ENGL 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 or HIST 102, HIST 208 and ENGL 150*

**HIST 473 Hip Hop: historical, social and political discourses**

3 credits; 3 class hours

Certain music reflect changes and advances in the historical, social and by extension political fabric of American society that can be symbolized and viewed as catalysts in the development of landmark legal decisions, the formation of changes in the society's social institutions and voices of sentiment that far exceed aesthetic appreciation. Hip Hop: historical, social and political discourses will present the above thesis through key music compositions that highlight aural and visual representations to students through connections that may be illustrated in legal decisions that result in the origins of laws, in the historical record in U.S. society from the rise of the Jim Crow era (1896, Plessy vs. Ferguson), to its dismantling by Brown vs. Board of Education (1954) and continuing through the end of the Vietnam Conflict (April 30, 1975, the Fall of Saigon). Contemporary society is extrapolated to show how the development of rap and hip hop are contributions from these events. This is a period of advancement characterizes the most creative outpouring of production for African Americans, or any ethnic group for that matter, in the U.S. 20th and early 21st centuries. *Pre-requisite: None*

**POL 101 Introduction to Political Science**

3 credits; 3 class hours

Basic concepts in political science, including the nature of political power, definitions of basic terms; constitutional and behavioral approaches used in the study of political science.

*Co-requisite: ENGL 112*

**POL 200 Introduction to American Government**

3 credits; 3 class hours

The constitutional framework, of the U.S. political system, with special attention to relationship between cities, states, national government in the system; the relations between the Presidency, Congress, and the Supreme Court; the nature of the American political party system, and of the workings of interest groups;

relationship between the American social, economic, and political systems; and contemporary issues in American government are examined. *Pre-requisites: ENGL 112 and POL 101*

**POL 205 Comparative Government**

3 credits; 3 class hours

This course focuses on the political systems in selected nations in Western and Eastern Europe, systems in developing areas. It considers the impact of the economic system on that political system and vice versa and discusses political culture as a variant in comparative analysis. *Pre-requisites: POL 101 and ENGL 112*

**POL 210 International Relations**

3 credits; 3 class hours

This course covers the basis of relationships between nations; the role of region and world international organizations and of international law in international relations; basic considerations underlying the development blocs; theories of international system; contrasts between third world and major powers in regard to inception of international relations are examined.

*Pre requisites: ENGL 150*

**POL 216 State and Local Government**

3 credits; 3 class hours

Studies include emphasis on the federal system context and upon administrative and political decentralization, with special reference to the inner city; fiscal aspects of state, federal and local relationships, techniques for citizen influence on the political process. Especially in terms of needs of inner cities; problems of rural and "suburban" political power in relation to urban political power in relation especially the inner city. *Pre requisite: POL 200*

**POL 224 The Third World In World Politics**

3 credits; 3 class hours

Studies include the emergence of a third world movement in the Post World War II period; the concept of non-alignment; impact of the third world movement on international politics generally and, upon the major powers in particular. Third world challenges to the prevailing assumptions of the international legal, political and economic systems are examined. *Pre requisites: POL 101 and ENGL 112*

**POL 228 History of U.S. Foreign Policy from 1776 to the Present**

3 credits; 3 class hours

This is a survey of the development of the American foreign policy system from the revolutionary period to the present. Discussions will include the determinants of American diplomacy, idealism versus realism in American foreign policy, Monroe Doctrine, Manifest Destiny, expansion and the American empire. In addition, emphasis will be placed on America's rise from a hemisphere to a world power. *Pre-requisite: POL 200*

**POL 300 The American Presidency**

3 credits; 3 class hours

A study of the development of the American presidency. Focus will be upon the nature and theory of the executive branch and its relations with the other parts of government and society. Included will be selected cases or the expansion and deterioration of presidential power. *Pre-requisites: POL 200 and ENGL 150*



**POL 320 The United Nations in International Politics**

3 credits; 3 class hours

This course examines the origins, purposes, structures, role, functions, and achievements and challenges of the United Nations (UN). Specifically, the course will focus on some of the following contemporary issues and problems as we enter the 21st century: Peacekeeping, International Law, Human Rights, Humanitarian Aid, Economic Development, Gender, Third World Debt, Refugees, Child Labor, Sanctions, terrorism, and the Environmental degradation. Attention will be given to conflicts and cooperation between states in the General Assembly, Security Council, and the influence of Non Governmental Organizations (NGOs), and the operations of the UN bureaucracy and its present attempts at internal reforms.

*Pre-requisites: POL 101 and ENGL 150*

**POL 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 to techniques for enhancing consumer protection; the legal right of the consumer; his/her awareness of these legal rights; the evolution of ombudsman techniques; the administration of the law.

*Pre-requisites: POL 101 or POL 200 and ENGL 150*

**POL 393 History of Western Political Thought I**

3 credits; 3 class hours

This course offers an extensive review and a survey of Western political thought from Plato to Rousseau and Paine.

*Pre-requisites: ENGL 150 and POL 101 or POL 200*

**POL 394 History of Western Political Thought II**

3 credits; 3 class hours

This course focuses on major contributions of political thought and theories of the modern state from 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 and ENGL 150*

**POL 420 Colloquium on the Rule of Law, Justice and Human Rights**

3 credits; 3 class hours

This course is intended to provide students with the opportunity to understand the concept of human rights and the role the legal system play and can play in protecting this revered ideal. "Rule of Law" indicates legal rule making as a set of principles that we are all obliged to obey either nationally or internationally.

The idea of rights is indispensable to modern moral discussion, but it is also fraught with danger. Human beings possess "rights" that protects them from the aggression of others, and especially from the power of governments under which they live. The interaction of politics, law, the state and international organizations with regard to the general notion of human rights will be the subject of this course.

*Pre-requisites: ENGL 150 and POL 101 or POL 200*

**POL 422 Seminar on United States Foreign Policy**

3 credits; 3 class hours

This course will focus on the changes and continuities of United States foreign policy in the World. Objectives of national strategy, effects of technology and social change on political, military and economic components of foreign policy will be rigorously analyzed. The course will review U.S. foreign policy during the cold war, nuclear weapons, relations with the former Soviet Union and China and the enduring concern with national security. A major theme will be new post-cold war issues of globalization, 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: ENGL 150 and POL 101 or POL 200*

**SOC 101 Introduction to Sociology**

3 credits; 3 class hours

This course will familiarize the student with the basic concepts in sociology and develop his/her appreciation of the nature and scope of the discipline. Emphasis will be centered on the critical importance of human interaction, inter-and intra-group relations, cultural relativity, the process of socialization, race, caste and class stratification, and on sex, age, and other bases of differentiation. The structure of social organizations and of institutions and the nature of power, authority, and status as well as the problem of social change will be analyzed.

*Co-requisite: ENGL 112*

**SOC 209 Urban Lifestyles**

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. *Prerequisite: SOC 101 and ENGL 112.*



### **SOC 300 Sociological Theory**

3 credits; 3 class hours

This course focuses on classical sociological theories that were developed and disseminated by Auguste Comte, Emile Durkheim, Karl Marx, and Max Weber. In addition to examining the contributions of classical social theorists, this course also examines the works of Harriet Martineau, Ida B. Mills, Jane Addams, W.E.B DuBois, Walter Rodney, and Frantz Fanon. The reason for examining the contributions of the aforementioned authors is because the field of classical sociological theory has been dominated by the research of White European males. The contributions of women, blacks, and minorities have been significantly marginalized.

To address the invisibility of marginal social theorists, this course attends to classical and contemporary social theorists and their theoretical models for examining the social universe. Prerequisite: SOC 101 or SSC 101 and ENGL 150

### **SOC 302 Social Stratification**

3 credits; 3 class hours

This course analyzes the social basis upon which groups and people have been ranked based on gender, nationality, religion, class, and race. It delineates the implication of this ranking as it relates directly to dominant and dominated groups' access to wealth, power, prestige, and equal opportunity. In its analysis of the social basis for social stratification in the United States and the world, this course examines globalization, capitalism, and the new and/or emerging forms of hierarchical relationships, which are unfolding within and between nation-states that are competing in the interstate system. Prerequisite: SOC 101 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 336 Police and the Penal System**

3 credits; 3 class hours

This course will examine a study of latent and manifest functions of the Police and Penal System, sources of community/police antagonism, and the nature and practices of crime control in the Criminal Justice System. In the area of Criminal Justice and Administration we will examine the social dynamics of those legal institutions (police, courts, and corrections) dedicated to dealing with criminal behavior and overall social control. *Pre-requisites: SOC 101 or SSC 101 and ENGL 150*

### **SOC 338 Social Welfare and Social Policy**

3 credits; 3 class hours

The evolution of social service in the U.S. from the beginning of the century to the present will be studied. Specific references will be made in regard to the social welfare movement, covering such topics as the growth of settlement houses, social security, adoption, foster care and public assistance. The regulatory control exercised by federal, state, and municipal government in the area of social policy will be examined. *Pre-requisites: SOC 208 and SOC 321*

### **SOC 340 Selected Problems in Community Development**

3 credits; 3 class hours

This course deals with major issues facing the local community, e.g. housing, the delivery of health and social services and education. The student should be involved as participant/observer in at least one of these areas. *Pre-requisites: SW 220 and ENGL 150*

### **SOC 404 Social and Behavioral Sciences**

3 credits; 3 class hours

This course deals with the role and contributions of women to the development of our society, analyze the forms of gender inequality operating within societal institutions, and comprehend the ways in which gender and sexuality are socially constructed. The course examines a wide spectrum of theories that attempt to understand the concept of gender and explain the differences between "men" and "women" in society. Of those theories, Feminism has been the most important framework for examining gender issues as they relate to social inequality and identity. As such, the exploration Feminist scholarship will be emphasized in the course. *Pre-requisites: SOC 101 or SSC 101 and ENGL 150*

### **SOC 410 The Role of the Church in the Black Community**

3 credits; 3 class hours

This course will provide an intensive study of the historical roots, development, influence, ideology, and total function of the church in the Black community in America.

The role of religion as an instrument of protest, escape mechanism, emotional outlet, focal point of political organizing and of social life will be analyzed. *Pre-requisite: SOC 340*

### **SOC 412 Gerontological Seminar**

3 credits; 3 class hours

Contemporary public policy and political issues, and contemporary concerns affecting the elderly such as AIDS, substance abuse, homelessness, elder abuse, developmental disabilities, immigrant status, homosexuality, imprisonment, care giving roles and minority status, will be addressed. Needs assessment, proposal writing,

program planning skills and managing services for the aged will be reinforced; as well as the need to develop linkages between the aging service system and other health and social service systems.

*Pre-requisite: ENGL 150*

### **SOC 457 Community Organization and Selected Problems in Community Development**

3 credits; 3 class hours

This course introduces the dynamic nature of urban social life that emerged with the industrial revolution and continues to evolve in a 21st century world dominated by the global economy. The course explores techniques of community organization with an emphasis on metropolitan urban centers, such as senior centers and youth programs. Community development, community planning, and community action-organizational models will be examined. A specific focus will be on issues facing the local communities of the greater New York City and the metropolitan area. *Pre-requisite: SOC 101 or SSC 101 and ENGL 150.*

### **SSC 101 Culture, Society, and Social Change**

3 credits; 3 class hours

This interdisciplinary course is designed to give a broad overview of the subject matter covered by the Social Sciences and to introduce students to basic concepts, approaches, and principles governing Social Sciences. The underlying theme of the course is culture, society and social change. Attention is given to the historical development, continuity and changes in social institutions, culture and society. Among the topics discussed in this course will be the contributions of women to the development of social sciences and gender issues as they pertain to social inequality in the United States. *Pre/Co-requisite: ENGL 112*

### **SSC 205 Introduction to Research Methods in Geography, History and Political Science**

3 credits; 3 class hours

This course introduces students to the methods of research in the three allied fields of Geography, History, and Political Science and will be taught by instructors in those fields. Students and faculty have the opportunity of sharing their research experiences, approaches and techniques. The topics to be discussed include the purpose of research; major steps in research; procedures for field investigation, data collection and analysis; and the research proposal and what it should contain. Also to be discussed are specific problems associated with research in various aspects of Geography, History and Political Science and the research report.

*Pre-requisite: SOC 101 or Permission of chairperson*

### **SSC 260 Independent Study**

3 credits; 3 class hours

This course is designed to allow students to integrate theory and practice in a social science area or to do research on current social issues. SSC 260 is open to all lower division social science majors who have earned at least 39 credits and an average of 2.5 in the Social Sciences. Admission into the course must be approved by the Department Chairperson before registration. Once registered, the student will submit a proposal to the assigned instructor, who must approve it within the first three weeks of the semester. The proposal will indicate the type of project to be carried out, the educational

purpose to be achieved, and the learning methodology which will be followed to meet the learning objective. The instructor and student are required to meet at least once a week. Upon completion of the proposed study, the student will submit a final report to the instructor.

*Pre-requisites: ENGL 150 and Permission of chairperson*

### **SSC 303 Statistics for the Social Sciences**

3 credits; 3 class hours

The objectives of this course are to provide students with an understanding of basic statistical procedures involving frequency distributions, central tendency, variability, z-scores and standardized distributions, probability, hypothesis testing, and correlation. In addition, students will also learn how to enter data into a statistical software program (Statistical Package for the Social Sciences: SPSS) and generate frequency distributions, histograms, measure of central tendency and variability in SPSS. Students will also learn to narrate descriptive statistics and construct tables. *Pre-requisite: MTH 136 or MTH 138. Co-requisite: ENGL 150*

### **SSC 304 Social Science Research Methods**

3 credits; 3 class hours

This course will familiarize the student with the varied techniques used in social research. The focus will be on the types of data that are generated by the various social science disciplines and the methods used in analyzing the data. Students will be introduced to the principle of research design, the mechanics of qualitative vs quantitative research, the mechanics of interviewing, case study, questionnaire construction and tabulation. The various biases and other factors of social research will be covered.

*Pre-requisite: SSC 303 (only for Juniors and Seniors)*

### **SSC 305 Critical Issues in Society**

3 credits; 3 class hours

This course provides students with the opportunity to examine critical issues facing society today. Concerns such as gender and cultural diversity, racism, sexism, economic inequality, schooling, family related problems, criminal behavior, suicide, alcoholism, and ethical conduct will be emphasized. The critical approach to social problems shall be used as the preferred conceptual framework for analysis.

*Pre-requisites: ENGL 150 and SSC 101*

### **SSC 306 Race, Class and Gender**

3 credits; 3 class hours

This course examines the major social issues and problems facing modern society. It will focus on contemporary issues of power and inequality that center on divisions of class, race and gender. Industrialization, urbanization, and immigration will provide an historical context for discussion. While the material presented in this course will come from the perspective of the instructor, the foundational objective is to provide students with a range of tactics and strategies for confronting the social issue of our society not to dictate what students should think about said issues. *Prerequisite: SSC 101 and ENGL 150*

### **SSC 307 World Geography**

3 credits; 3 class hours

This course focuses on spatial patterns and their interrelationships with population, economic activity and political units. The thesis of Ellsworth Huntington about people's capacity for physical work and intellectual development in relation to climate is critically revisited. Students also study how geography keeps track of the changing political and cultural divisions in selected countries, as well as with the exemplary analyses that have been made for exploring how these divisions are influenced by past changes and how they are likely to be influenced by changes in the future. *Pre-requisites: ENGL 150 and SSC 101*

### **SSC 403 Senior Seminar**

3 credits; 3 class hours

The Senior Seminar provides a focus in which all prospective thesis writers share their experiences, approaches and techniques. The course will focus on the requirements of the Senior Thesis. Each student is to present a research proposal. The proposal must spell out the problem, theory, hypothesis, and method of data collection, analysis and testing the hypothesis. Tentative chapter headings and bibliography must be included and defended. The proposal must be presented at a meeting of the whole class at the end of the Semester before submission to their thesis advisors. *Pre-requisite: Permission of chairperson*

### **SSC 404 Senior Thesis**

3 credits; 3 class hours

The subject matter to be discussed in the senior thesis should be identified by the junior year. Students are encouraged to choose topics that excite them and are drawn from their academic field and personal backgrounds. Students are expected to engage in some primary research and original analysis and interpretation. The thesis is due the 3rd week in November for January graduates and the 3rd week in April for June graduates. *Pre-requisite: SSC 403*

### **SSC 500 Independent Study**

3-6 credits; 3-6 class hours

This course is designed to allow the student to integrate theoretical concepts and current issues in a social science area of interest, by developing and carrying out a research project. SSC 500 is open to all social science majors in their senior year with an index of 2.5 or better, who have completed the required research methods course. The student meets with the instructor regularly once a week. Student and instructor must establish performance criteria, the attainment of which must be demonstrated at the end of the course in the form of any appropriate culminating project. All outlines should be submitted to chairperson for approval the semester prior to registration for SSC 500. *Pre-requisites: SSC 304 and Permission of chairperson*

### **SW 220 Introduction to Social Work**

3 credits; 3 class hours

This course is an introduction to the profession of social work and the philosophical, societal and organizational contexts within which professional social work activities are carried out. This course provides the opportunity for students to explore their interest in and potential for a career in social work. It introduces the knowledge, skills, and values of social work as a profession and explores the role of social workers within the broad areas of social welfare and

social services. Social work practice requires extensive knowledge about the human condition, problems in living, problem solving, the delivery of human services, and the institutions that comprise today's social welfare system. Cognitive and interaction skills necessary for competent practice are introduced in this course. The course emphasizes the value base of social work practice and its commitment to diversity, social and economic justice. Social work practice and policy in an international setting as well as examples of innovative approaches to social work issues that are common to many countries will also be discussed. Special attention will be given to crisis and trauma counseling of victims of hurricanes, floods, Tsunami, Katrina and Rita and other natural disasters. Students are encouraged to bring to class sessions examples of their work/involvement in disaster relief efforts. *Pre-requisite: ENGL 112*

### **SW 231 Social Work Methods: Micro Practice with Individuals**

3 credits; 3 class hours

This is the first of three social work methods courses. This course introduces the knowledge and skills of generalist social work practice including engagement, assessment, planning, implementation, evaluation, termination and follow-up. The empowerment and strengths perspectives, and social work values and ethics are applied to practice with clients of diverse racial, cultural, class and religious backgrounds. Focus is on micro practice with individuals and families. *Pre-requisites: ENGL 150 and SW 220*

### **SW 301 Social Work Methods I**

3 credits; 3 class hours

Methods of Social Work Practice I will provide students with the knowledge and skills of generalist social work practice with individuals and families. Social work values and ethics, interviewing skills and differential interviewing techniques with clients of diverse racial, cultural, class and religious backgrounds will be addressed. Problem solving methods, ethical and purposeful use of self and use of theory to guide practice will be emphasized. After a review of the theoretical framework of generalist social work practice, the course will focus on the development of interviewing skills necessary to work with clients in promoting change that supports social and economic justice, and ends with an introduction to assessment, goals, and contracting. *Pre-requisites: SW 220 and SW230, and ENGL 150*

### **SW 303 Spirituality and Social Work**

2 credits; 3 class hours

Social workers must be equipped to respond to clients in spiritually sensitive and appropriate ways that facilitate the practice of the profession and benefit clients. This course engages students in a critical examination of the role of culture, religion and spirituality in a systematic effort to address holistically the needs of individuals, families and communities drawing upon the services of a social worker. Recognizing that persons are shaped not only by biological, psychological, and sociological experiences but also spiritual and cultural experiences, this course will examine critical issues related to culture, religion and spirituality and social work practice in regards to clients of diverse cultural, religious and philosophical perspectives. The course will provide answers to such questions as: What is spirituality? How is it relevant to social work practice?

*Pre-requisites: SW 301, SW 302, and ENGL 311.*

**SW 304 Social Work Practice: Theories of Human Behavior in the Social Environment**

3 credits; 3 class hours

This course focuses on theory and knowledge of individuals and families including biological, social, psychological, spiritual and cultural factors that impact human development and behavior in a global context. Utilizing the generalist approach to social work practice, a social systems perspective is applied to understand the relationships between and among individuals, families and the broader social environment. Diversity is presented in its many facets covering ethnicity, culture, race, social class, gender, sexual orientation, age and disability. The impact of discrimination and other forms of oppression on individual development and behavior are examined. *Pre-requisites: SW 220*

**SW 305 Child Welfare System**

3 credits; 3 class hours

This course will examine the emergence of the child welfare system in the United States. Specific references to the social welfare movement, social policy as it affects children from different cultural backgrounds, and recent changes in local child welfare systems will be examined. Topics covered will include adoption, foster care, child abuse and neglect and the inter-relationship between social problems and policies on the child welfare system. The role and responsibilities of the child welfare worker will be addressed. *Pre-requisites: SW 301 and SW 302*

**SW 308 Social Research Methods for Social Work**

3 credits; 3 class hours

This course will familiarize the social work student with the varied techniques used in social research. The focus will be on the types of data that are generated by the various social science disciplines and the methods used in analyzing the data as it pertains to social work. Social work students will be introduced to the principle of research design, the mechanics of qualitative vs. quantitative research, the mechanics of interviewing, case study, questionnaire construction and tabulation. The various biases and other factors of social research will be covered. *Pre-requisites: MTH 209 and ENGL 150 and SW 220*

**SW 309 Substance Abuse – Counseling Theory**

3 credits; 3 class hours

In classroom sessions, students will acquire an understanding of AOD abuse as a bio-psycho-social problem. Applying basic social work principles, participants will learn a spectrum of treatment approaches to helping clients achieve abstinence and long-term recovery and acquire insight into the client-counselor relationship. Sessions will include counseling exercises, experiential group experience and other counseling techniques designed to hone students' counseling skills that are vital in a clinical setting. Lectures and readings will address: intakes; DSM-IV diagnoses; leading and co-leading groups; individual counseling; family counseling; treatment planning, motivating clients to change; self-help programs; encountering resistance; relapse prevention; vocational training and referrals and termination. *Pre-requisites: SW 301 and SW 302 and SW 337*

**SW 310 Medical/ Social/ Psychological Aspects of HIV/AIDS**

3 credits; 3 class hours

This course is designed to familiarize students with the disease, culture, and behaviors related to the HIV virus and AIDS. The course will also examine HIV transmission and prevention; including the how even small amounts of AOD reduces inhibitions, impairs judgment and increases the risk of potentially life-threatening behaviors. Also addressed will be the impact of HIV-AIDS on different populations groups (e.g., racial/ethnic groups, men and women, LGBT and the elderly). *Pre-requisites: SW 301 and SW 302 and SW 337*

**SW 311 AOD Counseling with Diverse Population**

3 credits; 3 class hours

This course will address AOD use as it effects different populations of various racial and ethnic groups, the disabled, LGBT, adolescents, the elderly and the homeless. Students will acquire an understanding of the effects of cultural, racial and ethnic similarities and differences. Key concepts and practices that encourage effective cross-cultural communication (counselor-client and staff-to-staff) in AOD counseling will be examined. NASW cultural competence issues will also be addressed. *Pre-requisite: SW 310*

**SW 312 Drugs and Personal Health Substance Abuse Disorder**

3 credits; 3 class hours

This course provides an overview of the different legal, prescription, over-the-counter and illegal drugs that are used by a cross section of the American population. Legal ramifications of the use of these various chemicals will be carefully examined. The effects of drugs on the total well being of the individual, families and communities will also be investigated. Additional topics to be addressed include: prevention measures to discourage inappropriate use, the economic and costs of drug use (including crime and incarceration factors). *Pre-requisite: SW 311*

**SW 315 International Social Work: Policy, Practice and Social Justice**

3 credits; 3 class hours

This course is designed to enable students to compare policies and practices in another nation, to understand cultural differences, and to underscore the important role that culture plays in establishing social work best practices. It addresses the interests of students interested in international social welfare practice abroad and/or transitional work in the United States with immigrants, foreign students and international adoption, etc. Specific areas of study will include a comprehensive view of human rights principals and their importance to social work practice and policy in an international setting. The course will also present examples of innovative approaches to social work issues that are common to many countries. This course will also be invaluable as background for those wishing to participate in the study abroad course at which time the student will have an opportunity to travel abroad for an in-depth exploration of a social problem or issues in an international country, region or culture. This course also provides an orientation to international social work and social welfare from a generalist perspective. Students will assess their own cultural reference group by comparing other global cultures and environments and learn to evaluate domestic and foreign social welfare systems as they are exposed to the practice and work of social workers from other cultures, focusing on historical and current



global social justice issues. *Pre-requisites: SW 301 and SW 302*

### **SW 321 Social Work with Children and Families**

3 credits; 3 class hours

This course will explore some of the critical issues that impact on social work services for children and their families and examine an integrative model for assessing the needs of children and others in the family in order to develop appropriate strategies for intervention. Cultural and ethnic issues in working with children and with special needs children and their families will be emphasized. Students will also examine ethical issues of this field of practice as well as other issues related to diversity, spirituality, power, conflict, abuse and neglect, divorce and blended families will be addressed.

*Pre-requisites: SW 301 and SW 302*

### **SW 323 Social Work With Diverse Populations**

3 credits; 3 class hours

This is designed to review and affirm the history, cultural values, and family structures of the diverse life styles within African, Asian, Mexican, Puerto Rican and Native American cultures.

This examination of diversity will include issues within groups of gender, class, age, immigration, history, sexual orientation, level of acculturation, color, language, and religion and spirituality. From an ecological perspective, the course will examine social and economic factors which have shaped the experiences and socioeconomic status of persons within these groups and will explore the relevance of cultural diversity to social work values and practice

*Pre-requisites: SW 302 and ENGL 311*

### **SW 330 Social Work Methods: Mezzo Practice with Families and Groups**

3 credits; 3 class hours

This course provides the social work student a conceptual and theoretical framework for social work generalist practice in diverse settings and with client systems that social workers interact with in various roles. There is emphasis on ethics and values of the profession as they apply to situations with families and groups. Learning methods will include lecture, reading, audiovisual, discussion, role play, group exercise, and written assignment. This course highlights the necessary skills to address the needs of a diverse population, preparing the student to provide social work in agencies that serve people of various socioeconomic, racial, and ethnic backgrounds, gender, age, physical and mental abilities, and others who need social work services. *Pre-requisites: SW 231*

### **SW 331 Social Work Methods: Macro Practice with Organizations and Communities**

3 credits; 3 class hours

This course will further develop the knowledge skills of generalist practice and will provide the knowledge and skills necessary to apply problem solving methods to groups and communities. Students will learn alternative intervention strategies with populations at risk, and examine ethical conflicts in work with groups and communities. Emphasis will also be placed on teaching students how to conduct a generalist social work assessment and engage in action planning in order to frame suggested solutions to group and/or community problems.

This is a service-learning course and students will be expected to devote sixteen hours outside of class during the semester in preselected community sites. *Pre-requisites: SW 330*

### **SW 337 Populations at Risk**

3 credits; 3 class hours

This course will explore factors that constitute being "at risk". Class discussions will focus on issues of income disparities, racial and ethnic group discrimination, religious intolerance, elitism, sexism and ethnocentrism which contribute to perpetuating powerlessness in a society. A major focus of this course is to encourage critical thinking, in a post 9/11 era, about some controversial issues and "risk" factors that contribute to injustice and inequality. Students will be encouraged to develop suggested recommendations and strategies for solving some of society's social problems. The course will also address issues regarding people of color, women, gay and lesbians as well as special populations. Other concerns including the elderly, physically and mentally disabled are included in many different courses throughout the social work curriculum. Each practice course contains information pertinent to working with these groups at different system levels. Policy courses emphasize the impact of discrimination, economic deprivation and oppression upon these groups. *Pre-requisites: SW 302 and SW 323*

### **SW 338 Social Welfare Policy and Services**

3 credits; 3 class hours

This course examines the history and development of social welfare policy through the present with a significant focus on the contemporary social welfare policies and issues. As students examine contemporary policy the course moves from an historic analysis toward an examination of the methods of analysis of: policies, proposals and alternatives. Students will be expected to address a contemporary social problem and analyze the range of social policies and policy proposals in order to develop a position paper and presentation. Students will learn how to analyze policy from a values perspective with a focus on social and economic justice. There will be an emphasis on populations-at-risk, including ethnically and culturally diverse populations, the elderly and the physically challenged. *Pre-requisites: SW 220, SW 230 and ENGL 311*

### **SW 340 Selected Problems in Community Development**

3 credits; 3 class hours

This course deals with major issues facing the local community, e.g. housing, the delivery of health and social services and education. The student should be involved as participant/observer in at least one of these areas. *Pre-requisites: SW 220, SW 230, and ENGL 311*

### **SW 350 Principles and Practices of Social Work with Addicted Populations**

3 credits; 3 class hours

This course is designed to introduce students to the professional and ethical responsibilities of AOD counselors, including ethical principles; behaviors and boundaries in clinical relationships; confidentiality laws; and the importance of counselor wellness. State and Federal laws and procedures that relate to confidentiality (of patient records in general and HIV related issues in particular) and the need for practices that encourage counselor wellness will be



addressed. Students will also examine in depth the Code of Ethics of the National Association of Social Workers (NASW).

*Pre-requisite: SW 312*

### **SW 402 Child Welfare Case Studies**

3 credits; 3 class hours

This course examines actual case studies from the field of Child Welfare. These case studies will present multiple issues (e.g., biological, psychological, social) to help students link theoretical frameworks to what is practical in working with children and families. Using the generalist problem solving method, students will learn how to analyze diverse cases in child welfare practice by engaging families, assessing needs, and designing an appropriate treatment plan. The cases will expose students to diverse cultures, families who come from different socioeconomic backgrounds and provide them with opportunities to become familiar with safety and risk assessment, family case analyses and assessment diagrams.

*Pre-requisites: SW 305 and SW 340*

### **SW 405 Legal, Ethical and Advocacy Issues in Child Welfare**

3 credits; 3 class hours

This course is designed to examine how the legal and the court system work, major functions of forensic social work, the interdependency of law and social work, the skills necessary for social workers and others in the helping profession to be effective advocates for children within the legal system. The course will also address ethical conflicts for the social worker operating within the court system in relation to the social work code of ethics. Students will examine and discuss constitutional law, statutory law, administrative law and judicial and common law as they impact on social work services for children and their families. Recent court decisions related to children's parents and caregivers rights and their impact on professional standards of social work practice, policy frameworks and operations of child welfare programs will also be examined. Classroom discussions and research will examine reforms in the delivery of social service influenced through class action suits.

*Pre-requisite: SW 301, SW 302 and ENGL 311*

### **SW 409 Intergenerational Issues in SW**

3 credits; 3 class hours

This course will explore intergenerational issues in social work which impact on the elderly and their families and/or caregivers. Specifically, this course will focus on working with elders and their support network, e.g., spouses, partners, family members and caregivers. The course examines the biological, psychological and social effects of aging and provides the student with approaches to affective assessment and intervention strategies. Social work practice and treatment issues are identified to help students develop assessment and treatment skills for work with older adults and their families. Concrete service, delivery and policy implementation are addresses in addition to individual, small group and family treatment techniques. The student is encouraged to explore and reflect on his or her attitudes, experiences and behaviors related to the elderly on a personal and professional basis. *Pre-requisites: HSC 302*

### **SW 420 Field Practicum I**

6 credits; 6 class hours

This course integrates the knowledge, values, and skills developed throughout the social work curricula. Students engage in structured, individualized learning opportunities in a community agency setting. Faculty, agency field instructors, and students collaborate to facilitate the transition from classroom to generalist social work practice.

During the semester, students will complete 15 hours per week for a minimum of 200 hours in an agency setting approved by the Medgar Evers College Social Work field coordinator. The seminar will serve as an opportunity to integrate knowledge, skills, and theory with the practical field experience. *Pre-requisites: SW 323 and SW 327 and SW 403*

### **SW 421 Field Work II**

6 credits; 6 class hours

This course integrates the knowledge, values, and skills developed throughout the social work curricula and is the capstone course in the Social Work sequence. Students continue to engage in structured, individualized learning opportunities in a community agency setting. Faculty, agency field instructors, and students collaborate to apply generalist social work skills, values and knowledge in the practice. During the semester, students will complete 15 hours per week for a minimum of 200 hours in an agency setting approved by the Medgar Evers College Social Work field coordinator. The seminar will serve as a culminating opportunity, where the knowledge, skills, and theories learned in social work courses are understood in the context of practical application. Students are expected to submit a portfolio of work that includes practice addendums. A practice research paper will be required. *Pre-requisite: SW 323, SW 337, SW 403 and SW 420*

### **SW 457 Community Organization**

3 credits; 3 class hours

This course explores techniques of community organization with an emphasis on metropolitan ghettos, senior citizens, and youth programs. Community development, community planning, and community action-organizational models will be examined.

*Pre-requisite: Permission of the Chairperson*



# School of Science, Health and Technology

# School of Science, Health and Technology

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**Department of Nursing**  
BS in Nursing  
AS in Nursing  
Certificate in Practical Nursing

**Department of Chemistry and Environmental Science**  
BS in Environmental Science

**Department of Physics and Computer Science**  
BS in Computer Science  
AS in Computer Science

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## DEPARTMENTS AND REGISTERED DEGREE PROGRAMS

**Department of Biology**  
BS in Biology  
AS in Science (Biology concentration)

**Department of Mathematics**  
BS in Mathematical Sciences

## GENERAL INFORMATION

The School of Science, Health, and Technology, consisting of the Departments of Biology, Chemistry and Environmental Sciences, Mathematics, Nursing, and Physics and Computer Science, offers degrees on both baccalaureate and associate levels.

## MISSION, VISION AND GOALS

SSH&T Vision  
Access, Engage and Excellence in career-oriented Science Education and Research.

The School of Science, Health, and Technology (SSH & T) aims to increase the participation of minority students in STEM disciplines and health sciences. The school is committed to promoting the academic and professional success of students "one student at a time" through a supportive network, which includes tutoring, topical workshops, individualized pre-professional advising, research internships, invited lectures, faculty development, specialized course offerings, faculty mentoring and student club activities.

Our objectives are to: i) prepare students through a rigorous undergraduate curriculum for entry into graduate and professional studies in their chosen disciplines; ii) advance the problem solving, analytical and critical thinking skills of students so that they can play leadership roles in a changing world; iii) provide students learning experiences through involvement in research and hands on activities; and iv) support faculty and student research.

Congruent with the mission of the college to offer and maintain high quality, professional, career oriented undergraduate programs; the college has built a \$247 million, 195,000 sq. ft. State-of-the-art Science building. The school has built multi-million dollar research facilities including two core research facilities in the areas of cellular-molecular biology & advanced imaging and chemical analysis. Our aim is to establish service contracts for our major teaching and research equipment, decrease our full time faculty and student ratio to develop a critical mass for research, and to increase our mentoring capacity. The school has hired several new full time research-active faculty and one facility manager in recent years and plans to hire several more research-active faculty in

the fastest growing disciplines, one full time core facility manager, and one staff to coordinate student research, internship placement and preprofessional advising. We intend to establish additional degree programs including Respiratory Science, Acceleratory B.S. in Nursing, B.S. in Respiratory Science, B.S. in Dental Hygiene and Medicinal Chemistry that have very high employment prospects. Our school is committed to providing an in-house research experience to our undergraduate students that would aid to their critical thinking and analytical skills, and give them a competitive advantage in their pursuit of graduate and professional school admission. Our students are mostly minorities and are underrepresented in Science Technology Engineering, Agriculture and Mathematics (STEAM) professions. The new science research facilities will fulfill the mission and goals of this mostly minority-serving institution to prepare its students for careers in the sciences and health sciences.

#### MISSION AND GOALS:

##### A. SSH & T MISSION:

To provide access, opportunities and environment for obtaining high quality professional and career oriented undergraduate science education for students of diverse socioeconomic, educational, cultural and ethnic backgrounds.

##### B. GOALS:

- ☐ Provide students learning experience through research involvement and hands on activities.
- ☐ Prepare students through a rigorous undergraduate curriculum and equip them for entry into graduate and professional studies in their chosen disciplines.
- ☐ Promote academic and professional success of students "one student at a time" through a supportive network.
- ☐ Advance problem solving, analytical and critical thinking skills of students so that they can take on leadership roles in a changing world.
- ☐ Regular review of programs, and update curriculum to meet the need of the society
- ☐ Support faculty and Student research, and other professional development activities.
- ☐ Increase full time faculty teaching capacity to reduce faculty to student ratio and hire additional faculty with strong research background in the fastest growing areas of different science disciplines - with a view to develop clusters of researchers that will increase research capacity to provide in-house research experience to our students.
- ☐ Establish new degree programs in Allied Health areas that have high enrollment prospect and very rewarding employment opportunities.
- ☐ Expedite and support accreditation process in Nursing, Computer science and Environmental Science degree program.
- ☐ Continue intentional intervention activities to engage students with the aim to increase retention and graduation rates
- ☐ Faculty seek external and internal research funding

#### Student Support Programs

##### Research Initiative for Scientific Enhancement (RISE)

NIGMS-RISE is a developmental program of the National Institute of General Medical Sciences (NIGMS) of the National Institutes of Health (NIH) that seeks to increase the capacity of students underrepresented (UR) in the biomedical and behavioral sciences to complete a Ph.D. or M.D. /Ph.D. degrees in these fields. The program aims to increase the overall number of UR students that complete a Ph.D. and continue biomedical research careers, thereby reducing the existing gap in completion of Ph.D. degrees between underrepresented and non-underrepresented students. The NIH-NIGMS-RISE program provides participants Research Training under the overall supervision of a research active faculty, Professional development opportunities, Mentoring, Conference attendance and Financial support.

To be eligible for this program a participant must be US citizen or non-citizen nationals or permanent Residents, Must be a minority under-represented in biomedical & behavioral research (including, but not limited to African-Americans, Hispanic-Americans, Native Americans including Alaska natives and or U.S. Pacific Islanders), Must be a full time B.S. degree seeking student in Biological Sciences and must continue in the full time status, Must have a career goal to pursue a Ph.D. or in selected cases M.D.- Ph.D. degree in biomedical field. Must have a minimum science GPA 2.8 and Expected to have at least 30 science credits and not more than 50 college credits (sophomore preferred). Application forms are available to download from the MEC RISE WEB site or in the RISE office AB1 Suite 406A.

##### The CUNY Research Scholar Program (CRSP)

The CUNY Research Scholars Program (CUNY-RSP) provides authentic laboratory-based research experiences to associate degree students over a one-year period. The goal of the program is to increase persistence of students in STEM disciplines through participation in authentic laboratory-based research. This unique program offers 350-400 hours of Mentored Research in a STEM discipline; workshops on responsible conduct in research and career development; participation in conferences; and \$5,000 annual stipend.

The program is open only to Associate Degree students in a STEM discipline at any stage of their career. Participating students must commit to be in the program for one full academic year and summer. For additional eligibility requirements or further information, please contact program staff below. Professor Marc Larosiliere, Program Administrator, and Room AB1 406A, Tel: 718-804-8270, E-mail: marcl@mec.cuny.edu

##### New York City Louis Stokes Alliance for Minority Participation (NYC-LSAMP)

The New York City Louis Stokes Alliance for Minority Participation (NYC-LSAMP) is an alliance of 17 City University of New York (CUNY) campuses and the CUNY Graduate Center. The goal of the Alliance is to substantially increase the number of underrepresented minority students who pursue and graduate with Baccalaureate in Science, Technology, Engineering and Mathematics (STEM). The Alliance provides academic scholarship support to CUNY students



majoring in the STEM disciplines, making research an integral part of STEM education in NYC. The NYC-LSAMP program is funded by the National Science Foundation (NSF) and the CUNY.

To be eligible, the applicant must be Minority students (Black, Hispanic, American Indian, Alaskan Native or Native Pacific Islander) who are U.S. citizens or permanent residents; earned at least 12 credits, and are majoring in a STEM discipline (with B average or better in STEM courses) and has a minimum GPA of 2.8

LSAMP Program provides mentored Research Experience, Undergraduate/Graduate Research Fellowships, Research Assistantships, bridge to the Doctorate, International Training and education, conference Support, peer and Faculty Mentoring, transition Initiative Program (TIP), summer Research Participation...\$4,000, and collaborations with NASA, Brookhaven National Labs, Global CUNY, etc.

The amount of assistantship one student can generally receive ranges from \$1,000.00 - \$5,000.00/academic year, and depends on student's class standing and credits earned.

To apply to this program, please contact the LSAMP Campus Activity Coordinator: TEL: 718-270-6454;

# Department of Biology

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**Faculty:** Carolle N. Bolnet, Ann Brown, William Carr  
Margaret A. Carroll, Edward Catapane  
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Mohsin Patwary, Chiyeda Small, Mamdouh Abdel-  
Sayed, Anthony Udeogalanya, Doris Withers,  
Joy Johnson

## GENERAL INFORMATION

The **mission** of the Department of Biology is to produce high quality, professional, career-oriented graduates who wish to pursue careers in biology, applied biology, research, medical and paramedical fields as well as biologically related fields.

The Department's curricula focus on the following goals:

1. 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.
2. To provide students with the essential knowledge and skills needed for career advancement and professional mobility.
3. To provide 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.
4. To prepare students for leadership roles in their communities and to foster their personal growth and development.
5. To enrich knowledge and experiences of residents of the community in the biological sciences.
6. 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 enrich the academic experience of our students by continuing to develop new programs and courses, and by establishing educational and research collaborations with other prominent universities, advancing professional development through research, seeking grant funding to support faculty research and student internships, participating in scientific conferences and producing scholarly publications.

Both students and faculty have available to them modern and well-equipped computerized laboratories with state-of-the-art instrumentation in the areas of microscopy, VIS, UV, IR and fluorescence spectrophotometry, gel electrophoresis, HPLC micro-spectrofluorometry, PCR, electro-physiology, ultracentrifugation, and image analysis.

The Biology faculty continue to implement strategies to further strengthen the Department by increasing the academic and professional success of its student population and also by promoting awareness of MEC's role in the local Brooklyn community. Many of the faculty have participated in local community events by volunteering as judges in science fairs and giving guest lectures at regional schools and civic associations. The Department is responsible for the creation of two initiatives that promote educational improvement in the Crown Heights area:

1. The "PS 161 Science Program" provides quality laboratory-oriented instruction in Earth Science, Physical Science and Biology to its elementary students by utilizing the Biology Department's labs and faculty to teach these courses to the students in a college environment.
2. The "School District 17 Biology Teacher Preparation Program" is a joint initiative with the school district, which provides high school teachers the opportunity to upgrade and enhance their science education and teaching capabilities.
3. In addition, the Editorial Board of the Journal In Vivo, the publication of the Metropolitan Association of College and University Biologists (MACUB), is composed of Biology faculty and produced and distributed by the Biology Department at MEC. Collectively, all these activities have enabled the Department of Biology to become a "Center of Excellence" at Medgar Evers College.

## BIOLOGY CSTEP PROGRAM

The Biology-CSTEP Program, sponsored by the New York State Education Department, is designed to increase the number of historically underrepresented and economically disadvantaged undergraduate students who successfully complete pre-professional education programs of study that lead to careers in biology, applied biology, research, medical, and paramedical fields. The goal of the program is to implement strategies and activities to:

1. improve students' basic study skills
2. improve student performance in the biology program
3. increase student retention in biology programs
4. familiarize students with career options in biology, applied biology, research, medical and paramedical fields
5. increase students' exposure to career professionals in biology, applied biology, medical and paramedical fields
6. ultimately increase the number and preparedness of students completing the biology programs and going on to careers in biology, applied biology, research, medical and paramedical fields.

The Biology-CSTEP Program provides a variety of activities focusing on achieving these goals. These goals include seminars and field trips; workshops and tutorials; lecture and teaching enrichment sessions in reading, writing, mathematics, biology and other science courses; career, academic and personal counseling; comprehensive

instructional services; and Research Internship/Field Experiences. A diverse faculty from the Department of Biology works collaboratively with additional resource personnel including research scientists and professionals from outside the college to achieve these program goals.

CSTEP-eligible students who express an interest and desire to pursue a career in biology, applied biology, research, medical and paramedical fields are selected from those in the Department of Biology and from among the general student population. The outcome thus far has been a pool of historically underrepresented and economically disadvantaged undergraduate students well trained and prepared for advanced postgraduate study and/or employment in biology, applied biology, research, medical and paramedical fields.

Students interested in joining the Program should contact the Program Director, Dr. Edward Catapane of the Biology Department.

### UNDERGRADUATE RESEARCH OPPORTUNITIES

The Biology Department offers students the opportunity to participate in the research activities of the faculty as a means of enhancing their training in the sciences and giving them first hand experience as to how new knowledge in science is obtained. The faculty in the department have had research projects supported by various agencies including NIH, NIGMS, NSF, NYS Department of Education, Department of Defense and PSC/CUNY. In addition, the Department has arranged summer internships for its students at various institutions including Harvard University, the University of Massachusetts at Amherst, University of Virginia Medical School, Meharry Medical School/Vanderbilt University, Boston University, University of Missouri and SUNY Health Science Center at Brooklyn.

The Biology Department also sponsors a fully funded international summer research program, through the prestigious Fogarty Fellowship administered by the National Institute of Health. This Program has enabled students to visit and do research at various Universities including the University of Helsinki in Finland; the University of Dar es Salaam in Tanzania, the National University of Singapore and Nanjing University in China. For more information about any of these programs, contact the Chairperson of the Biology Department or the Pre-professional Advisor for the School of Science Health and Technology.

### NSF MGE PARTNERSHIP WITH THE UNIVERSITY OF MASSACHUSETTS AT AMHERST

The Minority Graduate Education (MGE) in Science Program is an NSF funded program designed to increase the number of underrepresented minorities in graduate Ph.D. science programs. As part of the Program, UMass Amherst has developed a partnership with the Biology Department at MEC to establish a pipeline for qualified MEC students graduating with a BS degree in Biology to enter a doctoral program at one of the following prestigious Universities in the grant's NE University Alliance:

1. University of Massachusetts Amherst
2. Boston University
3. The Massachusetts Institute of Technology
4. Pennsylvania State University

### 5. Rutgers/The State University of New Jersey

This partnership not only increases the options available to BS Biology graduates but, as a result, both undergraduates, and the Biology Department as a whole, benefit by having opportunities available to them for student exchanges; faculty exchanges; collaborative research; enhanced seminar programs and fully funded summer research internships at any one of the university affiliates. Biology majors interested in this Program should contact the Chair of the Department for more information.

### PRE PROFESSIONAL ADVISEMENT

All students wishing to attend medical, dental, veterinary, osteopathic, chiropractic or graduate school should begin their pre-professional advisement process no later than the first month of their sophomore year. An expert Pre-professional Advisement Committee is available to Biology majors for personalized academic advisement, research internship placement and organization of MEC-MCAT study groups. In addition, the Pre-professional Committee sponsors the weekly meetings of the Medgar Evers Science Association (MESA). MESA activities include presentations by invited speakers on careers in research, medicine and other health related fields. The Department also maintains an articulation agreement with SUNY Health Science Center at Brooklyn (HSCB), Early Medical Education (EME) Program. This Program is part of a Health Resources Administration grant whose focus is to increase the opportunity for under-represented students to enter Medical School. Qualified MEC Biology majors who successfully complete three consecutive summer enrichment science programs taught and designed by HSCB Medical School faculty, and achieve a minimum MCAT Score, are given a guaranteed acceptance into SUNY-HSCB's College of Medicine. These students are also offered a special opportunity to shadow a clinical faculty member one afternoon a week in order to give them a first-hand view of clinical medicine. **Students seeking advisement in this area should contact the Chair of the Advisement Committee, in the Biology Department.**

### ARTICULATION AGREEMENT WITH SUNY DOWNSTATE

An Articulation agreement exists between MEC and SUNY Downstate Health Science Center at Brooklyn, College of Health Related Professions. Students who apply to Downstate after successfully completing a prescribed course of study at MEC are highly considered for acceptance into one of the four SUNY programs offered:

1. Physicians Assistant, BS degree
2. Physical Therapy, BS/MS degree
3. Occupational Therapy, MS degree
4. Diagnostic Medical Imaging, BS degree

The Department offers qualified students extensive support and counseling towards meeting the requirements for this preferred admission. Students who are interested in any of these programs should contact the MEC liaison to Downstate's College of Health Related Professionals, in the Biology Department.

### ACADEMIC STANDARDS

Students in the Department are expected to pass Department of Biology required Core courses with a grade of "C" or better. For graduation, a student must have an index of 2.0 in his/her major. Students will be required to repeat a course in their major in which

a grade of "D" or below is received, whenever the GPA in the respective major drops below 2.0.

### ACADEMIC AWARDS

Each year the Biology Department presents the Faculty of Biology Award to the graduating senior with the highest GPA receiving a BS in Biology. This award program has been expanded to include the student graduating AS degree in Science (Biology Concentration) with the highest GPA. The award for the AS Degree commenced with the commencement ceremony of June 2007.

### DEGREE PROGRAMS OFFERED BY THE BIOLOGY DEPARTMENT

The Department of Biology offers two degree programs, an Associate of Science in Science with a Biology concentration and a Bachelor of Science in Biology.

#### Associate of Science in Science

The Associate of Science in Science degree enables students to seek entry level jobs in science and allied health related areas. The student attaining this degree may choose to transfer into the Biology baccalaureate degree program at Medgar Evers College or to transfer into Biology baccalaureate degree programs; pre-medical or allied health programs (i.e. pharmacy, physical therapy, physician assistant, respiratory or occupational therapy, diagnostic medical imaging, health information management programs, food science and medical technology) at other colleges. By appropriate course selection in consultation with an academic advisor, students pursuing the AS Degree in Science may choose courses to emphasize a specific academic interest to prepare for career or advanced studies. The degree program requires 60 credits in various areas. The degree requires the completion of sixty (60) credits. The 60 credits are distributed as follows:

#### REVISED PROGRAM FIXED / REQUIRED CORE

Course	Course Title	Credits
<b>English Composition</b>		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
<b>Mathematics and Quantitative Reasoning</b>		
MTH 115	Nature of Mathematics	3
<b>RECOMMENDED MATH COURSE: MTH 136 Algebra/Trigonometry</b>		
<b>Life and Physical Sciences</b>		
BIO 101	Introduction to the Science of Biology	3
OR	<u>OR</u>	
PHS 101	Introduction to Physical Science	3
<b>TOTAL</b>		<b>12</b>

#### FLEXIBLE CORE

<b>World Cultures and Global Issues</b>		
ENGL 212	World Literature: The Evolving Canon	3
<b>U.S. Experience in its Diversity</b>		
HIST 200	The Growth and the Development of the U. S.	3
<b>Creative Expressions</b>		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
<b>Individual and Society</b>		
SSC 101	Culture, Society, and Social Change	3
<b>Scientific World</b>		

BIO 211	Biotechnology & Society	3
<b>TOTAL</b>		<b>18</b>
<b>MAJOR REQUIREMENTS</b>		
BIO/L 201	General Biology I	4
BIO/L 202	General Biology II	4
CHM/L 105	General Chemistry	4
OR	OR	
CHM/L 201	Chemistry for Health Professionals	4
MTH 141	Finite Math	3
PHY/L 114	Basic Physics	3
<b>CONCENTRATION</b>		<b>12</b>
<b>TOTAL</b>		<b>30</b>
<b>GRAND TOTAL</b>		<b>60</b>

#### Concentration 1: Biology & Pre allied health concentration (Choose 12 credits from below)

BIO/L 251	Human Anatomy & Physiology I	4
BIO/L 252	Human Anatomy & Physiology II	4
BIO/L 261	Pathogenic Microbiology & Immunology for Health Professionals	4

#### Concentration 2: Math concentration (Choose 12 credits from below)

MTH 151	Pre-calculus	4
MTH 202	Calculus I	4
MTH 203	Calculus II	4
MTH 204	Calculus III	4
OR	<u>OR</u>	4
MTH 206	Introduction to Mathematical Proof	

\*All students must pass a Computer Literacy exam or take a Computer Course

\*\*Students interested in medical or other health related professions should register for BIO 102 in place of FS 102. Students are required to take a minimum of two courses in at least two disciplines of science and mathematics beyond the core requirements. There are number of combinations of courses which will satisfy this requirement.

#### Bachelor of Science in Biology

The baccalaureate degree program is especially designed to prepare students for entry into professional schools including medical, dental, podiatry, optometry, and osteopathy and for entry into advanced training in Allied Health Professional careers. This Program also prepares students to enter graduate studies in biology and biologically-related disciplines or to seek employment in education, government or industry.

All students pursuing either the AS or BS degree must have a grade of "C" or better in all Science and Mathematics courses. Students with advanced abilities in Biology, Chemistry, Mathematics or Physics should consult the Chairperson of Biology for possible exemptions. If an exemption is approved then the students must take an appropriate higher level course.

Students wishing to substitute transfer courses or other courses for required courses should also consult with the Chairperson.

#### B.S. Degree in Biology

The Bachelor of Science in Biology requires completion of 120 credits. The 120 credits of the program are distributed as follows:

**BS Degree - Biology  
REVISED PROGRAM  
FIXED / REQUIRED CORE**

Course	Course Title	Credits
<b>English Composition</b>		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
<b>Mathematics and Quantitative Reasoning</b>		
MTH 115	Nature of Mathematics	3
<b>RECOMMENDED MATH COURSE: MTH 138 College Algebra/Trigonometry</b>		
<b>Life and Physical Sciences</b>		
BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
<b>TOTAL</b>		<b>12</b>

**FLEXIBLE CORE**

<b>World Cultures and Global Issues</b>		
ENGL 212	World Literature: The Evolving Canon	3
<b>U.S. Experience in its Diversity</b>		
HIST 200	The Growth and the Development of the U. S.	3
<b>Creative Expressions</b>		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
<b>Individual and Society</b>		
SSC 101	Culture, Society, and Social Change	3
<b>Scientific World</b>		
BIO 211	Biotechnology & Society	3
<b>TOTAL</b>		<b>18</b>

**COLLEGE OPTION**

Electives from College Option	12
<b>TOTAL</b>	<b>12</b>

**BIOLOGY CORE REQUIREMENTS**

BIO 102	Career Seminar	1
BIO/L 201	General Biology I and Lab	4
BIO/L 202	General Biology II and Lab	4
BIO/L 302	Genetics and Lab	4
BIO/L 461	Molecular Biology and Lab	4
BIO 491	Cell Biology and Lab	4
BIO 499	Senior Seminar	3
CHM/L 201	General Chemistry I and Lab	4
CHM/L 202	General Chemistry II and Lab	4
MTH 151	Pre-calculus	4

**OPTION A or OPTION B from below** **42**

**TOTAL** **78**

**GRAND TOTAL** **120**

**OPTION A: Pre Med (42 credits)**

CHM/L 304	Organic II and Lab	4
CHML/L303	Organic I and Lab	4
MTH 202	Calculus I	4
MTH 203	Calculus II	4
PHY/L 205	Intro. Physics I and Lab	4
PHY/L 206	General Physics II and Lab	4
Electives From Option A below		15
Open Electives		3

**Option A: Pre Med and Pre Grad Electives**

BIO 251, BIOL 251, BIO 252, BIOL 252, BIO 261, BIOL 261, BIO 403, BIOL 403, BIO 304, BIOL 304, BIO 311, BIO 312, BIO 323, BIO 331, BIOL 331, BIO 340, BIOL 340, BIO 351, BIOL 351, BIO 365,

BIO 370, BIO 373, BIOL 373, BIO 375, BIOL 375, BIO 376, BIOL 376, BIO 403, BIOL 403, BIO 410, BIO 413, BIO 462, BIO 463, BIO 472, BIOL 472, BIO 481, BIOL 481, MTH 222, CHM 341, CHML 341

**OPTION B: General Biology (42 credits)**

MTH 202	Calculus I	4
PHY 205	Physics for Health Professionals	4
Electives From Option B below		30
Open Electives		4

**Option B: General Biology Electives**

Course #	Course Title	Credits
BIO 102	Career Seminar	1
BIO 201	General Biology I	3
BIOL 201	General Biology I lab	1
CHM 201	General Chemistry I	3
CHML 201	General Chemistry Lab	1
PHY 114	Basics Physics	3
BIO 202	General Biology II	3
BIOL202	General Biology II	1
CHM 202	General Chemistry II	3
CHML 202	General Chemistry II lab	1
BIO 302	Genetics	4
BIOL 302	Genetics lab	0
BIO 491	Cell Biology	4
BIOL 491	Cell Biology lab.	0
BIO 461	Molecular Biology	4
BIOL 461	Molecular Biology	0
BIO 499	Senior Seminar	3

\*All students must pass a Computer Literacy Exam or take a Computer Course

\*\*Students interested in medical or other health related professions should register for BIO 102 in place of FS 103

**Additional Departmental Academic Criteria**

All students pursuing either the AS or BS degree must have a grade of C or better in all Science and Mathematics courses.

Students with advanced abilities in Biology, Chemistry, Mathematics or Physics should consult the chair of Biology for possible exceptions. If an exemption is approved then the students must take an appropriate higher level course.

Students wishing to substitute transfer courses or other courses for required courses should also consult with the Chairperson. For additional major requirement details for the A.S. and/or B.S. in Biology. See Chair or Academic Advisor.

**Biology Web Page**

For more up to date degree requirements please visit the MEC website: [www.mec.cuny.edu/Academic/Sci-sch/biology/biology.html](http://www.mec.cuny.edu/Academic/Sci-sch/biology/biology.html)



## COURSE DESCRIPTIONS

### **BIO 101 Introduction to the Science of Biology**

3 credits; 3 class hours; 1 conference hour

An introductory course intended to acquaint students with the nature and purpose of science, modern biological concepts of life, and the knowledge and importance of the interactions among themselves, other living organisms on the planet, and the environment. A laboratory experience will be an integral component. The laboratory is intended to augment the lecture by means of demonstrations and hands - on experiments. Visits to scientific museums and centers are required. *Pre-requisite: Completion of developmental skills courses*

### **BIO 102 Pre-professional Careers Seminar**

1.0 credit; 1.5 class hours

The course is mandatory for students who will be using the services of the Pre-professional Advising Committee of the School of Science, Health and Technology. It is designed to help students think critically about their academic studies and career development. The course content includes a series of seminars and presentations on careers in these fields and on entry requirement procedures including MCATs, DATs and VCATs to the various professional schools. In addition to presentations by speakers from the various fields, each student will be required to write a paper and make a presentation on a topic related to his/her field of professional interest. Attendance is required at all class sessions and will be strictly monitored. This course will serve as a substitute for Freshman Seminar II (FS 102) for students planning careers in Medicine, Dentistry, Veterinary Medicine and Biology. *Pre/Co-requisite: FS 101*

### **BIO 103 Basic Biology**

3 credits ; 4 class hours

This course covers all areas of biology with particular focus on hands on activities. The topics include an introduction to the fundamental principles of life processes of organisms and viruses including chemical foundation of their cells: cellular structures, functions, metabolism and divisions. This course also includes an introduction to genetics and DNA science and technology, ecology and evolution as well as biodiversity. The laboratory component of the course will reinforce the biological principles with hands on experiments at a level appropriate for elementary teaching. *Pre-requisite: Completion of developmental skills courses*

### **BIO/BIOL 104 Human Body Structure and Function**

4 credits; 3 class hours, 3 laboratory hours

This course is an introduction to the body systems and a general description of the normal cellular makeup of the human organs and abnormal (pathological) diseases. It is specifically designed for those who are already working in the health profession or intend to in the future or those who want to gain an overall knowledge of the human body and some of its diseases. *Prerequisite: Completion of all basic skills in Math and English/Co-requisite: BIOL 104*

### **BIO 111 Introduction to Biology**

3 credits; 4 class hours

Introduction to the nature of scientific knowledge, the fields of study, vocabulary, and methodology of the natural sciences. Special consideration is given to the major concepts of biology including the unique structure and function of living things and physical environment.

For students who must satisfy the liberal arts requirements in natural science, see BIO 101. *Pre-requisite: Completion of all Math and Language Basic Skills*

### **BIO/BIOL 150 Introduction to Anatomy and Physiology**

4 credits; 3 class hours; 3 lab hours

BIO 150 is the first of a three semester Anatomy & Physiology Course (BIO 150, 151, and 152). It is geared towards pre-nursing students and other students wishing to complete their Anatomy & Physiology requirement over three semesters. This course serves as an introduction to Human Anatomy & Physiology on the cellular and tissue level. Topics include an introduction to the Sciences of Anatomy and Physiology and its Levels of Organization; Anatomical Terminology; Homeostasis; the Inorganic and Organic chemistry of the cell; Cellular Metabolism & Energetics; Cellular Anatomy & Diversity; the Cell Life Cycle; Meiosis & the Fundamentals of Human Genetics; Human Histology and the Anatomy and Physiology of Osseous Tissue. *Pre-requisite: Completion of developmental skills courses Co-requisites: MTH 120 or MTH 136 or MTH 138 and BIOL 150*

### **BIO/BIOL 151 Anatomy and Physiology of Human Systems I**

4 credits; 3 class hours; 3 lab hours

BIO 151 is the second of a three part course (BIO 150, 151, and 152). Students must first pass the lecture and lab section of BIO 150 before registering for BIO 151. This three sequence Anatomy & Physiology course is geared for nursing students and other students wishing to complete their Anatomy & Physiology requirements in three semesters. This course identifies the 11 Organ Systems in the body and then goes on to present, in detail, the Anatomy and Physiology of the Integumentary, Skeletal, Muscular, Nervous and Endocrine Systems as well as their functional interactions with each other and the other systems. *Pre-requisites: BIO 150/Co-requisite: BIOL 151*

### **BIO/BIOL 152 Anatomy and Physiology of Human Systems II**

4 credits; 3 class hours; 3 lab hours

BIO 152 is the last of a three semester Anatomy & Physiology Course (BIO 150/151/152); this course continues the study of the 11 Organ Systems concentrating on the Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary and Reproductive Systems. In addition, human development from fertilization through the life stages of postnatal development is discussed. *Pre-requisite: BIO 151/Co-requisite: BIOL 152*

**BIO/BIOL 201 General Biology I**

4 credits; 3 class hours; 3 lab hours

This Principles of biology course is the first part of the two-semester general biology course for science majors. It will cover introduction to the fundamental principles of life processes of organisms including chemical basis of life, cell structure, function, cellular energetics, cell division, genetic and molecular basis of life and evolution. The laboratory component of this course will reinforce the biological principles by hands-on experiments. *Pre-requisite: BIO 111 or BIO 101/Co-requisite: BIOL 201*

**BIO/BIOL 202 General Biology II**

4 credits; 3 class hours; 3 lab hours

This organismal biology and ecology course is the second part of the two-semester general biology course for science majors. It will cover introduction to virus; diversities in bacteria, protists, plants and animals; selected forms and functions in flowering plants and in humans; animal behavior; organisms and their environments. The laboratory component of this course will familiarize students with diversities in organisms, their forms and functions by demonstrations and hands-on experiments. *Pre-requisites: BIO 201 and CHM 112 and MTH 136 and MTH 138/Co-requisite: BIOL 202*

**BIO 211 Biotechnology and Society**

3 credits; 3 class hours

Biotechnology and Society is a course designed to introduce students to the field of biotechnology and to the applications and the impact of modern biotechnology on society. The history of biotechnology and the biotech discoveries in DNA science that influence the field today will be presented. Basic concepts of DNA, the Central Dogma, and molecular genetics will be introduced as a foundation to understand the techniques of modern biotechnology. The use of biotechnology in areas, such as medicine, agriculture, bioremediation, food processing, forensics, and energy production will be presented. Students will examine the ethical, legal, and social implications of selected topics in biotechnology. Prerequisite: BIO 101 or PHS 101 or equivalent

**BIO/BIOL 251 Human Anatomy and Physiology I**

4 credits; 3 class hours; 3 lab hours

Principles of Human Anatomy and Physiology, Introduction to Cell and Fundamentals of Cellular Physiology, Structure and Function of the Major Organ Systems (e.g. Integumentary, Muscular, Skeletal and Nervous). *Pre-requisites: Completion of developmental skills courses, BIO 111 or BIO 101/Co-requisite: BIOL 251*

**BIO/BIOL 252 Human Anatomy and Physiology II**

4 credits; 3 class hours; 3 lab hours

Principles of Human Anatomy and Physiology, Structure and Function of the Major Organ Systems: (e.g., Sensory, Respiratory, Digestive, Cardiovascular, Lymphatic and Urogenital). *Pre-requisites: BIO 251/Co-requisite: BIOL 252*

**BIO/BIOL 261 Pathogenic Microbiology and Immunology for Health Professions**

4 credits; 3 class hours; 3 lab hours

An introduction to the Principles of Microbiology and microbiological laboratory techniques with emphasis on bacterial, fungal, viral, protozoan and helminth pathogens. Introduction to the Principles of Immunology in the control of infectious disease. *Pre-requisites: BIO 152 and BIO 202 or BIO 252/Co-requisite: BIOL 261*

**BIO/BIOL 302 Genetics**

4 credits; 3 class hours; 3 lab hours

Introduction to the basic principles of classical, modern, and population genetics. The laboratory includes exercises in Cytology, *Drosophila* Genetics, Molecular Genetics, Population Genetics, and Environmental Genetics. *Pre-requisites: BIO 202 and CHM 201, MTH 138 or MTH 136/Co-requisite: BIOL 302*

**BIO/BIOL 304 Histology**

4 credits; 3 class hours; 3 lab hours

A lecture and lab study of the microscopic structure of animal cells, tissues and organ systems, including introduction to and practice of cytological and histo-chemical techniques. *Pre-requisites: BIO 202 or BIO 252 and CHM 202*

**BIO 311 Research Methods**

2 credits; 2 class hours

Introduction to the nature of scientific investigation and the skill needed to develop a research problem. Emphasis is placed on reading primary sources of scientific literature, experimental design, data presentation and analysis, and preparation of a literature review in area of interest in science. This course is required for those students in the Honors Program. *Pre-requisites: 16 Credits of Biology or Permission of chairperson*

**BIO 312 Laboratory Instrumentation**

2 credits; 6 class hours

A practical laboratory course in which the theory and design of modern laboratory research instruments are discussed and the operation is practiced. Instruments and techniques will include the infrared, fluorescence, ultraviolet and atomic absorption spectrophotometers, high pressure liquid chromatography, thin layer chromatography, gas chromatography, fluorescence microscopy, phase contrast microscopy, ultracentrifugation and electrophysiology instruments (e.g. physiographs, oscilloscopes, bioamplifiers, etc.). *Pre-requisites: 16 Credits of Biology or Permission of chairperson*

**BIO 323 Pathophysiology**

3 credits; 3 class hours

Principles of the biological and physical sciences that contribute to an understanding of normal body processes and of abnormal states and conditions. Emphasis is on basic principles of anatomy, physiology and pathology. Consideration is given to homeostatic disturbances involving the various organ systems, disease and disease-producing organisms, and hereditary diseases. *Pre-requisites: BIO 202 or BIO 261 and CHM 202 or CHM 105*

**BIO/BIOL 331 Immunology**

4 credits; 3 class hours; 3 lab hours

The course will focus on the basic concepts of the immune system. There will be both lecture and laboratory components. The lecture component will emphasize the theoretical aspects of the organization, structure and function of the various immune system components. The laboratory component will allow each student to have extensive hands-on experience with various techniques such as: immunodiffusions, immuno-electrophoresis, agglutination of cell bound antigens, immuno-labeling methods (enzyme-linked assays, immuno-blotting, immuno-histochemistry, etc). *Pre-requisites: BIO 202 and CHM 202/Co-requisite: BIOL 331*

**BIO/BIOL 340 Plant Science/Botany**

4 credits; 3 class hours; 3 lab hours

This course will study the nature of plants as living organisms with emphasis on an experimental approach of structure and function of representatives of the major plant groups. The place of plants in nature and their relationship to humans will be examined. *Pre-requisites: BIO 202 and CHM 202/Co-requisite: BIOL 340*

**BIO/BIOL 351 Endocrinology**

4 credits; 3 class hours; 3 lab hours

Homeostatic regulation involves coordinating activities of organs and systems throughout the body. The function of the endocrine system involves complex interrelationships and interactions that maintain dynamic steady states. The course will study the endocrine system and its hormonal impact on metabolic activities of various tissues. The interrelationships between the endocrine system and the nervous system will be studied. The laboratory component will allow each student to have hands-on experience with techniques that include, Solution Preparations, Solution chemistry, Hormonal Assay Methods, Histology of Endocrine Glands, Experiments on Hormonal Actions. *Pre-requisites: BIO 202 and CHM 202 or Permission of chairperson/Co-requisite: BIOL 351*

**BIO 365 Human Genome Health & Society**

4 credits; 3 class hours; 3 lab hours

This course is designed to introduce students to the basic science of genomics and the Human Genome Project (HGP) and to discuss the impact and applications of genomic science and technologies on health and on society. The basic principles of genetics will be presented to introduce the Human Genome Project. An overview of the application of genomic science to many areas of human endeavor will be presented. The relationship of human genome research to understanding human variation, disease, disease treatment and diagnosis, and health promotion and wellness will be covered. The impact of genomics and genomic technology on understanding complex diseases and health disparities among minority communities will be discussed. The emerging ethical, legal and social issues related to genetics, genetic technologies, and health will be explored. *Pre-requisite: BIO 101 or BIO 111*

Note: Students must have completed all upper division Core requirements in English and in mathematics and at least 20 credits in science, to include Biology and Chemistry. Other upper division majors (e.g., social work, psychology, education) and may enroll with permission of instructor. Some familiarity with Blackboard is desired. An orientation to Blackboard will be provided in the first class meeting.

**BIO 370 Principles of Environmental Science**

3 credits; 3 class hours; 3 field trips

A study of ecological principles including community dynamics and surveys of local biotic communities with emphasis on the ecological aspects of urbanization. *Pre-requisites: BIO 202 or BIO 252, CHM 106 and CHM 202*

**BIO/BIOL 373 Invertebrate Zoology**

4 credits; 3 class hours; 3 lab hours

Survey of invertebrate phyla. Anatomy, physiology, ecology, and phylogeny of the major invertebrate organisms. *Pre-requisite: BIO 202/Co-requisite: BIOL 373*

**BIO/BIOL 375 Chordate Morphology**

4 credits; 3 class hours; 3 lab hours

A study of the diversity and uniformity of structure found among living vertebrates. The evolution of chordates is illustrated by such a comparative investigation as well, as an examination of anatomical features of fossil records. The lab includes detailed anatomical studies of several representative chordates. *Pre-requisites: BIO 202 and CHM 202/Co-requisite: BIOL 375*

**BIO/BIOL 376 Chordate Development**

4 credits; 3 class hours; 3 lab hours

A study of the embryological development of chordates. Topics include studies of biochemical, morphological and physiological events in differentiation and growth of cells, tissues and organ systems. Chordate evolution is illustrated by a comparative investigation. The lab will include detailed, histological and morphological studies, the development of various chordate eggs, as well as exercises in experimental embryology of living eggs. *Pre-requisites: BIO 202 and CHM 202/Co-requisite: BIOL 376*

**BIO/BIOL 403 Microbiology**

4 credits; 3 class hours; 4 lab hours

Survey of the major groups of microorganisms: bacteria, fungi, algae, protozoa, and viruses. Introduction to the structure, function, and growth requirements of these groups. Discussion of the importance and interactions of microorganisms with man and the environment. Laboratory will include techniques for handling and identification of microorganisms. *Pre-requisites: BIO 202, CHM 202 and a 300 Level Biology Course with a Lab/Co-requisite: BIOL 403*

**BIO 410/411/412 Independent Research I, II, III**

3 credits; 3 class hours

Minimum of nine hours of conference and independent research per week. Library and/or laboratory investigation of a problem in biology selected and pursued under the guidance of a faculty advisor within the department. Regular meetings with advisors, presentations of findings at department seminars, and submission of a written report of research carried out are required. *Pre-requisites: Completion of science courses appropriate to the research project as determined by the faculty advisor and the chairperson of the department.*

Note: Only three of these credits selected from BIO 311, 312, 410, 411, and 412 may be applied to the Bachelor of Science degree in Biology

**BIO 413 Honors Research**

3 credits; 9 class hours

Minimum of 9 hours of conference and independent research per week. Library and laboratory investigation of a problem in biology selected and pursued under the guidance of a faculty advisor within the department. Students will be required to submit a written report in the form of a dissertation and an oral presentation to the biology faculty. This course is required of all biology students in the honors curriculum. *Pre-requisite: Permission of chairperson*

**BIO/BIOL 461 Molecular Biology**

4 credits; 3 class hours; 3 lab hours

A study of basic molecular processes and genetic phenomena in eukaryotes and prokaryotes. Topics include molecular aspects of structure and function, replication, transcription and translation, as well as synthesis and repair of nucleic acids, protein synthesis, control of gene expression and recombinant DNA studies. *Pre-requisites: BIO 302 and CHM 303 and MTH 201/Co-requisite: BIOL 461*

**BIO/BIOL 463 Molecular Neurobiology**

4 Credits; 3 Class Hours; 3 Lab hours

Multicellular animals monitor and maintain a constant internal environment as well as respond to an external environment. In higher animals, these functions are integrated and coordinated by an organ system known as nervous system. This course is designed to give students a chance to understand cellular and molecular mechanism of how the nervous system works. It includes description of structure and function neuronal cells (neurons and glial cells) as well as neuronal stem cells. This also includes studies on the molecular components (membrane proteins, channels, and receptors) in neurons and glia. The molecular basis for integration and transmission of messages between nervous and other body tissues will be covered. The laboratory components include isolation and characterization of neurons and glial cells. Immunostaining of neurons and glial cells with specific markers. Isolation and identification of neurotransmitters from brain tissues. Isolation of chromosomal DNA and RNA from neurons and glial cells. Synthesis of DNA synthesis from mRNAs isolated from neuronal cells. Studying the expression neuronal cell specific genes by RT-PCR. *Pre/Co-requisite: BIO 202/Co-requisite: BIOL 463*

**BIO/BIOL 472 Molecular Biotechnology: Theory and Application**

4 credits; 3 class hours; 3 lab hours

This course covers all aspects of biotechnology including theoretical bases of gene manipulation, products and processes involved in this fast-growing discipline. The usefulness and implications of biotech products will be discussed. The biotech concepts learned in the lectures are reinforced by hands-on laboratory projects. The lab component of the course includes several techniques such as genomic and plasmid DNA isolation and purifications from a variety of samples, cloning genes of interest, separation technology, blotting technology, gene library construction and screening, RT-PCR technology, DNA fingerprinting technology (RAPD and Microsatellite, RFLP) and DNA sequencing that are routinely used in most molecular biotechnology laboratories. On successful completion of this course students should be able to directly apply these techniques if they decide on a career in biotechnology. *Pre-requisite: BIO 302/Co-requisite: BIOL 472*

**BIO/BIOL 481 Human Physiology**

4 credits; 3 class hours; 3 lab hours

Analysis of the human body's internal environment is the focus of this course. Topics include the nature of biological control systems, and the properties of the major specialized cell types which comprise these systems; the functioning of the organs of the body and their coordination. The laboratory will explore by experimental techniques with living specimens, the functioning of various cell-tissue organ systems of particular physiological interest. *Pre-requisites: BIO 202, 300 Level Biology course with Lab/Co-requisite: BIOL 481*

**BIO/BIOL 491 Cell Biology**

4 credits; 3 class hours; 3 lab hours

A lecture and laboratory study of the cell and its ultrastructure, cell physiology, and structure and function of macromolecules and organelles. *Pre-requisite: A 300 Level Biology Course with Lab/Co-requisite: BIOL 491*

**BIO 499 Senior Seminar**

1 credit; 1.5 class hours

This course is required for all students majoring in the BS in Biology degree and should be taken during their final year at the college. The course will require students to conduct an in-depth research project on a biological topic, to produce a written report and deliver an oral presentation to the faculty on it. Students will be exposed to a series of seminars dealing with acquisition and re-enforcement of library research skills, computer skills including spread sheets, data acquisition and management, graphing and statistical analysis, and the internet and world wide web. Students will be expected to incorporate all of these activities into their research projects. *Pre-requisites: BIO 302 and completion of 12 credits of upper level Biology courses*



# Department of Chemistry and Environmental Science

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Skeete, Alicia Reid, Michelle Vittadello

## GENERAL INFORMATION

The Department of Chemistry and Environmental Science (CES) is dedicated to teaching and research in the chemical and environmental sciences. It offers:

1. Baccalaureate of Science Degree (BS) in Environmental Science.
2. Associate of Science Degree (AS) in Science in Chemistry. This AS Degree Program is an essential transfer program.

The **mission** of the Department is to prepare students for challenging entry level jobs in applied sciences chemical and environmental/health fields, as well as for graduate programs in environmental science, chemistry, and education. Accordingly, the Department focuses on the following goals:

1. to develop in our students high-level skills, such as problem solving, reasoning, and research capabilities;
2. to prepare students for graduate study in the Chemistry, Environmental and Environmental Health Sciences, and B.S. programs in Chemistry and Environmental Science;
3. to prepare students to compete for well-paying positions in the applied and environmental sciences;
4. to prepare students to create their own position in society (e.g. consulting, entrepreneurship) regardless of the economic climate.

## ACADEMIC STANDARDS

Students in the Department must pass all departmental required courses with a grade of "C" or better.

## NASA AND NSF PROGRAMS

NSF New York City Louis Stokes Alliance for Minority Participation (NYC-LSAMP) Program is a consortium of sixteen baccalaureate and Associate degree granting CUNY campuses and the Graduate School and University Center. It funds activities such as:

1. Smaller Science and Mathematics Classes
2. Curriculum Development
3. Student Support through Learning Centers
4. Students' Stipends for Tutoring
5. Undergraduate Research

## 6. Student Research Stipends

NASA Goddard Institute for Space Studies (GISS) Institute on Climate and Planets (ICP) is a collaboration between the Goddard Institute for Space Studies, the NYC-AMP project at CUNY, and the New York Public Schools. It involves college and high school students, their faculty, and GISS scientists in a team approach to carry out research projects in climate and planetary research. A summer institute provides an intensive academic and research experience with scientific collaboration continuing during the academic year both at GISS and on campus.

NASA Atmospheric/Ocean and Environmental Science Research Program is a collaboration between PCS, CES and GISS. This campus based research program provides undergraduate and high school students the opportunity to be part of the NASA Earth Science Enterprise.

NASA Science and Technology Teachers for the Next Millennium Program is a collaborative effort between Medgar Evers College (CUNY) and the City College of New York (CUNY), which provides science and technology majors with the opportunity, knowledge, and skills to become teachers of secondary school science and technology in an urban, multicultural environment.

NASA Minority University Information (MU-SPIN) CUNY Network Resources and Training Site (NRTS) Network is a collaboration involving City College, Medgar Evers College, LaGuardia Community College, York College, and Queensborough Community College in order to develop an information infrastructure on each campus that may be applied to research and education activities.

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, Hayden Planetarium of the American Museum of Natural History, NASA Goddard Space Flight Center, and NASA Goddard Institute for Space Studies.

Undergraduate research includes:

1. Planetary Science



1. Earth-Sun Connection
2. Astrophysics

**Bachelor of Science in Environmental Science**

This Baccalaureate Degree Program in Environmental Science stresses that environmental science is about much more than science. It is also about ethics, responsibility, and values, as well as sociology, politics, law, and business. For graduates to be effective in the work place, this interdisciplinary perspective must always be in focus. Numerous job opportunities are available for Environmental Science graduates in industry and at various levels in local, state, regional and federal governments. Environmental Science graduates may find immediate employment in areas indicated below, as businesses both large and small continue to comply with regulations.

1. Industrial Hygienist
2. Chemical Hygiene Officer
3. OSHA Officer
4. Waste Management Consultant
5. Training Consultant

Responding to new laws and regulations, most of which emanate from federal agencies such as the Environmental Protection Agency (EPA) and the Occupational Safety and Health Administration (OSHA), businesses are now preoccupied with compliance.

This program also emphasizes environmental law which is the forerunner for environmental management and environmental policy. The program also addresses conservation through courses in Natural Resource Conservation and Management and Ground Water. The relationship with The Museum of Natural History and the Prospect Park Alliance will afford additional depth on the issue of conservation.

The BS in Environmental Health Science Program requires 120 credits consisting of the following category of courses and credits:

**B.S. in Environmental Health Science****REVISED PROGRAM  
FIXED/REQUIRED CORE**

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 138 College Algebra & Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
TOTAL		12

**FLEXIBLE CORE**

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		

BIO 211	Biotechnology & Society	3
TOTAL		18

**COLLEGE OPTION**

TOTAL		12
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**MAJOR REQUIREMENTS and FREE ELECTIVES**

BIO/L 201	General Biology	4
BIO/L 202	General Biology 2	4
BIO/L 261	Immunology and Microbiology	4
CHM/L 201	General Chemistry 1	4
CHM/L 202	General Chemistry 2	4
CHM/L 303	Organic Chemistry 1	4
ENVS 200	Environmental & Health Issues	3
ENVS 203	Environmental & Occupational Law	3
ENVS 301	Air and Water Pollution	3
ENVS 302	Measurements and Instrumentation	4
ENVS 313	Waste Management	3
ENVS 304	Epidemiology	3
ENVS 401	Ground Water	3
ENVS 404	Internship	3
ENVS 405	Pollution Control and Prevention	3
ENVS 413	Field Study	
or	or	
ENVS 320*	Toxicology of Environmental and Industrial Agents*	3
MTH 151	Pre-Calculus	4
MTH 202	Calculus I	4
MTH 203	Calculus 2	4
or	or	
MTH 222*	Intro to Probability and Statistics *	4
PHY/L 211	Physics 1	4
PHY/L 212	Physics 2	4
Free Elective		3
TOTAL		78
GRAND TOTAL		120

\* Environmental Science Health Track Students Must Take

This program of study includes the required College-wide Curriculum. For additional major requirement details for BS in Environmental Science. See Chair or Academic Advisor

ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
REQUIRED MATH COURSE: MTH 138 College Algebra &		

**Trigonometry**

Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	
OR	OR	
PHS 101	Introduction to Physical Science	3
PHY 114	Basic Physics REQUIRED	
TOTAL		12

**FLEXIBLE CORE**

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
CS 140	Computer Science Seminar REQUIRED	3
TOTAL		18

**MAJOR REQUIREMENTS**

CS 151	Introduction to Computing	3
CS 241	Discrete Structures	3
CS 244	Object-oriented Programming	3
CS 246	Data Structures	3
CS 265	Unix Systems Programming	3
CS 281	Database Systems	3
MTH 151	Pre-calculus	4
MTH 202	Calculus I	4
MTH 203	Calculus II	4
TOTAL		30
GRAND TOTAL		60

The AS in Computer Science received a waiver to specify particular courses students must take in some areas of the Common Core.

**Computing Facilities**

The Medgar Evers College Research and Computing Facility, used by students and faculty, consists of several advanced microcomputer labs utilizing Microsoft Windows 2000, Windows XP, UNIX, Macintosh based machines, and the campus Local Area Network. The LAN provides campus computers with high-speed communications and a gateway to other CUNY computer resources and the Internet. There are twenty-one (21) computer labs supporting over 400 machines with support for various academic applications. Selected labs contain computerized projection-based systems for instructor-led courses.

The advanced computing lab, in the Department of Physical, Environmental and Computer Sciences, serves as an instruction and problem-solving lab for Linux systems research, education and practice. The graphics workstations in this lab enable faculty and students to use advanced data visualization techniques, including Computer-Aided Design (CAD) software, Image Definition Language (IDL), Advanced Visualization System (AVS), MATLAB, and IRAF. Additionally, the Medgar Evers College Computing Center interfaces with the City University Computing Center, one of the nation's most powerful university computer installations.

**The Computer Science Minor**

Students from other disciplines may minor in computer science. A minor in computer science consists of twelve (12) credits including CS 151, CS 244, CS 260, CS 381, and a three (3) credit computer science elective, which must be at the 300 level, or selected from a course requiring data structures as its prerequisite. All 12 credits must have a grade of 'C' or better. Courses that substantially duplicate material covered in other courses for which credit has been granted are not acceptable. [Minor Requirement Details for Computer Science](#). See Chair or Academic Advisor

**Note:** CS 100 may not be applied toward the B.S. or A.S. Computer Science degrees, or the CS minor. **All 16 credits must have a grade of "C" or better.**

**COURSE DESCRIPTIONS****CHM 104 Chemistry and Our World**

4 credits; 3 class hours; 1 lab hours

This is an introductory chemistry course intended for non-science majors. It will introduce students to the basic concepts of chemistry with an emphasis on the role the subject plays in the world around us and in the service of man. *Pre-requisite: None*

**CHM/CHML 105 Chemistry for Health Professionals I**

4 credits; 3 class hours; 3 Lab hours

An introductory course for the health professional student covering the fundamentals of general and organic chemistry with applications in biological sciences. Topics include the structure, properties, and states of matter, chemistry bonding and reactions, chemistry of solutions, and the chemistry of major groups of organic compounds. This is not the Pre-requisite for organic chemistry. *Pre-requisites: Completion of all developmental skills courses/Co-requisite: CHML 105*

**CHM 112 Basic Chemistry**

3 credits; 4 class hours

An introductory course designed for students who plan further study in chemistry. The course presents those areas of chemistry which are essential and which students find most difficult in general college chemistry. These include the mole concept, nomenclature, stoichiometric calculations, gas laws, and solution concentration calculations. *Co-requisite: MTH 136 or MTH 138*

**CHM/CHML/CHMW 201 General Chemistry I**

4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours

An introduction to the basic principles and theories of chemistry including atomic theory, laws of chemical combination, periodic classification of the elements, states of matter, and kinetic molecular theory. The aim of classroom and laboratory work is to prepare the student for advanced study in chemistry. *Co-requisite: CHML 201/Pre-requisite: None*

**CHM/CHML/CHMW 202 General Chemistry II**

4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours

A continuation of CHM 201. Topics include the study of liquids, solids and solutions, chemical kinetics, equilibrium, acids and bases, thermodynamics and electrochemistry. *Pre-requisite: CHM 201/Co-requisite: CHML 202 and CHMW 202/Pre/Co-requisite: MTH 151*

**CHM/CHML/CHMW 303 Organic Chemistry I**

4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours

The structure, preparation and properties of organic compounds with emphasis on reactivity, reaction mechanisms, stereochemistry and synthesis. Laboratory studies include modern experimental and research techniques for preparing, purifying and identifying organic compounds, and the use of polarimeter, infra-red and ultraviolet spectrometers, NMR, and chromatography. *Pre-requisite: CHM 202/Co-requisite: CHML 303 and CHMW 303*

**CHM/CHML/CHMW 304 Organic Chemistry II**

4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours

The structure, preparation and properties of organic compounds with emphasis on reactivity, reaction mechanisms, stereochemistry and synthesis. Laboratory studies include modern experimental and research techniques for preparing, purifying and identifying organic compounds, and the use of polarimeter, infra-red and ultraviolet spectrometers, NMR, and chromatography. *Pre-requisite: CHM 303/Co-requisite: CHML 304 and CHMW 304/Pre/Co-requisite: MTH 203*

**CHM/CHML 311 Quantitative Analysis**

4 credits; 2 class hours; 6 lab hours

Basic methods in quantitative analysis; theory and techniques of calorimetric, volumetric, and gravimetric determinations. Instrumental analysis using spectrophotometers, gas chromatograph, and NMR. *Co-requisite: CHML 311*

**CHM/CHML 341 Biochemistry**

4 credits; 3 class hours; 3 lab hours

This course concerning the chemical characteristics of living matter. Topics include general concepts of the cell, biomolecules, carbohydrates, amino acids, peptides, protein structure and function, lipids, enzymes, citric acid cycle and nucleic acids. Laboratory studies include modern experimental and research techniques in Biochemistry. *Co-requisite: CHML 341*

**CHM/CHML 405 Advanced Organic Chemistry**

5 credits; 3 class hours; 4 lab hours

The well-motivated organic chemistry student is in desperate need of a course that may serve as a transition between undergraduate and graduate organic chemistry. Such a course must be designed to take full advantage of the spirit, energy and enthusiasm that descends upon these students as they near completion of the second half of their undergraduate organic chemistry. This course has a research component. *Co-requisite: CHML 405*

**CHM/CHML 421 Inorganic Chemistry**

5 credits; 3 class hours; 6 lab hours

This is the first of three courses in modern inorganic chemistry. It serves to introduce the challenged student to an ever expanding and important field of chemistry. This new course will involve a detailed discussion of the chemistry of selected 'Main Group' elements, covering the reactions of the elements and their compounds, as well as structure and bonding. Students who register for the course must also register for the laboratory part of the course. *Co-requisite: CHML 421*

**CHM/CHML 523 Inorganic Chemistry III (Organometallic Chemistry)**

5 credits; 3 class hours; 3 lab hours

This is the third and last of three courses in modern inorganic chemistry. It serves to expose the students to a branch of chemistry which bridges the traditional fields organic and inorganic chemistry. This new course will entail a study of the organometallic chemistry of the first transition series ( 3d ) elements, covering the synthesis, reactions and bonding of selected compounds. Industrially important reactions involving organometallic compounds will be dealt with in detail. *Co-requisite: CHML 523*

**CHM 561 Spectrometric Identification of Organic Compounds**

4 credits; 4 class hours; 3 lab hours

This course is designed to teach the Organic Chemistry student how to identify organic compounds from the complementary information afforded by mass spectra, infrared spectra (I.R.), nuclear magnetic resonance (nmr) spectra and ultraviolet (U.V.) spectra. The modern undergraduate chemistry student requires a somewhat modest level of expertise and sophistication in each of these four levels of spectrometry. This course would further prepare students for the techniques and methodologies they would encounter in graduate programs. *Pre-requisite: CHM 304*

**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-requisite: Completion of math and language developmental 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-requisite: ENVS 200*

**ENVS 301 Air, Water Pollution**

3 credits; 3 class hours

This course will provide a detailed outline of the sources and types of air pollutants and the ways in which these pollutants are dispersed. The course will also outline the established national goals for air and water quality needed to protect public health and welfare. This course will also address the topic of indoor air quality. This course will provide a more detailed treatment on the Clean Air Act, as amended, and the Clean Water Act as amended, to which students were previously introduced in the course entitled Environmental and Occupational Laws and Regulations (ENVS 200). *Pre-requisites: ENVS 200 and CHM 201 and FTIR. Pre-requisites: ENVS 301 and CHM 311*

### **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

### **ENVS 302 Measurement and Instrumentation**

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### **ENVS 304 Epidemiology**

3 credits; 3 hours

This is an introduction course to epidemiology. It will familiarize students with the basic principles in epidemiology. These principles or epidemiologic methods will be means by which to describe, analyze, and interpret data related to public health issues in the general population. The course will also present epidemiology application to the fields of health services, community health education, and diet, food and nutrition. *Pre-requisites: BIO 261*

### **ENVS 319 Geographical Information Systems**

3 credits; 3 class hours; 1 lab hour

This course examines the automated systems for the capture, storage, retrieval, analysis and display of spatial data. Topics include automated geography, spatial analysis, map as model, GIS data structures, GIS data input, storage and editing, classification, statistical surfaces, spatial arrangements, cartographic modeling, output from analysis, and GIS design and implementation. *Pre-requisite: CS 151*

### **ENVS 320 Toxicology of Environmental and Industrial Agents**

3 credits; 3 class hours

A introduction to the principles of toxicology, absorption, distribution, metabolism, excretion and effects of toxic chemicals such as pesticides, metals, chemical carcinogens, air, water, and soil pollutants, radiation and industrial solvents. Hazardous waste and consumer products. *Pre-requisite: ENVS 304*

### **ENVS 390 Special Topics on the Environment**

3 credits; 3 class hours

This course is designed to facilitate timely incorporation of current environmental issues, particularly issues that may have a disproportionate impact on urban communities. . The course will therefore focus on initiatives such as green businesses, green construction, green communities, and green buildings stressing at all times their connection to environmental sustainability and energy efficiency. The course will further outline the significance of green certification as it applies to businesses, products and professions. *Pre-requisite: ENGL 211*

### **ENVS 400 Natural Resource, Conservation and Management**

3 credits; 3 class hours

This course is designed to provide the interdisciplinary perspective that is required for devising solutions to today's many natural resource management problems. 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-requisite: MTH 204*

### **ENVS 404 Internship**

3 credits; 3-6 class hours

For the final semester, students are required to work at least three hours per week with an environmental concern providing one of the following services: Air Quality and Pollution Control, Energy Development, Conservation, and Recovery, Environmental and Ecology Studies, Environmental Impact Analyses, Facility Operation and Management, Hazardous and Toxic Waste Management, Industrial Waste Control and Treatment, Human Settlements and Environmental issues, Laboratory Services, Marine Waste Disposal and Nearshore Oceanography, Regional Water Pollution Control Planning, Sewage Treatment and Disposal, Sludge Handling and Disposal, Solid Waste Management, Storm Drainage and Flood Control, Water Supply, Treatment and Distribution, and finally, Research. *Pre-requisites: ENVS 313, CHM 303 and CHM 311*

### **ENVS 405 Pollution Control and Prevention**

3 credits; 3 class hours

This course focuses on the rapidly developing new technology for the control of pollutants. It therefore provides very detailed discussion on such topics as source and emission controls. The course will draw attention to the following subjects: particulate and gas controls for stationary and mobile sources of air quality, and water treatment. The only effective way to prevent air pollution is to prevent the release of pollutants at the source. This course will outline modifications on combustion and the technology for the treatment of industrial exhaust gases before they are released into the atmosphere will also be addressed. *Pre-requisites: ENVS 301 and ENVS 303*

**ENVS 413 Field Study**

3 credits; 9 class hours

In this course students will be required to plan, complete and report on actual environmental projects. Environmental projects may be drawn from the following examples: the pollution of beaches, parks and other recreational facilities in New York City and surrounding areas, illegal dump sites, the stock piles, and abandoned sites in New York City; the level of compliance of small businesses in central Brooklyn with federal, state, and local environmental and occupational laws; the effectiveness of New York City Department of Environmental Protection (DEP) in poor neighborhoods; pollution and contamination linked to businesses operation in central Brooklyn, and finally the compliance of area residents with new recycling laws. Students will be taught how to design and implement projects and how to prepare environmental reports. Three to four students will be assigned to each environmental project. *Pre-requisites: ENVS 302 and ENVS 400*



# Department of Mathematics

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Mansouri, Darius Movasseghi, Umesh Nagarkatte  
Herbert Odunukwe, Homeira Pajooresh, Wayne  
Russell, Lavoizier St. Jean, Mahmoud  
Sayrafizadeh, Ventura Simmons,  
Bart Van Steirteghem, Joshua Sussan  
Raymond Thomas, Cesar Valverde

## GENERAL INFORMATION

The mission of the Department of Mathematics is to engage students in substantial intellectual endeavors, to increase students' appreciation of the role of mathematics in the evolution of human culture, and to prepare students for careers in which mathematics is directly or indirectly involved. The Department of Mathematics is committed to a curriculum that prepares students to meet the challenges of a changing society. Since mathematics is an essential part of higher education, students in the sciences, humanities, social sciences, or other professional fields will find that the Department offers courses to meet their needs. Course offerings in mathematics are divided into the following three areas: basic skills, general core, and courses for mathematics and science majors.

## DEPARTMENTAL PROGRAMS

### Pre-College Mathematics Program

The Pre-College Mathematics Program is offered to high school juniors and seniors who have a consistent record of good performance and who are interested in pursuing careers in mathematics, engineering, computer science, and the natural sciences. Students will be permitted to register for one introductory college level course each semester. These courses carry full college credit for any student who attends Medgar Evers College as a matriculated student. Students are expected to attend classes regularly and are responsible for completing all assignments. The Program is tuition free.

High school students who are interested in this Program should contact the College Now Program at (718) 270-6413 for information and application forms.

### Undergraduate Research Program

The Undergraduate Research Program is designed for students who have demonstrated an exceptionally high level of performance in upper-level mathematics courses, and who possess the talent and the commitment to carry out expository or original research in mathematics. Students interested in the Undergraduate Research Program should contact the Department's Chairperson.

## DEGREE OFFERINGS

### Bachelor of Science in the Mathematical Sciences

A dedication to a modern view of undergraduate mathematics education, both in philosophy and specific program details, is a central feature of this degree program. A fundamental goal of this program is to provide minority students with greater access to educational opportunities in advanced mathematics at the undergraduate level and thereby increase the overall presence of currently under-represented minorities in the mathematical sciences and in the mathematics-based disciplines. The positive attitude, well-focused and solid curriculum, consistently high standards, and innovations are the main features of this program which attract and retain students.

The goals of the Bachelor of Science Degree Program in the Mathematical Sciences are two fold:

1. To prepare students for mathematics-based careers in such fields as actuarial science, systems analysis, computer science, industrial/engineering research, and technology; and,
2. To prepare students for graduate studies in pure or applied mathematics or in fields that requires a substantial mathematics background, such as the natural, computer and engineering sciences.

In order to accomplish these goals the Department has instituted a curriculum designed to reflect the changing needs of society with the following objectives in mind:

1. To educate students to become not mere technicians, but responsible, thoughtful human beings who can successfully negotiate their way in an increasingly scientific and technologically oriented society;
2. To provide students with a solid background in undergraduate mathematics without neglecting students' needs for general education in the arts and sciences;
3. To increase the number of professionally and occupationally competent people to serve inner cities;
4. To provide students with the essential knowledge and skills necessary for career advancement; and,
5. To prepare students for leadership roles so that they can be energizers or change agents in the community.

## PROGRAM REQUIREMENTS

### Admissions Criteria

Students who complete MTH 151 (Pre-calculus) with a grade of "C" or better, or who have placed out of this course by examination will be eligible for admission to the program. At the time of admission a departmental advisor will be assigned to each student and an individual counseling/progress file will be opened in the Department.

**Academic Standards**

Continuation in the program requires a grade of "C" or better in all courses in Components I-VI. (See Components listing below.)

**Bachelor of Science Degree in the Mathematical Sciences:**

The Bachelor of Science Degree Program in the Mathematical Sciences prepares students for Mathematics-Based Careers or Graduate School. The Bachelor of Science Degree in the Mathematical Sciences requires the completion of one hundred twenty (120) credits. **Note:** Although certain pre-calculus courses will satisfy the College Core, they will not count for this Bachelor of Science Degree Program.

B.S. in Mathematics		
<b>REVISED PROGRAM</b>		
<b>FIXED/REQUIRED CORE</b>		
Course	Course Title	Credits
<b>English Composition</b>		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
<b>Mathematics and Quantitative Reasoning</b>		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 138 College Algebra & Trigonometry		
<b>Life and Physical Sciences</b>		
BIO 101	Introduction to the Science of Biology	3
OR	OR	
PHS 101	Introduction to Physical Science	3
PHY 114	Basic Physics (RECOMMENDED)	
<b>TOTAL</b>		<b>12</b>
<b>FLEXIBLE CORE</b>		
<b>World Cultures and Global Issues</b>		
ENGL 212	World Literature: The Evolving Canon	3
<b>U.S. Experience in its Diversity</b>		
HIST 200	The Growth and the Development of the U. S.	3
<b>Creative Expressions</b>		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
<b>Individual and Society</b>		
SSC 101	Culture, Society, and Social Change	3
<b>Scientific World</b>		
BIO 211	Biotechnology & Society	3
PHY/L/W 211	Physics I (RECOMMENDED)	3
<b>TOTAL:</b>		<b>18</b>
<b>COLLEGE OPTION</b>		
	Electives from College Option	12
<b>TOTAL:</b>		<b>12</b>
<b>MAJOR REQUIREMENTS &amp; ELECTIVES</b>		
FS 101	Freshman Seminar	1
MTH 151	Pre-calculus	4
MTH 202	Calculus I	4
MTH 203	Calculus 4	
MTH 204	Calculus III	4
MTH 205	Elementary Differential Equations	3
MTH 207	Linear Algebra I	3
MTH 237	Probability and Statistics	3
MTH 206	Introduction to Mathematical Proof	4
MTH 311	Advanced Calculus I	4
MTH 308	Abstract Algebra I	
OR	OR	
MTH 335	Discrete Mathematical Structures	4
MTH 312	Advanced Calculus II	4
MTH 315	Complex Variables I	4
MTH 309	Abstract Algebra II	
OR	OR	
MTH 345	Mathematical Modeling	4
CS 151	Introduction to Computing	3
MTH 405	Senior Seminar	1

Specialized Course Selections	<b>12</b>
<b>Interest-Based Electives</b>	<b>12</b>
<b>TOTAL</b>	<b>78</b>
<b>GRAND TOTAL</b>	<b>120</b>

Specialized Course Selections Choose 3 courses from below

MTH 305	Number Theory
MTH 316	Complex Variables II
MTH 324	Introduction to Differential Geometry
MTH 353	General Topology
MTH 360	Numerical Analysis
MTH 317	Linear Algebra II

**Interest-Based Electives**

Completing the minor in Computer Science, Physics, Earth System Science, Environmental Science, Space Science, Biology or Chemistry; OR

Completing 12 credits chosen from: 300 or 400-level Mathematics, Computer Science or Physics courses not used to satisfy another component of the program; PHY 212; PHY 213; mathematics based courses in Biology, Chemistry or Economics; OR

Completing 12 credits in a discipline approved by the Departmental advisor and the Chairperson.

For additional major requirement details for B.S. in Mathematical Science. See Chair or Academic Advisor

**COURSE DESCRIPTIONS****MTH 115 Nature of Mathematics I**

3 credits; 3 class hours, 1 conference hour

This course is designed to provide the students in the liberal arts with an introduction to some of the major concepts of modern mathematics. Topics include why and how numbers were invented, history of mathematics; set theory and Venn diagrams, comparative study of algebra of sets, and algebra of numbers, applications to logic circuits; selected topics from number theory; counting and elementary probability; compound interest, discrete and continuous. Calculators and computers will be used to do experiments and illustrate mathematical concepts. Writing assignments will be given culminating in a term paper. *Pre-requisite: MTH 010 or Placement by CUNY COMPASS Assessment Tests for Incoming Students*

**MTH 136 Intermediate Algebra and Trigonometry**

3 credits; 4 class hours

This course is designed to provide students in general with the knowledge and skills needed for further studies in the mathematical and physical sciences as well as in such fields as accounting and finance, marketing and management. The topics to be discussed in this course include rational and polynomial expressions, graphical methods, solving equations and systems of equations by Cramer's Rule, principles of analytic trigonometry, exponentials and logarithms, induction, the binomial theorem, progressions, conic sections. Applications to various fields will be emphasized. Electronic calculators will be used throughout the course to perform detailed numerical calculations. *Pre-requisite: Exit from Academic Foundations or Initial Placement by CUNY COMPASS Assessment Tests*

### **MTH 138 College Algebra And Trigonometry**

3 credits; 5 class hours

This course is designed to provide initial preparation in mathematics for students who are majoring in, or who intend to major in, the mathematical sciences, computer science, or environmental science. It is also for those in other science programs whose course of study requires advanced mathematical skills and training. A thorough understanding of the topics to be studied in this course will form the essential background for further studies in the mathematical and physical sciences and related fields. The topics to be discussed include solutions of compound statements including absolute value equations and inequalities, rational and radical equations and inequalities, the algebra of functions, modeling with exponential and logarithmic functions, systems of linear equations by the Gaussian and Gauss-Jordan elimination methods, nonlinear systems of equations and inequalities, conic sections and parametric equations, modeling with exponentials and logarithms, sequence and series, the binomial theorem, and mathematical induction. Topics from trigonometry include trigonometric functions and their inverses, graphs, identities and equations, the laws of sines and cosines with applications, polar coordinates and De Moivre's theorem. Electronic calculators and computers (based on availability) will be used throughout the course to perform detailed numerical calculations, and graphical presentations. *Pre-requisite: Exit from Academic Foundations or Initial Placement by CUNY COMPASS Assessment Tests*

### **MTH 141 Finite Mathematics**

4 credits; 4 class hours

This course is designed to provide non-science majors with the mathematical background required for the applications of elementary quantitative methods to problems in business and the social sciences. The topics covered include basic probability theory and its applications, introductory statistics, matrices and linear programming, as well as concepts from precalculus and calculus such as set relations and functions, introduction to limits, and the rule for differentiating simple algebraic functions. Whenever appropriate, computers and calculators will be integrated into the course. *Pre-requisite: MTH 136 or MTH 138*

### **MTH 151 Pre-Calculus**

4 credits; 4 class hours; 1 lab hour

This course is designed to provide students with the mathematical preparation necessary for a successful study of calculus. It also gives students in general education an opportunity to fulfill their desire for a mature investigation and understanding of the level of mathematics beyond the Algebra sequence through the study of real functions. In the study of the properties of real functions, both analytical and graphical methods will be used. Whenever possible, an effort will be made to apply mathematics to problems in the sciences and other disciplines. Topics include absolute value equations and inequalities; polynomial, rational, trigonometric, exponential and logarithmic functions and composite and inverse functions. Computers and calculators will be utilized throughout the course to enhance understanding of mathematics concepts. *Pre-requisite: MTH 136 or MTH 138*

### **MTH 202 Calculus I**

4 credits; 4 class hours; 2 lab hours

The analysis of functions numerically, graphically, and algebraically, aided by technology; velocity and distance; Riemann sums; the integral assigned area; Fundamental Theorem of Calculus; anti-derivatives and the indefinite integral; basic properties of integrals; integrals tables; techniques of closed form integration; numerical integrations; Taylor series; applications of integrals to problems in geometry and the sciences. *Pre-requisite: MTH 151 with a Grade of "C" or Better*

### **MTH 203 Calculus II**

4 credits; 4 class hours; 2 lab hours

The analysis of functions numerically, graphically, and algebraically, aided by technology; velocity and distance; Riemann sums; the integral assigned area; Fundamental Theorem of Calculus; anti-derivatives and the indefinite integral; basic properties of integrals; integrals tables; techniques of closed form integration; numerical integrations; Taylor series; applications of integrals to problems in geometry and the sciences. *Pre-requisite: MTH 202 with a Grade of "C" or Better*

### **MTH 204 Calculus III**

4 credits; 4 class hours; 2 lab hours

This course generalizes the concepts and applications of the differential and integral calculus of functions of one variable to higher dimensions. The analysis of multivariable functions numerically, graphically, and algebraically aided by technology; partial derivatives, directional derivative; Taylor approximations; optimization, the quadric surfaces, polar, cylindrical, spherical coordinates; vector fields, line and surface integrals; multiple integrals. *Pre-requisite: MTH 203 with a Grade of "C" or Better*

### **MTH 205 Elementary Differential Equations**

3 credits; 3 class hours; 1 lab hour

This course is designed to introduce students to the idea and nature of ordinary differential equations. Computers will be integrated in teaching the theory and applications in gaining insight into the solution of both linear and nonlinear differential equations. Topics covered include direction fields, phase planes and phase portraits; first order equations, higher order equations, systems of first order differential equations, the Laplace transform; and series solutions. *Pre-requisite: MTH 203 with a grade of C or better*

### **MTH 206 Introduction to Mathematical Proof**

4 credits; 4 class hours

This course is designed to provide students in the mathematical sciences degree program with a general introduction to the formal language and methods of proof and argument that are universally applied in the mathematical sciences. The close relationship between language (both natural and symbolic) and mathematical abstractions will be discussed in detail. The roles of undefined terms and defined terms in mathematics as well as the distinctions between them will be presented and illustrated. The basic mathematical terminology and standard notational systems will be presented, and students will be shown how to devise acceptable and efficient descriptive notation and symbols that may be required for specific mathematical tasks. The concepts of logical truth and consistency, along with the qualifiers and their use will be analyzed in detail. The construction method, the choose method, and the first and second principles of

mathematical induction will be discussed in detail as will the indirect methods of proof by contradiction and proof by contrapositives. Proofs based on arguments by the method of exhaustion along with arguments based on the exhibition of a counterexample will be presented and illustrated. The distinction between general proofs and specific illustrations (examples) will be emphasized. Existence and uniqueness arguments from various branches of mathematics will be presented. Writing original proofs and detailed analyses will be emphasized throughout the course. When appropriate, computers will be used to test specific cases of general principles. *Pre-requisite: MTH 202*

### **MTH 207 Linear Algebra I**

3 credits; 3 class hours; 1 lab hour

The course is designed to introduce students to elements of finite dimensional vector spaces over real numbers; linear transformations and applications; system of matrices; independence of vectors, bases, dimension; dot product; projections; linear transformations, matrix representation; eigenvalues and eigenvectors, diagonalization. *Pre-requisite: MTH 202*

### **MTH 209 Elementary Statistics**

4 credits; 4 class hours

This course is designed to provide students with the basic statistical techniques commonly used in data collection, analysis and interpretation. Familiarity with such techniques is essential for any program of study and is vital for the nursing program. Topics include tabulation and presentation of data by charts and graphs; description of data using numerical measures: mean, median, mode, percentiles, variance and standard deviation; description of bi-variate data by scatter diagram, correlation co-efficient and regression line; intuitive development of probability for studying binomial and normal distributions; and applications to statistical inference such as estimation and tests of hypotheses. Required for nursing students. Whenever appropriate, computers and calculators will be integrated into the course. Not open to Science and Business students. *Pre-requisite: MTH 136 or MTH 138*

### **MTH 213 Introduction to Statistics**

3 credits; 3 class hours; 1 lab hour

This course is designed to provide students with an introduction to basic statistical techniques commonly used in data analysis and business operations. This course focuses on the use of statistics as a tool to navigate and make sensible decisions in an increasingly quantitative world. Topics include tabulation and presentation of data; descriptive statistics; elementary probability theory; binomial and normal distributions with applications to sampling theory; the Central Limit Theorem; confidence intervals; hypothesis testing; correlation; linear regression. Statistical computer programs will be integrated into the course and will be used extensively. Not open to Science and Nursing students. *Pre-requisites: MTH 136 or MTH 138*

### **MTH 215 Nature of Mathematics II**

4 credits; 4 class hours

This course is a continuation of MTH 115 and is designed to provide the students in the liberal arts with additional major concepts of modern mathematics including the design of mathematical models that describe real world situations and how these models can be used to obtain solutions to a wide variety of practical problems. Topics include interest, annuities and amortization, inferential statistics, application of symbolic logic and predicate calculus to switching circuits, graph theory and its applications. *Pre-requisite: MTH 115*

### **MTH 220 Introduction to College Geometry**

3 credits ; 3 class hours

This course is designed to provide students with a survey of geometry and geometric methods. Students will be introduced to axiomatic systems and will be shown how different systems result in different geometries. The relationship between algebra and geometry will be examined in terms of coordinates in the plane and space. The perimeter, area and volume formulas for elementary plane and solid figures will be derived and applied to practical problems. The nature of proofs and their development from basic principles will be emphasized as will computational methods and compass and straightedge constructions. Non-Euclidean geometry will be investigated. *Pre-requisite: MTH 136 or MTH 138*

### **MTH 222 Introduction to Probability and Statistics**

4 credits; 4 class hours

This course is designed to provide students with an introduction to statistical techniques commonly used in scientific research and business operations. The course will provide a strong foundation of statistical concepts for science and business majors. Topics include tabulation and presentation of data; numerical descriptions by measures of central tendency, measures of variability and measures of position; elementary probability theory leading to probability distributions and applications in statistics; binomial and normal distribution with applications to sampling theory and statistical inference such as estimation and test of hypotheses based on small and large samples; bi-variate data and correlation analysis; contingency tables and tests based on chi-square distribution; and introduction to analysis of variance. Whenever appropriate, computers and calculators will be integrated into the course. Not open to students majoring in Mathematics. *Pre-requisite: MTH 136 or MTH 138*

### **MTH 231 Mathematics for Elementary Educators**

3 credits; 3 class hours

This course is designed to help prospective teachers of elementary school mathematics to view elementary mathematics from a higher standpoint. Students will be provided with an enriched background in a broad selection of topics from advanced mathematics through exploration, conjecture and reasoning. The topics covered include numeration system, number theory, decimals, ratios, and percents, intuitive plane and solid geometry and mensuration, construction, magic square and modular arithmetic, probability and statistics. Whenever appropriate, computers and calculators will be integrated into the course. *Pre-requisite: MTH 136 or MTH 138*



### **MTH 237 Probability and Statistics**

3 credits; 3 class hours

This course will provide a calculus-based introduction of probability theory and applications to statistical inference. Topics will include discrete and continuous probability distributions, moment generating functions, laws of large numbers, limit theorems, sampling distributions, and statistical inference using  $z$ ,  $t$ ,  $f$  and  $\chi^2$  distributions.

*Pre-requisite: MTH 203*

### **MTH 241 Calculus for Business and Social Sciences**

4 credits; 4 class hours

This course is designed to provide non-science majors with a mathematical background required for the application of elementary quantitative methods to problems in business and the social sciences. This course is also designed to provide students with a solid background in those topics from calculus that have applications in the study of business and economics. Topics to be studied include the derivative, graphing and optimization, and the chain rule. Integration techniques will be developed and then applied to business and economic problems. Topics from multivariable calculus include the use of the Lagrange multiplier in maxima and minima problems. The method of solving initial-value problems involving first-order linear differential equations and their applications to business, economics, and social sciences will be presented. *Pre-requisite: MTH 141*

### **MTH 305 Number Theory**

3 credits ; 3 class hours

This course is intended to introduce students to classical number theory, including its proof techniques and history. Topics include divisibility, primes and their distribution, congruence, quadratic residues, Diophantine equations, continued fractions, and number-theoretic functions. *Pre-requisite: MTH 206*

### **MTH 306 Set Theory**

3 credits; 3 class hours

This course is designed to provide students with a thorough knowledge of notations, concepts, and language of set theory. The axiomatic basis of set theory will be presented, as will operations relations and functions, and composites. The Axiom of Choice, Zorn's Lemma, and the Well-Ordering Principle will be discussed. Ordinal and transfinite recursion and ordinal arithmetic will be explored. The Schroeder-Bernstein Theorem will be presented, as will countability, cardinality and cardinal arithmetic. *Pre-requisite: MTH 206 or Permission of Chairperson*

### **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 206*

### **MTH 309 Abstract Algebra II**

3 credits; 3 class hours

This course is designed to provide a deeper investigation of the structures and proof techniques introduced in MTH 308. Among the topics to be discussed will be the Sylow theorems, algebraic free abelian groups, group representations, factor rings and ideals, modules, field extensions, Galois Theory, and selected applications of abstract algebra. *Pre-requisite: MTH 308*

### **MTH 310 Matrices and Groups for the Sciences**

3 credits; 3 class hours

This course is specifically designed to provide students in the space science program, the chemistry and the environmental science program, the physics program, and the computer science program with a survey of the basic tools from abstract and linear algebra that are used by physical scientists. The traditional topics on sets, basic counting principles and formulas, relations, mappings, linear transformations and matrixes as well as applications of these concepts to the sciences will be discussed in detail. Basic matrix algebra, inverses, transposes, adjoints and special matrices (such as unitary and hermitian matrices), along with systems of linear algebraic equations will be presented. Eigenvalues and eigenvectors, diagonalization of matrices and functions of matrices will be studied and applications of matrices to such areas in the physical and computer sciences as quantum mechanics, physical chemistry, advanced inorganic chemistry and networks, and computer graphics will be emphasized. Throughout the course the emphasis will be on the application(s) of abstract mathematical systems to the physical sciences. Use of the mathematical software MAPLE will be emphasized for all numerical and graphical work. *Pre-requisite: Permission of chairperson*

### **MTH 311 Advanced Calculus I**

3 credits; 3 class hours

This course will offer an introduction to the rigorous analysis of functions of one and several variables that will provide students with the background needed for advanced study in pure and applied analysis. Topics will include properties of the real number system, limits, continuity, differentiability, vector analysis, and introductory differential geometry. *Pre-requisite: MTH 203 and MTH 206*

### **MTH 312 Advanced Calculus II**

3 credits; 3 class hours

This course will offer a continuation of the rigorous analysis of functions begun in MTH 311. Topics will include multiple integrals, line and surface integrals, Green's Theorem, Stokes' Theorem, infinite series and improper integrals. *Pre-requisite: MTH 311*

### **MTH 315 Complex Variables I**

3 credits; 3 class hours

The course is designed to provide a rigorous introduction to the theory and applications of functions of a complex variable. Among the topics to be discussed are complex numbers, complex functions, analytic and harmonic functions, the Cauchy-Riemann equations, complex integration, Cauchy's integral theorem, Liouville's Theorem, Taylor and Laurent series, singularities, residues, the Argument Principle, and Rouché's Theorem. *Pre-requisite: MTH 203*



## MTH 320

**MTH 325 Modern Differential Geometry**

3 credits; 3 class hours

This course will provide students with a rigorous introduction to the modern theory of differential geometry which will enhance students' abilities to use analysis and computers to solve intricate geometry problems. Among the topics to be treated are plane curves, curves in space, tubes and knots, calculus on Euclidean space, non-orientable surfaces, ruled surfaces, intrinsic geometry, principal curves and umbilici points on surfaces, and minimal surfaces. *Pre-requisite:* MTH 324

**MTH 330 History of Mathematics**

3 credits; 3 class hours

The course will examine the development of mathematics from antiquity to recent times, with particular attention paid to the contributions of non-Western cultures. The relationship between the evolution of mathematical thought and societal conditions will be highlighted. *Pre-requisite:* MTH 203

**MTH 332 Tensor Analysis**

3 credits; 3 class hours

This course is designed to provide students in the Space Science Program, the Physics Program, and the Mathematical Sciences Program with a practical introduction to tensors. The course will emphasize those aspects of the theory, and cosmology. Eigenvectors and eigenvalues as well as bi-linear and quadratic forms will be discussed as will functions of matrices (such as the matrix exponential) and partitioning, Kronecker sums and products will be investigated in detail. Tensor formalism, notation, and algebra will be presented along with the Kronecker delta and its properties. Students will be given detailed instruction on how to express certain well-known principles (such as the Maxwell Equations) in tensor form. Covariant and contravariant tensors and vectors, symmetric tensors, associate tensors, the Ricci tensor and its properties, metric tensors, and other forms will be emphasized. Covariant formulation of electrodynamics, the Christoffel symbols, and the Riemann-Christoffel curvature tensor will be presented. *Pre-requisite:* MTH 320

**MTH 335 Discrete Mathematical Structures**

3 credits; 3 class hours

This introductory course will introduce the students to the major topics in elementary discrete mathematics and build skills in mathematical reasoning and proof techniques. The course will cover such topics as sets, algorithms, mathematical induction, recursion, counting techniques, relations, graphs, trees, Boolean algebra, and applications. *Pre-requisite:* MTH 207

**MTH 337 Probability Theory**

3 credits; 3 class hours

This course is designed to provide a rigorous treatment of the theory of probability, based on the introduction provided in MTH 237. The course will enhance students' abilities to use probabilistic models. Topics include set theory, basic definitions and concepts of probability, combinatorial analysis, independent events, random variables, discrete and continuous probability distributions, the Poisson and normal distributions, central limit theorem, law of large numbers, random walks, and Markov chains. *Pre-requisite:* MTH 237

**MTH 316 Complex Variables II**

3 credits; 3 class hours

After a review of selected results from MTH 315, the student will be introduced to more advanced topics in classical complex function theory. Topics to be discussed may include conformal mappings, the Riemann mapping theorem, analytic continuation, infinite products, the gamma function, asymptotic series, Jensen's theorem, the Phragmen-Lindelof theorems, and various applications of complex function theory. *Pre-requisite:* MTH 315

**MTH 317 Linear Algebra II**

4 credits; 4 class hours

This is a second course in linear algebra. It emphasizes abstract vector spaces and linear maps and provides a rigorous development of the fundamental theorems about them. Topics include vector spaces, linear maps, eigenvalues and eigenvectors, inner-product spaces and their operators, the polar and singular-value decompositions, the characteristic and minimal polynomials, the Jordan Normal Form. This course also covers applications of linear algebra to geometry, matrix analysis or data analysis. *Pre-requisite:* MTH 204, MTH 206 and MTH 207

**MTH 320 Vector Analysis**

3 credits; 3 class hours

This course will provide students with a survey of the algebra and calculus of vector-valued functions in the plane and in space. Vector product identities and the geometry of vectors will be presented. The differential calculus of vector functions will be studied and identities involving the Laplacian, the divergence, and the curl will be examined. Line, surface, and volume integrals will be presented. The theorems of Gauss, Green, and Stokes will be examined, as will generalized orthogonal coordinates and applications of vector analysis to physics. *Pre-requisite:* MTH 204

**MTH 324 Introduction to Differential Geometry**

3 credits; 3 class hours

This course is designed to provide students in the Mathematical Sciences Program with an introduction to the classical (local) differential geometry of curves and surfaces in  $R^3$  using vector methods. The concepts of arc length, curvature, torsion along with the fundamental systems of basic unit vectors and the associated lines and planes will be discussed. The Serret-Frenet formulas and their application and the moving trihedron will be investigated in detail. The representation problem in terms of the natural parameter (arc lengths) and the general theory of smooth space (twisted or gauche) curves will be emphasized, as will the representation problem and elementary theory of smooth surfaces embedded in Euclidean space. The First and Second Fundamental Forms will be presented and the various curves on embedded surfaces (such as lines of curvature, asymptotic lines, and directions) will be discussed, as will Meusnier's theorem, Euler's theorem and the Dupin indicatrix. Elementary principles and methods of the tensor calculus will be introduced as a means of investigating the Fundamental Theorem of Surface Theory, the Gauss-Weingarten equations, and the Mainardi-Codazzi equations. The Theorema Egregium of Gauss will be discussed, as will the concepts of geodesics and geodesic coordinates. The course will conclude with an analysis of the classical Gauss-Bonnet Theorem and its implications. *Pre-requisite:*

### **MTH 338 Mathematical Statistics**

3 credits; 3 class hours

This course will offer further rigorous treatment of the theory of statistics, based on the introductions provided by MTH 237 and MTH 337. The course will enhance students' appreciation of the role of statistics in modern research. Topics to be covered will include the nature of statistical methods, sampling theory, correlation and regression, analysis of variance, statistical inference, goodness of fit, small sample distributions, statistical design of experiments, and non-parametric methods. *Pre-requisite: MTH 337*

### **MTH 341 Special Functions of Mathematical Physics**

3 credits; 3 class hours

This course will offer a rigorous introduction to the class of special functions needed to solve problems in physics and engineering. Among the topics are Bessel functions, boundary value problems, hypergeometric functions, confluent and generalized hypergeometric functions, Jacobi elliptic functions and integrals, and applications to problems in geometry and physics. *Pre-requisite: MTH 204*

### **MTH 345 Mathematical Modeling**

3 credits; 3 class hours

This course is designed to provide an introduction to the principles and techniques of mathematical modeling that builds upon the mathematics the students have already seen, and enhances their abilities to apply mathematics to solve scientific and industrial problems. Topics will include the modeling process, graphs, proportionality, model fitting, optimization, experimental modeling, dimensional analysis and similitude, simulation modeling, dynamic systems, graph-theoretic models, game-theoretic models, and a summary of the modeling process emphasizing tools and the literature. *Pre-requisite: MTH 202*

### **MTH 349 Projective Geometry**

3 credits; 3 class hours

This course is designed to provide an understanding of the extended Euclidean plane; system of axioms; Desargue's and Pappus's theorems; projective theory of conics; finite planes; co-ordinatization of the projective plane. *Pre-requisite: MTH 206 and MTH 207*

### **MTH 350 Transformational Geometry**

3 credits; 3 class hours

This course is designed to provide an understanding of the Groups of Euclidean Motions of two and three spaces; similarities, inversions, projectivities; construction of conic sections, and the geometry of fractals. *Pre-requisite: MTH 206 and MTH 207*

### **MTH 353 General Topology**

3 credits; 3 class hours

This course is designed to provide a rigorous introduction to the concepts of point-set and algebraic topology that will provide a foundation for further studies in advanced mathematics and enhance students' abilities to think abstractly. Topics will include set theory, pseudometric spaces, topological spaces, continuous functions, connected and compact spaces, product spaces, sequences, complete pseudometric spaces, Euclidean spaces, quotient spaces, hyperspaces and multi functions, dimension, and an introduction to algebraic topology. *Pre-requisite: MTH 206 and MTH 207*

### **MTH 355 Partial Differential Equations**

3 credits; 3 class hours

This course is designed to provide students in the Space Science Program, the Physics Program, and the Mathematical Sciences Program with a survey of classical partial differential equations and boundary-value problems. The traditional classification schemes involving concepts such as linearity/non-linearity, homogeneity/nonhomogeneity, and constant/variable coefficients will be investigated. The emphasis will be on applications of partial differential equations to physics and chemistry. The method of separation of variables will be emphasized and Fourier series will be discussed. Orthogonal function and Green's functions will be presented along with the Fourier integral and double Fourier series. Laplace transform methods will also be examined as will the method of characteristics. Graphical and geometric methods will be presented. Although the emphasis throughout the course will be on closed-form solutions and the physical/geometrical interpretations of the equations and their associated boundary conditions, computers will be used for drill and practice work once the main analytical technique has been thoroughly investigated. *Pre-requisite: MTH 205*

### **MTH 358 Differential Geometry and Relativity Theory**

3 credits; 3 class hours

This course is designed to introduce students in the Space Science Program, the Physics Program, and the Mathematical Sciences Program to the application of the differential geometry of curves and surfaces to the classical theory of relativity. The concepts to be discussed will be presented first from a mathematical point of view and then from a physical point of view using mathematical formalism. The topics to be presented will include the theory of space curves and three-dimensional surfaces and their properties. These basic differential geometric concepts will then be used to develop the geometric principles that govern flat space-time or the special of relativity. The mathematical topics to be presented in this course will include a brief review of vector geometry and analysis, the hyperbolic functions, the geometry of curves and their representations, the geometry of surfaces in  $E^3$ , the first fundamental form, the second fundamental form, mean curvature, Gauss curvature, geodesics, the curvature tensor, the Riemann Theorem, Gauss and invariance, and extensions and manifolds. The topics from physics to be presented include an informal historical analysis of the differences between the assumptions of the Newtonian and the relativistic theories, a detailed of the early experimental verifications of the Einstein theory, Coordinates, the Galilean transformations, the Lorentz transformations, the paradoxes of special relativity the four-dimensional framework, the postulates of relativity, inertial frames of reference, space-time diagrams, the relativity of simultaneity, and the principles of temporal order and causality. *Pre-requisite: MTH 204*

### **MTH 359 Graph Theory**

3 credits; 3 class hours

This course is designed to provide a rigorous introduction to the concepts of graph theory that will prepare students for further studies in advanced pure and applied mathematics, as well as enhance their abilities to think abstractly. The course will cover graphs, algorithms, trees, paths and distance, networks, matching and factorization, Euclidian graphs, Hamiltonian graphs, planar graphs, graph coloring, digraphs, external graph theory, and additional applications. *Pre-requisite: MTH 206*

**MTH 360 Numerical Analysis**

3 credits; 3 class hours

This course will provide an introduction to numerical methods that provides the foundation for further work in pure and applied mathematics. The course includes a review of calculus, a survey of numerical software, solution of equations in one variable, interpolation and polynomial approximation, numerical differentiation and integration, initial value problems for ordinary differential equations, linear systems, iterative techniques in linear algebra, approximation theory, nonlinear systems of equations, and boundary value problems for ordinary differential equations. *Pre-requisite: MTH 203*

**MTH 400 Special Topics in Mathematics**

3 credits; 3 class hours

The content of this course will vary depending on the interests and needs of the students and the interests of the faculty. Selected topics in advanced mathematics will be discussed. The course will allow students to experience specialized areas of mathematics that are not a regular part of the curriculum. *Pre-requisite: Permission of chairperson*

**MTH 405 Senior Seminar**

1 credit; 3 class hours

This is a capstone course that builds upon the mathematical maturity developed in earlier courses. It will require the reading of current and classical articles in mathematics journals and will develop a student's ability to solve problems. The course will unify the students' previous course work and illustrate the power and usefulness of mathematics in the modern world. *Pre-requisite: Permission of chairperson*

**MTH 411/412/413 Independent Research I, II, III**

3 credits; 3 class hours

A minimum of 9 hours of conference and independent research per week will be required. Library and/or laboratory investigation of problems in mathematical science or related fields will be selected and pursued under the guidance of the faculty of the department. Regular meetings with advisor, presentation of findings at departmental seminars, and submission of a written report of research carried out will also be required. *Pre-requisite: Completion of all required 300 Level Courses or Permission of chairperson. Only 3 of these credits may be applied to the Bachelors degree.*

**MTHP 009 Arithmetic and Basic Algebra: Math I**

0 credits; 4 class hours

This course is designed to provide a foundation in the principles and methods of arithmetic and an introduction to basic algebra. Topics include number line concepts and diagrams, the arithmetic of whole numbers, integers, common fractions, decimals and percents, applications of integers, common factors, basic geometry, formulas, evaluation, ratio and proportions and solving simple equations in one variable. Furthermore, applications of fractions and percents to everyday problems as well as introduction to word problems are included. Computer aided instruction and calculators will be integrated into the classes; however, no calculators are used during exams. *Pre-requisites: Incoming Student and Placement by CUNY/COMPASS Assessment Test*

**MTHP 010 Elementary Algebra: 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. Computer aided instruction and calculators will be integrated into the classes. *Pre-requisite: MTHP 009 or Exemption by CUNY/COMPASS Assessment Test*

# Department of Nursing

**Chairperson:** Georgia McDuffie  
718 270-6222  
gmcduffie@mec.cuny.edu  
AB1-213

**Faculty:** Janice Bloomfield-Alves, Nicole Clark, Shirley Daniels, Michelle Gardner, Tonia Grant, Jean Gumbs, Juanita Hamilton-Gonzalez, Gale Harrison, Georgia McDuffie, Isoken Okhuaeheyi, Enest Richards, Cynthia Sterling-Fox

## GENERAL INFORMATION

The Department of Nursing (DON) is “committed to excellence in nursing education to ensure that our graduates know success, employ technological skills and enrich their community, nation and perhaps the world.” The DON philosophy addresses our commitment to creating a society in which each human being is valued and supported, which is consistent with our efforts in creating success one student at a time.

The Department of Nursing offers a Bachelor of Science (BSN) degree, an Associate in Applied Science (A.A.S.) degree and a Certificate in Practical Nursing (PN). The programs of study are designed to:

1. Provide a three step career ladder in nursing education.
2. Maintain academic excellence and encourage lifelong learning.
3. Reflect the awareness of the holistic health care needs of the residents of Central Brooklyn and New York City.
4. Ensure the graduate’s readiness for entry into the rapidly changing inner city urban health care delivery system.
5. Provide advancement in professional nursing leadership.
6. Prepare the graduate for the rapidly changing health care delivery environment and higher education in nursing.

## POLICY FOR CLINICAL NURSING STUDENTS

All CUNY nursing departments will require applicants for admission into nursing clinicals to provide documentation in one of the following categories:

1. U.S. Citizenship,
2. Permanent Residency,
3. International student with F1 Status,
4. Granted Asylum, Refugee Status, Temporary Protected Status, Withholding of Removal, or Deferred Action Status by the U.S. Government.
5. The CUNY Citizenship and Immigration Project provides free counseling to all CUNY students regarding immigration status (<http://web.cuny.edu/about/citizenship.html>).

## ACCREDITATION STATEMENT

Information regarding Department of Nursing AAS and BSN accreditation can be obtained from the Accreditation Commission for Education in Nursing (ACEN); 3343 Peachtree Road, NE, Suite

850; Atlanta, Georgia 30326 Tel: 404-975-5000; Fax: 404-975-5020 or [www.acenursing.org](http://www.acenursing.org). Information regarding state approval status may be obtained from the New York State Education Department (NYSED) at 518 474-3817 or [www.op.nysed.gov](http://www.op.nysed.gov).

## ACADEMIC STANDARDS

Students in the department are expected to pass required nursing courses with a grade of “C” or better in the BSN program and B- or better in the AAS and PN programs. To graduate, a student must maintain a Grade Point Average of at least 2.5 for the BSN program and 2.7 for the AAS and PN programs.

## CERTIFICATE IN PRACTICAL NURSING (CPN)

The Practical Nursing Certificate Program is eighteen (18) months in length. It consists of three (3) semesters. Medgar Evers College provides an opportunity to eligible applicants for entry into a College-based Practical Nurse Program. The Practical Nurse Program of study is an upward mobility opportunity for selected applicants to achieve a Certificate in Nursing. Upon completion, the graduate of the PN Program is eligible to sit for the NCLEX-PN.

## Program Purposes

1. Provide a program of study designed for students who wish to qualify to sit for the National Council Licensure Examination for the Practical Nurse (NCLEX- PN).
2. Prepare the graduate to practice as a beginning Nurse at the technical level under the direction of the Registered Nurse.
3. Provide a basic foundation for upward mobility in Nursing.

## Admission Requirements

Applicants to the Certificate may differ according to program in Practical Nurse Program at Medgar Evers College must:

1. Hold a High School Diploma or a General Equivalency Diploma (GED).
2. Complete all basic skills course work prior to admission into the Nursing major.
3. Take and pass all three (3) areas of the CUNY Skills Assessment Examinations (Reading, Writing, Mathematics) prior to entry into the CPN Program of study.
4. Achieve a satisfactory score on the NLN Pre-entrance Examination and attend an interview.
5. Attend interview by Nursing faculty prior to admission.
6. Provide current medical clearance to include occupational exposure health requirements.
7. Provide current medical clearance to include New York State Department of Health requirements.
8. Possess current CPR Certification from the American Heart Association.
9. Have a satisfactory Physical Examination record on file which includes Hepatitis B testing.
10. Purchase of MEC Nursing student uniform upon admission into the first Nursing course.



11. Achieve a "B-" or better in all Science and Nursing courses.
12. A criminal background check may be required.
13. Any requirements as determined by the Department.
14. These requirements may be subject to change. Students will be notified accordingly.

**CERTIFICATE IN PRACTICAL NURSING (CPN)  
FIXED/REQUIRED CORE – 12 Credits**

Course #	Course Title	Credits
ENGL 112	College Composition I	3
BIO 104	Human body Structure and function	4
NUR 023	Introduction to Practical Nursing	2
NUR/C/L 024	PN Fundamentals of Nursing	5
NUR 025	Nutrition	3
NUR 026	PN Pharmacology & Calculations	3
NUR/C/L 027	PN Medical/ Surgical Nursing I	6
NUR/C/L 028	PN Maternal & Child Health & Psychological Nursing	5
NUR/C/L 029	PN Medical/ Surgical Nursing II: Specialties	7
NUR 030	PN State Board Review	1
GRAND TOTAL		39

**RETENTION/PROGRESSION THROUGH THE CERTIFICATE IN PRACTICAL NURSING (CPN) PROGRAM**

All students must meet the following requirements for retention and progression through the practical nursing courses:

Students who fail to receive a satisfactory grade of "B-" or better in a 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. Sequential completion of all pre-requisite and required nursing courses with a grade of "B-" or better in each course is required. Students who do not maintain a "B-" or better (minimum 2.7 G.P.A.) 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 to sit for the National Council Licensure Examination-Practical Nurse (NCLEX-PN). Students are expected to complete the Program in no more than three (3) years.

**Associate in Applied Science (AAS) in Nursing**

Medgar Evers College offers an Associate in Applied Science degree in Nursing which prepares the individual to enter the profession as a Registered Nurse. The Associate Degree Program provides the foundation for entry into undergraduate study for the achievement of a Bachelor of Science in Nursing.

The **mission** of the Department of Nursing is to prepare the beginning technical nurse to function as a provider of care, communicator, decisionmaker, client-educator 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:**

1. Prepare the entry-level technical nurse who will qualify to sit for

the National Council Licensure Examination (NCLEX-RN).

2. Prepare the graduate who will be accountable and responsible nursing care provider to clients with common well-defined health problems in structured health care settings.
3. Provide opportunities which will encourage pursuit of lifelong learning and professional and personal development.

**Admission Criteria Requirements**

All requirements for admission to Medgar Evers College must be met. For progression to the Clinical Nursing Phase, students must meet additional requirements. These requirements, include, but may not be limited to:

1. Completion of Medgar Evers College/CUNY Skills Assessment Examinations (Reading, Writing, and Mathematics).
2. Enrollment at Medgar Evers College a minimum of one semester.
3. Maintain a "B-", or higher, in all Science and Nursing courses.
4. Completion of College Core requirements.
5. Minimum 2.7 cumulative Grade Point Average required.
6. A criminal background check may be required.
7. Completion of the application process for acceptance into the Clinical Nursing Phase.
8. Repeat the science courses which are 5 years or older upon application to enter clinical phase.
9. Satisfactory score on the National League for Nursing Pre-Admission Examination-RN (Verbal Ability, Mathematics, Science and Composite Score).
10. Attend required interview by nursing faculty.
11. Submission of writing sample required.
12. Achievement of satisfactory Math score prior to acceptance.
13. Meet all admission requirements to the Nursing Program.
14. These requirements may be subject to change. Students will be notified accordingly.

The AAS Program in Nursing is designed to be completed in five (5) semesters. However, there are a limited number of seats in the Clinical Sequence, and entrance is not automatic. Regarding status of first-time admission into the Program of Nursing, students are encouraged to maintain contact with his/her academic counselor in the Academic Advising Center.

**A.A.S. in Nursing**

**REVISED PROGRAM**

**FIXED/REQUIRED CORE – 12 CREDITS**

Course #	Course Title	Credits
	English Composition	
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
	Mathematics and Quantitative Reasoning	
MTH 136	Intro to Algebra and Trigonometry	3
	Life and Physical Sciences	
BIO/L 251	Human Anatomy & Physiology I	4
TOTAL		13



**FLEXIBLE CORE**

Scientific World		
BIO/L 252	Human Anatomy & Physiology II	4
TOTAL		4

**MAJOR REQUIREMENTS**

BIO/L 261	Pathogenic Microbiology & Immunology for Health Professions	4
CHM/L 105	Chemistry for Health Professions	4
CIS 101	Computer Fundamentals	3
NUR/L/S 130	Fundamentals of Nursing Practice	6
NUR/L/S 131	Clients with Altered Psychosocial Functioning	5
NUR/L/S 132	Commonly Occurring Health Problems I	6
NUR/L/S 271	Commonly Occurring Health Problems II	8
NUR/L 272	Childbearing /Childrearing	6
NUR 273	Transition to Nursing Practice	2
PSYC 101	Introduction to Psychology	3
TOTAL		47
GRAND TOTAL		64

**RETENTION AND PROGRESSION THROUGH THE ASSOCIATE IN APPLIED SCIENCE (AAS) IN NURSING CLINICAL NURSING SEQUENCE**

All students must meet the following requirements for Retention and Progression through Nursing courses and must have:

1. Current medical clearance to include occupational exposure health requirements.
2. Current medical clearance to include New York State Department of Health requirements.
3. Satisfactory health physical on file which includes Hepatitis B testing.
4. Current Cardiopulmonary Resuscitation Certification (CPR) from the American Heart Association.
5. Physical clearance must state that student is physically able to perform all Clinical Course Requirements as mandated by the Department of Nursing and affiliating agencies.
6. Minimum 2.7 cumulative Grade Point Average upon admission into nursing through graduation.
7. Purchase of a MEC nursing student uniform upon admission into the first Nursing course.
8. "B-" or higher in all Nursing (NUR) courses.
9. Pass clinical, skills lab, and theory portions of each NUR course.
10. Achieve a "B-" or better in all Science courses.
11. Meet all requirements as outlined by the Department without exception.

Students who do not receive a satisfactory grade of "B-" or better in a Nursing course may repeat one (1) Nursing (NUR) course one (1) time only during their Progression through the Nursing Program. Students are expected to complete the Associate degree Nursing Program in no more than four (4) years.

Students repeating a Nursing course must earn a minimum grade of "B-" in the repeated Nursing course as well as a minimum GPA of 2.7 in order to continue progression through the Nursing Program. Achievement of less than a "B-" in a repeated Nursing course will

result in the dismissal of the student from the Nursing Program. Students wishing to repeat any Nursing course must petition the Department in writing. Once admitted into the AAS program, the nursing student is assigned to a nursing advisor.

**Readmission to the AAS Nursing Program**

Re-admission in a NUR course is based upon availability of space. Readmission is not automatic. Students, who have not been in attendance for one (1) or more consecutive semesters, must apply for re-admission to the College in the Office of Admissions, and meet all program requirements in effect at the time of re-admission. Students must apply for re-admission in writing, sixty (60) days prior to the date of requested re-admission. The written request is submitted to the Departmental Admission, Retention, and Progression Committee (ARPC) requesting continuation in the Clinical Nursing Phase. Only if space is available and all requirements are met that are in effect at that time, may the student be considered for re-entry into the Program. Students may be required to take Achievement/Placement Exams at student's expense. Prospective re-admitted students must demonstrate acceptable psychomotor skills.

Medgar Evers College will award the Associate in Applied Science degree in Nursing upon the student's completion of all sixty-four (64) required Nursing Program Credits. Graduates are then eligible to apply to sit for the NCLEX-RN. The NCLEX-RN application requirements include:

1. Completion of all AAS degree requirements for the College;
2. Completion of all Program requirements as outlined by the Nursing Department;
3. Valid Student Social Security Number;
4. Minimum age of eighteen;
5. Good moral character and standards as defined by the New York State Education Department's Professional Licensure Board of Nursing.

**BACHELOR OF SCIENCE IN NURSING (BSN)**

The **mission** of the Department of Nursing is to prepare BSN graduates to function as primary health care providers engaged in a broad range of health promotion, maintenance, and restoration activities to diverse populations in a variety of settings with a strong community focus.

The Department offers a baccalaureate completion program for registered nurses designed specifically for the graduates of Associate Degree and Hospital Diploma nursing programs. The program further aims to broaden knowledge and develop skills in nursing leadership and management. It also provides the foundation for graduate studies in advanced nursing practice as a clinical specialist or nurse practitioner as well as preparation for teaching, administration, and research in nursing.

**Program Goals**

1. Prepare a beginning generalist professional nurse.
2. Provide broad-based knowledge and skills in nursing leadership and management.
3. Provide a foundation for graduate studies in advanced nursing

practice and education.

### Admission Requirements

For admission into the Baccalaureate Completion Program, a candidate must be a Registered Nurse (RN) with a current New York State license and meet all other college admission requirements. On admission, all RNs are granted sixty (60) credits toward the BSN degree.

**Note: All the required nursing credits in this program must be earned at Medgar Evers College. Nursing credits from other institutions cannot be transferred to meet the nursing credit requirements of this program.**

### Retention and Progression

The student in the BSN Program must earn a "C" or better in each required nursing course, and in each general education course. In addition, each student must maintain an overall grade point average (GPA) of at least 2.5 in order to retain his/her standing in the program. Any student with a GPA of less than 2.5 will be required to withdraw from the Program. Every student is expected to complete the program in no more than (5) years; otherwise, the student will be required to withdraw from the program. A student who is advised to withdraw from the program should meet with his/her own academic advisor for appropriate guidance. Every BSN student is assigned to a faculty/academic advisor on entering the program.

### Graduation

The RN is awarded 60 credits upon admission, plus the 60 credits earned in this BSN completion program. To qualify for graduation, the BSN student must earn a total of 120 college credits. The graduate will be awarded a Bachelor of Science Degree in Nursing.

#### B.S. IN Nursing REVISED PROGRAM FIXED/REQUIRED CORE

Course	Course Title	Credits
Completion of AAS or Diploma in Nursing upon entrance		60
<b>TOTAL</b>		<b>60</b>

#### FLEXIBLE CORE

World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.	3
Creative Expressions		
ART 100	Introduction to World Art	
or	or	
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
<b>TOTAL</b>		<b>12</b>

#### COLLEGE OPTION

(Nursing degree program specific waiver)

ENGL 313	Writing for Science and Technology	3
PHIL 201	Introduction to Ethics & Social Philosophy	3
<b>TOTAL</b>		<b>6</b>

Students enrolled in this program have earned an associate degree in nursing. As a result, only 6 College Option credits are required.

This program has a waiver to specify courses students must take in the College Option.

### MAJOR REQUIREMENTS & ELECTIVES

BIO 323	Pathophysiology	3
CIS 280	Computer Applications in Health care	3
MTH 209	Elementary Statistics	4
NUR 304	Perspectives on Professional Nursing:	
	Past and Present	3
NUR/L 316	Health Assessment of the Adult Client	4
NUR/L 318	Community Health in Diverse Populations	5
NUR 321	Introduction to Nursing Research	4
NUR 322	Psychosocial Health in Groups	3
NUR/L 421	Nursing Leadership and Management	4
NUR 422	High Risk Families across the Life Span	3
NUR 425	Professional Nursing and Trends	
	in Health care Delivery	3
SSC 305	Critical Issues in Society	3
<b>TOTAL</b>		<b>42</b>
<b>GRAND TOTAL</b>		<b>120</b>

Major Requirement Details for BS in Nursing.

### COURSE DESCRIPTIONS

#### NUR 023 Introduction to Practical Nursing

2 credits; 2 class hours

This course provides the student with an overview of the historical development of nursing in general, and the roles and responsibilities of the practical nurse in particular. Nursing will be introduced to students within the framework of Maslow's basic hierarchy of human needs and the nursing process. Emphasis will be placed on assisting the student to acquire skills in gathering information, which will be needed to build a solid foundation for success in the nursing program. Students will also be introduced to the concepts of the PN Program framework which include health, human beings, education, and nursing. *Pre-requisite: Successful Completion of Admission Process; Letter of Acceptance into the Nursing Major/Co-requisites: ENGL 112 and BIO 104 and NUR 024*

#### NUR/NURC/NURL 024 PN Fundamentals of Nursing

5 credits; 3 class hours; 2 hours skills lab; 6 hours clinical

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: NURC 024 and NURL 024/Pre/Co-requisites: ENGL 112 and BIO 104 and NUR 023*

### **NUR 025 Nutrition**

3 credits; 3 class hours

This course introduces the P.N. student to the concepts of nutrition and how application relates to the clients' level of wellness and well-being. The student will have the opportunity to identify and discuss the nutritional health practices among diverse urban populations. Students will learn the dietary significance of carbohydrates, proteins, lipids, vitamins, minerals and other selected aspects of nutrition as they relate to clients across the health care spectrum. Students will explore how culturally diverse populations differ in their nutritional intake and how these differences may impact the client's health status. *Pre-requisites:* ENGL 112 and BIO 104 and NUR 023 and NUR 024 *Co-requisites:* NUR 026 and NUR 027

### **NUR 026 PN Pharmacology and Calculations**

3 credits; 3 class hours

This course is designed to introduce the practical nursing student to basic concepts related to classifications of medications and specific body responses. Emphasis will be placed on the nurse's responsibilities in the administration of medication and drug calculations. During the 2 hour skills lab focus, students are expected to develop skills in calculating drug dosages through extensive practice. Students will also practice administering medications in a simulated environment. *Pre-requisites:* ENGL 112, BIO 104, NUR 023, and NUR 024/*Co-requisites:* NUR 025 and NUR 026

### **NUR/NURC/NURL 027 Medical & Surgical Nursing I**

6 credits; 4 class hours; 2 skills lab hours; 6 clinical hours

This course introduces the student to the roles, functions and responsibilities of the Practical Nurse in the care of adults with common recurring medical/surgical diagnoses. The student will be guided to plan and provide care while integrating relevant concepts from the physiological, psychosocial, cultural and spiritual domains. Clinical experiences will be provided in acute care settings enabling the student to transfer theory into practice. *Pre/Co-requisites:* ENGL 112 and BIO 104 and NUR 023 and NUR 024 and *Co-requisite:* NURC 027 and NURL 027, NUR 025 and NUR 026

### **NUR/NURC/NURL 028 PN Maternal Child Health/Psychosocial Nursing**

5 credits; 3 class hours; 2 skills lab hours; 6 clinical hours

This course introduces the student to maternal child health and psychosocial nursing. The student will explore principles of family centered care, health promotion, illness prevention, theoretical perspectives of human development, the nature of health and communication across the life span in a psychosocial context. The student also explores the roles and responsibilities of the Practical Nurse in the care of clients during the perinatal period and the continuum from infancy through adolescence. Planning care for the infant, child, and pregnant woman, based on anatomical, physiological, and psychosocial differences are emphasized. The influences of ethnicity and culture on childbearing and childrearing are examined. Nursing needs of clients experiencing stress, anxiety, loss, grief, and death are discussed. Classroom content on mental illness and substance abuse will be expanded in clinical experiences. The student will integrate the nursing process, principles of therapeutic communication, safety, and growth and development, and family roles into the care of clients in health care settings. Clinical experiences will be provided to enable the student to transfer theory into practice of the MCH and psychosocial client. The student

will spend five weeks in pediatrics, five weeks in obstetrics and five weeks in mental health settings. *Pre-requisites:* ENGL 112 and BIO 104 and NUR 023 and NUR 024 and NUR 025 and NUR 026 and NUR 027 *Co-requisites:* NURC 028 and NURL 028, and NUR 029 and NUR 030

### **NUR/NURC/NURL 029 PN Medical Surgical Nursing II**

7 credits; 5 class hours; 2 skills lab hours; 6 clinical hours

This course continues the exploration of the roles, functions and responsibilities of the Practical Nurse in the care of adults with selected, specialty oriented medical/surgical problems. The student will be guided to plan and provide care integrating relevant concepts from the physiological, psychosocial and spiritual domains. Clinical experiences in medical/surgical specialty units; observational experiences in the Operating Room, transplant, and renal dialysis units will be arranged. These experiences will aid the student to develop a well-rounded view of nursing and enable him/her to transfer higher concepts of theory into practice. *Pre-requisites:* ENGL 112 and BIO 104 and NUR 023 and NUR 024 and NUR 025 and NUR 026 and NUR 027/*Co-requisites:* NURC 029 and NURL 029 NUR 028 and NUR 030

### **NUR 030 PN State Board Review**

1 credit; 2 class hours

This course includes didactic and computer exercises to prepare practical nurse students for the NCLEX-PN. The test plan and test taking skills are used as a guide for course presentation. Review questions will reflect the components in the test plan as well as current nursing practice. Diskettes will be used in the computer laboratory experience to realistically simulate the computerized method for taking the NCLEX. Correct answers and the rationale for selection of answers will follow each review, each review test, and comprehensive examination. An important component of this course requires that the student register to take NCLEX-PN. This is to ensure the student the best opportunity to be successful the first time taking the exam. Computer laboratories will be available for student's required practice and self-paced learning. Guided independent study is a major focus of the course. *Pre-requisites:* ENGL 112, BIO 104, NUR 023, NUR 024, NUR 025, NUR 026 and NUR 027/*Co-requisites:* NUR 028 and NUR 029

### **NUR/NURL/NURS 130 Fundamentals of Nursing Practice**

6 credit; 3 class hours; 2 skills lab hours; 6 clinical hours

This course introduces the student to the nursing profession, the theoretical framework, and essential components of nursing practice in the care of clients of diverse cultural backgrounds. Principles of pharmacology, drug calculation, and medication administration are incorporated to enable the student to begin the development of a comprehensive approach to clinical practice. The nursing process is introduced as a foundation for the development of critical thinking skills and competencies and concepts of teaching and learning in providing safe nursing care to individuals. Student learning experiences are provided in the classroom, college skills laboratory and variety of health care settings. The student will be introduced to the significance of nursing research and technology in clinical practice. *Pre-requisites:* (BIO 150, BIOL 150 & BIO 151, BIOL 151) or (BIO 251, BIOL 251), CHM 105, CHML 105, ENGL 112, MTH 136, PSYC 101 and Successful Department of Nursing Completion of Admissions Process/*Co-requisites:* (BIO 152, BIOL 152 or BIO 252, BIOL 252), NURS 130, NURL 130, ENGL 150



**NUR/NURL131 Care of Clients with Altered Psychosocial Functioning**

5 credits; 3 class hours; 6 clinical hours

This course is designed to provide the basic knowledge and skills to care for individuals with alterations in biopsychosocial functioning. It focuses on specific problems that occur along the health illness continuum and the impact these alterations have on the individual, family and society. Within the framework of the nursing process, students are exposed to role playing, assisted to develop therapeutic communication skills, and to recognize how persons of different cultures react to alterations in mental health. Students are assisted to enhance the use of self in client interactions. Clinical experiences are provided in acute or sub-acute care settings and selected community mental health centers. *Pre-requisites: (BIO 152 and BIOL 152 or BIO 252 and BIOL 252), ENGL 150 and NUR 130/Pre/Co-requisites: BIO 261 and NUR 132/Co-requisite: NURL 131*

**NUR/NURL/NURS 132 Commonly Occurring Health Problems 1**

6 credits; 3 class hours; 2 skills lab hours; 6 clinical hours

The focus of this course will be on care of adult clients with commonly occurring health problems. The course continues to build on the concepts and principles presented in Fundamentals of Nursing Practice. Emphasis is continued on pharmacology, drug calculation, and medication administration. There will be a recurrent focus on the application of the nursing process and the ongoing development of competencies in providing care for individuals and families. *Pre-requisite: NUR 130, BIO, 252, BIOL 252, ENGL 150/Pre/Co-requisites: BIO 261, BIOL 261, /Co-requisite: NURS 132, NURL 132, and NUR 131*

**NUR/NURL/NURS 271 Commonly Occurring Health Problems II**

8 credits; 3 class hours; 2 skills lab hours; 12 clinical hours

This course explores commonly occurring health problems that impact on alterations in the gastrointestinal, renal, neurological, 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. *Pre-requisites: NUR 130, NUR 131, and NUR 132/Pre/Co-requisite: CIS 101 or CL 101/Co-requisite: NURL 271, NURS 271*

**NUR/NURL/NURS 272 Care of Childbearing/Childrearing Family**

6 credits; 3 class hours; 2 skills lab hours; 6 clinical hours

This course combines the fundamental principals underlying the nursing care of the childbearing family before, during, and after parturition with the major health care needs of the child as he/she evolves from infancy to adolescence.

Aspects of childbearing in the developing family at different stages of the life cycle are introduced. Students build on their problem solving and critical thinking skills when planning nursing care of the mother and/or child. They are expected to integrate and synthesize knowledge from nutrition, pharmacology, growth and development, and biological, physical and behavioral sciences into the plan of

care. Learning opportunities are provided in the classroom, college skills laboratory, and a variety of settings such as acute care, comprehensive health care centers, clinics, family planning centers, head start programs, and day care centers. *Pre-requisites: NUR 130, NUR 131, NUR 132, NUR 271, BIO 251, BIO 252, BIO 261; CHM 105; ENGL 112, ENGL 150, MTH 136, PSY 101, CIS 101 or CL 101/Co-requisite: NUR 273*

**NUR 273 Transition to Nursing Practice**

2 credits; 2 class hours; 2 computer lab hours

This course introduces the student to current issues and trends in healthcare delivery. It is designed to facilitate the transition from the role of nursing student to that of beginning practitioner. Components of the course focus on nursing as a profession, and incorporate principles of management, legal and ethical issues, current legislative, and political trends in nursing and health care. The leadership role is explored within the context of nursing practice in a variety of structured settings. Students will perform a self-assessment to determine readiness for the NCLEX-RN Examination. The course will include didactic and computer exercises providing students the opportunity for individual preparation for the national exam. An important component of the course requires that the student take the NLN Diagnostic Test to determine student's readiness to take the NCLEX. Learning experiences are provided in the classroom and College skills laboratory. Students will be required to use the computer labs for required practice and self-paced learning and to further develop their computer skills as well as to familiarize themselves with computer technology that will be used to take the certifying examination. Additionally, the student will register to take the NCLEX-RN to ensure the student the best opportunity to be successful the first time taking the examination. *NUR 130, NUR 131, NUR 132, NUR 271, BIO 251, BIO 252, BIO 261; CHM 105; ENGL 112, ENGL 150, MTH 136, PSY 101, CIS 101 or CL 101/Co-requisite: NUR 272*

**NUR 304 Perspectives on Professional Nursing: Past and Present**

3 credits; 3 class hours

This course traces the history of nursing from its ancient beginning and monastic movement to the establishment of organized nursing and post Nightingale era. Emphasis is placed on the social climate of the times and the impact of development of nursing as a profession. The history evolves through the leadership of early nursing pioneers, extending to modern day reformers in health care. *Pre-requisites: Current New York State RN license and Medgar Evers College admission requirements.*

**NUR/NURL 316: Health Assessment of the Adult**

4 credits; 3 class hours; 3 lab hours

This course provides students the skills for further refinement in the assessment of the health status of individual adults in the context of the family for early case finding, referral and follow-up skills. Drawing on the conceptual framework of growth and development, the nursing process is utilized in the collection and recording of relevant data, especially health history and complete physical assessment to identify normal and deviations from wellness in the adult client. Guided college laboratory experience provides opportunity for practice and refinement in the necessary hands-on skills and techniques. *Pre-requisite: NUR 304/Co-requisite: NURL 316*

**NUR/NURL 318 Community Health Nursing in Diverse Populations**

5 credits; 3 class hours; 6 lab hours

This course integrates the knowledge of professional nursing and concepts of family and community client systems in developing comprehensive community nursing care skills. Emphasis is placed on health promotion, health maintenance, health teaching and disease prevention. Principles of epidemiology and the nursing process provide a framework for maximizing the health of the community. Clinical laboratory experience in diverse community health settings enable students to identify relevant concepts and apply principles of teaching in family and community environments. *Pre-requisites: MTH 209, NUR 304, NUR 316, ENGL 210/Co-requisites: NURL 318, NUR 321, NUR 322*

**NUR 321 Introduction to Nursing Research**

4 credits; 4 class hours

This course is designed to promote the student's understanding of the research process, using critical appraisal. Upon completion of the course, the student can review, and use research findings in nursing and other disciplines which are applicable to clinical practice. Emphasis is placed on using research as the basis for clinical decision-making that demonstrates quality and cost-effective outcomes of nursing care. Ethical, moral, and legal issues are considered in relation to nursing research. *Pre-requisites: MTH 209, NUR 304, NUR 316/Co-requisites: NUR 318, NUR 322*

**NUR 322 Psychosocial Health in Groups**

3 credits; 3 class hours

Students are introduced to group dynamics concepts within the context of general systems theory. The concept of health and the relativity of mental health as a function of cultural and environmental factors are explored. A number of specific group dynamics with implications for increased awareness of self and others in goal development, decision-making, and leadership functions are examined with a view to enhancing individual effectiveness and mental health in group settings. *Pre-requisites: NUR 304, NUR 316/Co-requisite: NUR 318, NUR 321*

**NUR/NURL 421 Nursing Leadership and Management**

4 credits; 3 class hours; 3 lab hours

This course explores contemporary leadership and management concepts, models, and strategies and the functions of managers, leaders, and professional colleagues in nursing. Management theories and their applicability to nursing are examined with the technological developments that contribute to managerial role taking. Leadership concepts, principles and management skills, those external socioeconomic and ethno-political factors that influence health care delivery are further examined. To enhance the pragmatic appreciation of the theoretical component of this course, students are provided an opportunity to understudy a nurse manager as a preceptor in an assigned clinical nursing setting. *Pre-requisites: NUR 304, NUR 316, NUR 318, NUR 321, NUR 322/Co-requisites: NURL 421, NUR 422*

**NUR 422 High Risk Families Across the Lifespan**

3 credits; 3 class hours

This course explores the role and functions of the nurse in facilitating change and promoting family wellness in high risk situations across the life span. The student learns how to assess growth and development patterns of the individual and family units, assists in reducing or eliminating risk situations and facilitates adaptation as necessary. The course provides an overview of caring within the intergenerational family, including challenges, decision making and transitions that occur in the life span. *Pre-requisites: NUR 304, NUR 316, NUR 318, NUR 321, NUR 322/Co-requisite: NUR 421*

**NUR 425 Professional Nursing and Trends in Health Care Delivery**

3 credits; 3 class hours

This course describes health care services and how they are delivered according to different national and global systems, intergenerational relationships, allocation of resources and the effect of technical advances. Emphasis is on the impact of trends in various models of health care delivery, the roles and functions of professional nurses and their responsibilities for ethical, legal, and cultural issues. *Pre-requisites: NUR 304, NUR 316, NUR 318, NUR 321, NUR 322, NUR 421, NUR 422*

**HSA 300 Principles of Health Services Administration**

3 credits 3 class hours

This course is designed to provide an overview of the role of health services administration (HSA) in today's complex and competitive markets. The scope of HSA and its interrelated components will be described, analyzed, defined and illustrated. The delicate balance between cost and services and how it pertains to the individuals' health and well-being will also be addressed. This course will be presented in four parts: Part I - Health Services administration in the United States; Part II - Who provides the services and in what settings; Part III - Cost, Regulations and Ethics; Part IV - National Health Care Policy and Reform. *Pre-requisite: MAN 200 or MAN 211*

**HSA 302 Health Perspectives in the U.S. A**

3 credits 3 class hours

This course provides an overview of the health status of different populations in the United States and examines the determinants of health among diverse groups. Concepts of epidemiology, health promotion and disease prevention are discussed. Students will explore the efforts of health beliefs and the impact of different life styles on the health of populations across the life span. *Pre-requisite: CIS 211*

**HSA 304 Human Resource Management and Labor Relations in HSA**

3 credits; 3 class hours

This course is designed to provide insight into the human dynamics or psychology behind the management of human resources; to present an overview of the functional activity areas of people engaged in personnel work, including the legal ramifications of this work; to examine the role and responsibilities of the human resource manager as he/she relates to four key organizational variables: productivity, morale and satisfaction, the organizational system and cost effectiveness. *Pre-requisites: MAN 200 OR MAN 211, CIS 211*



**HSA 310 Health Planning and Policy Issues**

3 credits; 3 class hours

This course is designed to introduce students to current issues and trends in the area of health planning and policy administration. Knowledge of major theoretical applications policy and practice issues will be addressed as they apply to a conceptual framework. This course is organized to present information about the types of institutional planning, obstacles and resources. Contemporary public health issues and social problems will serve as a focal point for understanding the relationship between the planning environment and health policy implementation. *Pre-requisites: (CIS 211 and HSA 300) and (MAN 314 or PSYC 325)*

**HSA 400 Issues and Trends in Health Services Administration**

3 credits 3 class hours

This course is designed to present information about the historical antecedents, characteristics of earlier movements, basic concepts and definitions, ethical standards and the role and function of law in the practice of health services administration. *Pre-requisites: HSA 300 and MAN 314 or PSYC 325*

**HSC 210 Nutrition: Concepts and Principles**

3 credits 3 class hours

This course will focus on the application of principles of nutrition that relate to health and illness in a diverse urban population. Students will compare traditional dietary practices within cultures with scientific facts in order to assist individuals, families and communities in attaining healthier lifestyles. *Pre-requisite: None*

**HSC 301 Fundamental Concepts of Gerontology for Health Professionals**

3 credits 3 class hours

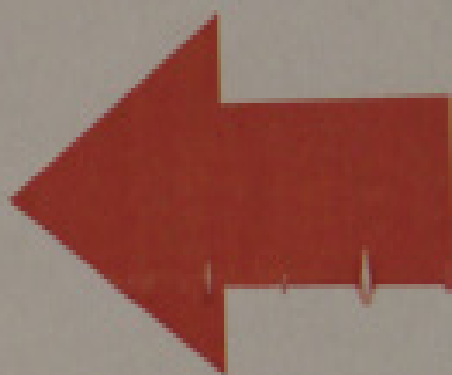
This course provides allied health students with a comprehensive overview of the interrelated biological, intellectual, spiritual, psychological, socio-cultural and environmental issues related to the aging process in a rapidly changing technological society. *Co-requisite: ENGL 150*

**HSC 302 Health Issues Throughout the Aging Process for the Health Professions**

3 credits 3 class hours

This course utilizes a multi-disciplinary approach in exploring issues relevant to the health care team members approach to care of the culturally diverse and rapidly increasing aging population in society and particularly in the inner city. Issues such as developmental issues in middle and older adulthood, demographics, economics, epidemiology, health care policy and practices, and advocacy are among those topics to be addressed. *Pre-requisite: HSC 301*

# Library Classroom



**ROOM 408**

Circulation  
& Reference  
Assistance



# Department of Physics and Computer Sciences

**Chairperson:** Wilbert Hope  
718 270-6453 office  
718 270-6197 fax  
wilbert@mec.cuny.edu

**Office:** A-506 E

**Faculty:** Shermane Austin, Stanley Bajue,  
Christopher Boxe, Ying-Wei Chow, John Gibbs,  
Wilbert Hope, Armando Howard, Leon Johnson,  
Hiroko Karan, Wilson Obi, Harini Patel, Dereck  
Skeete, Alicia Reid, Michelle Vittadello

## GENERAL INFORMATION

The Department of Physical & Computer Sciences (PCS) is dedicated to teaching and research in the physical sciences and technology. It offers:

1. Baccalaureate of Science Degree (BS) in Computer Science.
2. Associate of Science Degree (AS) in Computer Science.
3. Associate of Science Degree (AS) in Science (Chemistry, Physics, and Engineering concentrations) The AS Degree Programs are essentially transfer programs.

The **mission** of the Department is to prepare students for challenging entry level jobs in computer science, telecommunications, and applied sciences, as well as for graduate programs in atmospheric sciences, education and computer science. Accordingly, the Department focuses on the following goals:

1. to develop in our students high-level skills, such as problem solving, reasoning, and research capabilities;
2. to prepare students for graduate study in the Environmental and Computer Sciences, and B.S. programs in Physics and Engineering;
3. to prepare students to compete for well-paying positions in the applied and computer sciences;
4. to prepare students to create their own position in society (e.g. consulting, entrepreneurship) regardless of the economic climate.

## ACADEMIC STANDARDS

Students in the Department must pass all departmental required courses with a grade of "C" or better.

## NASA AND NSF PROGRAMS

NSF New York City Louis Stokes Alliance for Minority Participation (NYC-LSAMP) Program is a consortium of sixteen baccalaureate and Associate degree granting CUNY campuses and the Graduate School and University Center. It funds activities such as:

1. Smaller Science and Mathematics Classes
2. Curriculum Development
3. Student Support through Learning Centers
4. Students' Stipends for Tutoring

5. Undergraduate Research
6. Student Research Stipends

NASA Goddard Institute for Space Studies (GISS) Institute on Climate and Planets (ICP) is a collaboration between the Goddard Institute for Space Studies, the NYC-AMP project at CUNY, and the New York Public Schools. It involves college and high school students, their faculty, and GISS scientists in a team approach to carry out research projects in climate and planetary research. A summer institute provides an intensive academic and research experience with scientific collaboration continuing during the academic year both at GISS and on campus.

NASA Atmospheric/Ocean and Environmental Science Research Program is a collaboration between PECS and GISS. This campus based research program provides undergraduate and high school students the opportunity to be part of the NASA Earth Science Enterprise.

NASA Science and Technology Teachers for the Next Millennium Program is a collaborative effort between Medgar Evers College (CUNY) and the City College of New York (CUNY), which provides science and technology majors with the opportunity, knowledge, and skills to become teachers of secondary school science and technology in an urban, multicultural environment.

NASA Minority University Information (MU-SPIN) CUNY Network Resources and Training Site (NRTS) Network is a collaboration involving City College, Medgar Evers College, LaGuardia Community College, York College, and Queensborough Community College in order to develop an information infrastructure on each campus that may be applied to research and education activities.

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, Hayden Planetarium of the American Museum of Natural History, NASA Goddard Space Flight Center, and NASA Goddard Institute for Space Studies.

Undergraduate research includes:

1. Planetary Science
2. Earth-Sun Connection
3. Astrophysics

**THE COMPUTER SCIENCE PROGRAM****“Time, Effort, Integrity”**

The discipline of Computer Science requires a great deal of time and an honest effort on the part of those who study it! Our motto is: “Time, Effort, Integrity.” Computer Science is concerned with computers, their organization, the theory which underlies their existence, and their application. The Computer Science Program at Medgar Evers College prepares students with the core theoretical and applied knowledge, incorporating national computer science curriculum standards required for a professional or research career in a dynamic and evolving discipline. The program follows the guidelines of the Association for Computing Machinery (ACM) and the Computer Society of The Institute of Electrical and Electronics Engineers (IEEE- CS) Joint Curriculum Task Force, and combines rigorous academic study with the opportunity for a “hands-on/minds-on” experience.

Students enrolled in the Computer Science Program are provided with a strong mathematics, science, and core computer science background. In addition to an Advanced Computer Science concentration, the B.S. Degree Program in Computer Science offers concentrations in the areas of Telecommunications, and Computational Science. An important component of the Computer Science Program is the requirement for student internships and/or undergraduate research to develop the skills and expertise needed for success in industry and graduate school. The A.S. Degree in Computer Science is awarded to students who successfully complete the first two years of the B.S. Degree requirements in Computer Science. Dr. William C. Harris is Coordinator of the Computer Science Program.

**Bachelor of Science in Computer Science**

The B.S. in Computer Science Program requires 120 credits consisting of the following category of courses and credits:

<b>B.S. - Computer Science REVISED PROGRAM FIXED/REQUIRED CORE</b>		
Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
RECOMMENDED MATH COURSE: MTH 138 College Algebra & Trig		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	3
OR	OR	
PHS 101	Introduction to Physical Science	3
PHY 114	Basic Physics REQUIRED	
TOTAL		12
<b>FLEXIBLE CORE</b>		
World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U.S	3
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3

Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
CS 140	Computer Science Seminar(RECOMMENDED)	3
TOTAL		18

**COLLEGE OPTION**

(Computer Science degree program specific waiver)

Electives from College Option		
CS 151	Introduction to Computing(RECOMMENDED)	3
Foreign Language I (RECOMMENDED)		3
Foreign Language II (RECOMMENDED)		3
TOTAL		12

**MAJOR REQUIREMENTS & ELECTIVES**

CS 241	Discrete Structures	3
CS 244	Object-Oriented Programming	3
CS 246	Data Structures	3
CS 260	Digital Systems	4
CS 265	Unix Systems Programming	3
CS 281	Database Systems	3
CS 312	Analysis of Algorithms	3
CS 315	Operating Systems	3
CS 325	Computer Architecture	3
CS 345	Scientific Programming	3
CS 350	Programming Language Paradigms	3
CS 360	Software Engineering	3
CS 395	Theoretical Computer Science	3
MTH 151	Pre-calculus	4
MTH 202	Calculus I	4
Required Computer Science Electives (one from area A, B & C)		9
Technical Electives from below		6
Physics Requirements		8
Mathematics Requirements		7
TOTAL		78
GRAND TOTAL		120

**A. Networks**

CS 305	Data Communication	3
CS 307	Local and Wide Area Networks	3
CS 308	Computer and Network Security	3

**B. Platform-Based Development**

CS 309	Network Programming	3
CS 355	Mobile Applications Development	3

**C. Computational Science**

CS 319	Introduction to GIS	3
CS 321	Remote Sensing	3
CS 380	Intelligent Systems	3
CS 390	Scientific Programming II	3
AST 215	Space Science I	4
AST 216	Space Science II	4
MTH 204	Calculus III	4

**Technical Electives**

AST 300 Level		
CHM 300 Level		
CS 300 Level		
MTH 300 Level		
PHY 300 Level		

**Physics Requirements**

8		
PHY/L/W 212	University Physics II	4

PHY/L/W 213	University Physics III	4
Mathematics Requirements		7
MTH 203 Calculus II		4
MTH 237 Probability and Statistics		3

The satisfactory completion of one hundred twenty (120) credits of prescribed courses is required for the BS Degree in Computer Science. For additional [major requirement details for B.S. in Computer Science](#). See Chair or Academic Advisor

### Associate of Science in Computer Science

This Associate Degree Program is designed to encourage A.S. Degree graduates to enter into our B.S. Degree Program in Computer Science, and related programs in Computer Engineering, Telecommunications, or Applied Sciences. The program integrates seamlessly with our B.S. Degree Program in Computer Science and serves as its foundation. The A.S. Degree in Computer Science is awarded to students who successfully complete the first two years sixty (60) credits of the B.S. Degree requirements in Computer Science. These requirements include:

#### A.S. in Computer Science REVISED PROGRAM FIXED/REQUIRED CORE

Course	Course Title	Credits
English Composition		
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
Mathematics and Quantitative Reasoning		
MTH 115	Nature of Mathematics	3
REQUIRED MATH COURSE: MTH 138 College Algebra & Trigonometry		
Life and Physical Sciences		
BIO 101	Introduction to the Science of Biology	3
OR	OR	
PHS 101	Introduction to Physical Science	3
PHY 114	Basic Physics REQUIRED	
TOTAL		12
FLEXIBLE CORE		
World Cultures and Global Issues		
ENGL 212	World Literature: The Evolving Canon	3
U.S. Experience in its Diversity		
HIST 200	The Growth and the Development of the U. S.3	
Creative Expressions		
ART 100	Introduction to World Art	3
MUS 100	Introduction to World Music	3
Individual and Society		
SSC 101	Culture, Society, and Social Change	3
Scientific World		
CS 140	Computer Science Seminar REQUIRED	3
TOTAL		18
<b>MAJOR REQUIREMENTS</b>		
CS 151	Introduction to Computing	3
CS 241	Discrete Structures	3
CS 244	Object-oriented Programming	3
CS 246	Data Structures	3
CS 265	Unix Systems Programming	3
CS 281	Database Systems	3
MTH 151	Pre-calculus	4
MTH 202	Calculus I	4
MTH 203	Calculus II	4
TOTAL		30
GRAND TOTAL		60

The AS in Computer Science received a waiver to specify particular courses students must take in some areas of the Common Core.

### Computer Science Concentration / Elective

The one (1) credit computer science elective may be satisfied by completing either: a 300-level computer science course, a course requiring data structures as its prerequisite, or by completing a course chosen from one of the following areas:

#### Computer Science Areas of Concentration

1. General Computer Science
2. Telecommunications
3. Computational Science

**Students should consult with an Academic Advisor in the PECS Department when choosing their twelve (12) credits of computer science electives. Courses may be chosen from upper-level Computer Science, Telecommunications, and Computational Science courses. For additional major requirement details, see Chair or Academic Advisor.**

### Computing Facilities

The Medgar Evers College Research and Computing Facility, used by students and faculty, consists of several advanced microcomputer labs utilizing Microsoft Windows 2000, Windows XP, UNIX, Macintosh based machines, and the campus Local Area Network. The LAN provides campus computers with high-speed communications and a gateway to other CUNY computer resources and the Internet. There are twenty-one (21) computer labs supporting over 400 machines with support for various academic applications. Selected labs contain computerized projection-based systems for instructor-led courses.

The advanced computing lab, in the Department of Physical, Environmental and Computer Sciences, serves as an instruction and problem-solving lab for Linux systems research, education and practice. The graphics workstations in this lab enable faculty and students to use advanced data visualization techniques, including Computer-Aided Design (CAD) software, Image Definition Language (IDL), Advanced Visualization System (AVS), MATLAB, and IRAF. Additionally, the Medgar Evers College Computing Center interfaces with the City University Computing Center, one of the nation's most powerful university computer installations.

### The Computer Science Minor

Students from other disciplines may minor in computer science. A minor in computer science consists of twelve (12) credits including CS 151, CS 244, CS 260, CS 381, and a three (3) credit computer science elective, which must be at the 300 level, or selected from a course requiring data structures as its prerequisite. All 12 credits must have a grade of 'C' or better. Courses that substantially duplicate material covered in other courses for which credit has been granted are not acceptable. [Minor Requirement Details for Computer Science](#). See Chair or Academic Advisor

**Note:** CS 100 may not be applied toward the B.S. or A.S. Computer Science degrees, or the CS minor. **All 16 credits must have a grade of "C" or better.**



## COURSE DESCRIPTIONS

### **AST/ASTL 103 Astronomy**

3 credits; 3 class hours; 1 lab hour

This course is an introductory study of the structure of the universe from the Earth to the limit of the observable universe. Topics include stellar structure and evolution, the solar system, the Milky Way, galactic structure, and theories of the universe. Recent topics such as extraterrestrial life, neutron stars and pulsars, black holes, quasars, and background radiation are also discussed. Pre-requisite: Completion of developmental skills courses

### **AST/ASTL 215 Space Science I**

4 credits; 3 class hours; 3 lab hours

This course covers the fundamental concepts in Space Science. Topics include: Newton's laws of motion and universal law of gravity, vector algebra; the solar system, celestial mechanics, comparative planetology: Earth-moon system, Terrestrial planets, Jovian planets, atmospheres and geology, small bodies, exploration and water-life, electromagnetic radiation and atomic structure, telescopes and detectors; the Sun: structure, solar magnetism and energy transformations: Earth-Sun connection and geospace. Part of the course may be held at the Hayden Planetarium of the American Museum of Natural History or the NASA Goddard Institute for Space Science. *Pre/Co-requisite: MTH 202/Co-requisite: ASTL 215*

### **AST/ASTL 216 Space Science II**

4 credits; 3 class hours; 3 lab hours

This course covers the fundamental concepts in Space Science. Topics include: Multiple wavelength astronomy: radio, infrared, optical, UV, x-ray and gamma ray; stars: energy transport, magnitude and distance modulus; variable and binary stars, Hertzsprung-Russell diagram; interstellar medium, stellar structure and evolution; Milky Way galaxy: stellar distribution and population; galactic structure and evolution: active galaxies and quasars; Hubble's law; large scale structure of the universe: galaxy clusters and cosmology. Part of the course may be held at the Hayden Planetarium of the American Museum of Natural History or the NASA Goddard Institute for Space Science. *Pre-requisite: MTH 202/Co-requisite: ASTL 216*

### **AST 390 Advanced Topics in Space Science I**

3 credits; 3 class hours

This course analyzes in depth contemporary topics in Space Science and is offered according to the latest developments in the field and the needs of the students. Students are taught the underlying principles of analysis, design, and implementation issues involved in Space Science. Several examples and applications, using NASA and other scientific data, illustrate the theory and concepts covered. A detailed description for each special topic offering may be obtained in the Department office prior to registration. *Pre-requisite: AST 215 or AST 216 or permission of the chairperson/Pre/Co-requisite: MTH 202*

### **CS 100 Internet and Web Technologies**

3 credits; 3 class hours

This course provides students with practical knowledge about computer hardware and software, and a basic understanding of the underlying telecommunications technology of the Internet. Students learn to navigate and search the Internet, while exploring numerous research-related web sites using E-mail, FTP, WAIS and Telnet services. After exploring and using HTML to create

Web pages, JavaScript is introduced and used for developing client-side applications for Web browsers. These markup and script languages are used to introduce computer programming fundamentals. Students produce a publishable home page or other Web document as their final course project. *Co-requisite: MTH 138 or MTH 136 or Higher*

### **CS 102 Introduction to Electronic Game Design and Development**

3 credits; 3 class hours

This course is a hands-on introduction to Computer Science concepts using the design and development of electronic games as the primary application. Students will be introduced to game environments, architectures and design issues. The course will survey related Computer Science concepts in hardware, software, graphics, human-computer interaction and artificial intelligence. The software component will include high-level programming engines, and introduce both imperative and object-oriented programming. The course will use high-level drag-and-drop programming engines and game scripting languages that can be used to create animations and computer games. *Co-requisites: MTH 138 or higher and the completion of all developmental basic skills.*

### **CS 140 Computer Science Seminar**

3 credit; 3 class hours

Computer science seminar is designed to provide incoming students an overview of the field along with specific examples of problem areas and methods of solution. Students learn about the computer science degrees and computing trends. Each section is taught by a computer science faculty member, and will cover issues and opportunities in computer science. Special academic speakers and field trips to professional sites are also included. Students will learn individual and team study skills required for success in a computer science degree program, and professional ethics. *Pre-requisite: Completion of all developmental basic skills.*

### **CS 151 Introduction to Computing**

3 credits; 3 class hours

This course introduces the fundamental concepts of the discipline of computing, emphasizing elementary facts concerning computer architecture, programming languages, software methodology, and algorithms. Students learn how to solve problems using an appropriate block-structure high-level programming language. Programming topics include: basic data structures, control structures, data and procedure abstractions, functions and function parameters, recursion, pointers, classes and file processing. *Pre-requisite: MTH 151 or higher*

### **CS 241 Discrete Structures**

3 credits; 3 class hours; 1 lab hour

The objective of this course is to introduce the elements of discrete mathematics systems pertinent to the field of computer science. Through computer programming examples, exercises and case studies, students are taught the following mathematical concepts: sets and binary relations, functions, first-order logic, proof techniques, algebraic systems, graph theory, vectors and matrices, elementary probability theory, combinatorial computing and counting arguments. Definitions and analysis of algorithms are also introduced. *Pre-requisite: CS 151*

**CS 244 Object Oriented Programming and Design**

3 credits; 3 class hours; 1 lab hour

This course presents an object-oriented approach to software development used in large-scale programming projects. A software engineering methodology, such as the Unified Modeling Language (UML), will be used for object, dynamic, and functional modeling. Students learn how to implement a system using an appropriate object oriented programming language. Programming topics include: Classes and data abstraction, operator overloading, inheritance, virtual functions and polymorphisms, templates, exception handling, and class libraries including GUI applications. *Pre-requisite: CS 151*

**CS 246 Data Structures and Algorithms**

3 credits; 3 class hours; 1 lab hour

This course introduces the different ways that data is organized and stored in computer memory and the relevant procedures used in the manipulation of that data. The idea of abstract data types (ADTs) is first introduced, and then reinforced through the characterization of fundamental data structures in the discipline - stacks, queues, and trees. Other topics are recursive algorithms, dynamic storage, and complexity. Algorithms for searching and sorting are also implemented. *Pre-requisite: CS 244*

**CS 260 Digital Systems**

4 credits; 3 class hours; 3 lab hours

This course presents the theoretical principles and mathematical techniques involved in the hardware design of digital systems. Topics include: number systems and codes, Boolean algebra, Boolean functions, canonical forms, logic gate realization, universal gates, combinational and sequential circuits, and minimization of functions using Karnaugh maps, the Quine-McCluskey method and basic computer organization. Interactive circuit design software is used for laboratory experiments. *Pre-requisite: CS 252*

**CS 265 UNIX Systems Programming**

3 credits; 3 class hours; 1 lab hour

This course provides an in-depth study in the programming of UNIX systems. Topics include: UNIX commands, the UNIX File System and its related structures, Editors, the UNIX Command Interpreter, System Administration, Shell Programming, UNIX Applications Operating environments, communicating and networking through UNIX. *Pre-requisite: CS 244*

**CS 280 Artificial Intelligence**

3 credits; 3 class hours; 1 lab hour

This course examines the ideas and techniques underlying the design of intelligent computer systems. Topics include knowledge representation, heuristic versus algorithmic search methods, problem solving, game playing, logical inference, planning, reasoning under uncertainty, expert systems, learning, perception, natural language understanding, and intelligent agents. A functional programming language appropriate to Artificial Intelligence will be introduced. *Pre-requisite: CS 246*

**CS 281 Data Systems**

3 credits; 3 class hours; 1 lab hour

This course provides the basis for a solid education in the fundamentals of database technology. Topics include Database Management, Database System Architecture, Relational Data Base Systems (Query Languages, Application Development Systems),

Software Specific (Self Contained) and Hardware Specific (Data Base Machines). Data manipulation language studied include: SQL, relational calculus, Query-By-Example, and natural languages. *Pre-requisite: CS 246*

**CS 300 Theoretical Computer Science**

3 credits; 3 class hours; 1 lab hour

This course focuses on fundamental issues of Computer Science Theory, Automata and Formal Language Theory, and the Theory of Computational Complexity. Topics include formal languages, finite state automata, push down automata, Turing machines and the languages they recognize. This course also examines computability by recursive functions, Church's Thesis, undecidability, the classes P and NP, NP-complete problems and intractable problems. *Pre-requisite: CS 241*

**CS 302 Algorithms for Bioinformatics**

3 credits; 3 class hours; 1 lab hour

This is an interdisciplinary course that combines Molecular Biology, Chemistry, Mathematics, and Computer Science. It teaches (a) Bioinformatics computer skills, including, but not limited to searching, accessing, and analyzing public biological databases, (b) Applications of statistics to molecular biology, and (c) Bioinformatics algorithms and programming. *Pre-requisite: (BIO 101 or BIO 111) and BIO 102 and CS 151 and MTH 202*

**CS 305 Data Communications and Web Technologies**

3 credits; 4 class hours

This course is designed to provide the students with a fundamental technical and practical background in data communications with the context of network technologies. Topics include fundamental concepts of data communications; data transfer modes; the OSI model; transmission mediums and the physical layers; modems and modem standards; local area networks (LANs) and wide area networks (WANs); communications standards including communications codes, application support protocols, and network architecture; and intranet/Internet routers. *Pre-requisite: CS 246*

**CS 307 Local and Wide Area Networks**

3 credits; 2 class hours; 2 lab hours

This course covers computer network analysis and design and its applications. A variety of network topologies for centralized, decentralized and distributed networks will be discussed. Topics include LAN fundamentals, evaluating LAN cabling systems, switching techniques, routing algorithms, flow control, survey and comparison of existing commercial Local Area Networks. Students will learn to configure, install, operate, troubleshoot and administer networks. *Co-requisite: CS 305*

**CS 308 Computer and Network Security**

3 credit; 3 class hours; 1 lab hour

This course provides students with an understanding of key issues in the field of computer and network security include the role of information security, threats, cryptography, protocols, architectures and technologies for secure systems and services. *Pre-requisite: CS 246 and CS 265*

### **CS 309 Network Programming**

3 credits; 2 class hours; 2 lab hours

This course focuses on interconnecting Local Area Networks (LAN) into larger private and public networks including Enterprise and Wide Area Networks (WAN). Topics include network programming with Sockets, TCP/IP protocol stack, server side/client side applications programming. Students will have the opportunity to take Microsoft, Novell and Netscape examinations towards certification as Web Masters. *Pre-requisite: CS 305*

### **CS 310 Special Topics in Computer Science**

3 credits; 3 class hours

Courses on contemporary topics in computer science to be offered according to the latest developments in the field and the needs of the students. Students are taught the underlying principles of analysis, design, and implementational issues involved in computing. Several examples and applications are used to illustrate the theory and concepts covered. A detailed description for each special topic offering may be obtained in the Department office prior to registration. Students are also required to submit a research paper on an approved topic. *Pre-requisite: CS 246*

### **CS 312 Analysis of Algorithms**

3 credits; 4 class hours

This course covers measuring algorithmic complexity (ONotation); searching and sorting algorithms and their complexity; tree and graph algorithms and their complexity; classes of algorithms, such as divide-and-conquer, backtracking, greedy, probabilistic, etc. Computational complexity; the classes P and NP. *Pre-requisite: CS 246*

### **CS 315 Operating Systems**

3 credits; 3 class hours; 1 lab hour

This course is an introduction to operating systems. Topics include task management and scheduling, process and data management, resource allocation, interrupts, time sharing, concurrent processing, linear and tree-structured address space, resource allocation for multiprogramming, and queuing and network control policies. This course includes several detailed case studies that covers today's most widely used single-user, multi-user, and network operating systems. *Pre-requisite: CS 246*

### **CS 319 Geographical Information Systems**

3 credits; 3 class hours; 1 lab hour

This course examines the automated systems for the capture, storage, retrieval, analysis and display of spatial data. Topics include automated geography, spatial analysis, map as model, GIS data structures, GIS data input, storage and editing, classification, statistical surfaces, spatial arrangements, cartographic modeling, output from analysis, and GIS design and implementation. *Pre-requisite: CS 151*

### **CS 321 Remote Sensing: Computer Methods for Satellite Data Analysis**

3 credits; 2 class hours; 2 lab hours

This course emphasizes the scientific principles of satellite data analysis and efficiency of computer methods for carrying out this analysis and convert raw data into meaningful physical quantities. Topics include: concepts and systems, electromagnetic energy, photographs from aircraft and satellite, remote sensing in the visible and IR spectrum, active and passive remote sensing, thermal IR images, Earth resources, image processing and interpretation, meteorological, oceanographical and environmental applications, and monitoring natural hazards, geographic information system and overview of scatterometry. Course includes Hands-on demonstrations and data analysis of satellite data. *Pre-requisite: CS 151*

### **CS 325 Computer Architecture**

3 credits; 3 class hours; 1 lab hour

Topics include instruction formats and addressing schemes, arithmetic and logic unit design, control unit design, main memory technology, virtual, high speed, associate and read only memories, programmable logic arrays, computer organization including stack, parallel and pipeline, and system structures: time sharing, multiprocessing and networking. *Pre-requisite: CS 260*

### **CS 345 Scientific Programming I: Data Analysis**

3 credits; 4 class hours

This course is an introduction to numerical algorithms for scientific computation. It covers basic concepts of numerical error, interpolation, quadrature, vectors and matrices, solution of linear systems of equations, non-linear equations. Computer implementation aspects are also investigated. Student programming applications will involve real-world datasets from NASA missions, EPA and NOAA using C++ and Java. *Pre-requisites: CS 246 and MTH 202*

### **CS 350 Programming Language Paradigms**

3 credits; 3 class hours; 1 lab hour

This course provides an overview of the key paradigms used in modern programming languages and illustrates those paradigms with several programming languages. It also provides sufficient formal theory to demonstrate the role of programming language design in the context of the general computer science research agenda. *Pre-requisite: CS 246*

### **CS 355 Mobile Application Development**

3 credits; 3 class hours; 1 lab hour

This course introduces the principles of mobile application development, using the Android platform. Topics will include user interface building, input methods, methods for storing and retrieving information, Internet communication, hardware (GPS, camera, and sensors), multimedia, and mobile security. Projects will be deployed for real-world applications. Course work will include project conception and implementation of mobile phone software applications. *Pre-requisites: CS 244, CS 304, CS 265*

**CS 360 Software Engineering**

3 credits; 3 class hours; 1 lab hour

This course introduces students to the phases, methodologies and tools involved in the software production process. Topics include the software life cycle, specifications and design, quality assurance and testing, maintenance as well as related economic aspects in the production of software. Students are also introduced to design and documentation tools utilized by software engineers and issues related to portability and reusability. The course is also an introduction to technical writing. *Pre-requisite: CS 246*

**CS 380 Intelligence Systems**

3 credits; 3 class hours; 1 lab hour

This course examines the ideas and techniques underlying the design of intelligent computer systems. Topics include search methods, game playing, knowledge representation, logical reasoning, and reasoning with uncertainty. No prior knowledge of Artificial Intelligence is required. A functional programming language appropriate to Artificial Intelligence will be introduced.

*Pre-requisite: CS 246, MTH 201, MTH 237*

**CS 390 Scientific Programming II: Modeling and Simulation**

3 credits; 4 class hours

Simulation of dynamic, physical systems using models involving numerical and logical processes. Modeling concepts, description in terms of entities, attributes, and activities, time flow mechanisms, queues, event-oriented vs. particle-oriented models. Collection and evaluation of statistics. Simulation languages. Computer projects using a general-purpose language (e.g. C++) and at least one simulation language (e.g. GPSS) will be assigned. *Pre-requisite: CS 345*

**CS 392 Advanced Topics in Computer Science**

3 credits; 4 class hours

This course investigates the latest developments in the fields of Computer Science, Space Science, Earth Science and/ or Environmental Science. Students are taught the underlying principles, data acquisition and analysis. Several examples and applications are used to illustrate the theory and concepts covered. A detailed description for each special topics offering may be obtained in the Department office prior to registration. Students are required to submit a research paper on an approved topic. *Pre-requisite: CS 345*

**CS 401 Computer Science Internship/Research I**

3 credits; 6 class hours (minimum)

Students are required to participate in an internship or complete a significant research project during their senior year. This research and internship experience must involve project management: planning, scheduling, and production of a computing system. In addition to these technical skills, student should also develop an understanding of the social, ethical and economic considerations of project management. Students are required to attend weekly seminars, write an in-depth report, and give an oral presentation. *Pre-requisite: Permission of chairperson*

**CS 402 Computer Science Internship/Research II**

3 credits; 6 class hours (minimum)

This course is a continuation of CS 401. *Pre-requisite: CS 401*

natural resources. *Pre-requisites: ENVS 200 and ENVS 203*

**PHS 101 Introduction to Physical Sciences**

3 credits; 3 class hours; 1 lab hour

This course is designed to study the basic laws that govern the universe and how these laws are revealed to us. The topics covered include motion, atoms energy, forces, the interaction of atoms, the physical properties of substances, and the study of objects in the universe. Laboratory exercises are an integral part. Lectures are supplemented by demonstrations and hands-on experiments. Visits to scientific museums and centers are required. *Pre-requisites: Completion Math and Language Basic Skills*

**PHS 201 Research Methods and Laboratory Instrumentation**

2 credits; 3 class hours

This course is an introduction to the nature of scientific investigation and the skills needed to develop a research problem. Topics include the scientific process, research design, library and computer resources for literature review, analysis and presentation of data, use of computer for communications and data analysis, and the theory, design and operation of laboratory instrumentation. *Co-requisites: CS 241 or CHM 201 or PHY 211*

**PHS 203 Atmospheric Science (Meteorology)**

3 credits; 4 class hours

This course is an introduction to the principles and phenomena of the atmosphere, weather and climate. Topics include clouds, sky color, greenhouse effect, precipitation, storms, hurricanes, storm tracks, climates and the Ice Ages, weather analysis and forecasting. *Pre-requisites: PHY 212 and CHM 201*

**PHS 205 Ocean Science (Oceanography)**

3 credits; 4 class hours

Course Description: This course is an introduction to the basic concepts of the hydrosphere. Topics include: bathymetric features, origin of the hydrosphere, sea-level changes, wave formation, temperature, salinity, and density of the ocean, and principles governing atmosphere-coast-ocean interactions. *Pre-requisites: PHY 212 and CHM 201/Pre/Co-requisite: MTH 202*

**PHS 221 Introduction to Telecommunications**

3 credits; 4 class hours

This course is an introduction to the essentials of the transmission of information. Topics include historical development, basics of data transmission, audio, structural and pictorial information; use of computers in transmission, coding and decoding; technical aspects of cable, telephone, radio, television, satellite and fiber optics, storage and retrieval of data; computer networks, synchronous and asynchronous transmission, modems and interfaces, analog and digital switching. *Pre-requisites: PHY 114 or CS 151*



**PHS 301 Special Topics in Climate and Planets**

3 credits; 3 class hours

This course examines topics of current interest in the field of atmospheric science and planetary sciences, which are not covered in the regular curriculum. Topics vary from semester to semester, and reflect the interest of students and faculty. The course description may be obtained in the department office prior to registration. Issues examined may include storms and storm tracking, cloud structures, planetary atmospheres, meteorology, fluid dynamics and turbulence, atmospheric environmental changes. *Pre-requisites: PHY 212 and CHM 202*

**PHS 306 Hydrology**

3 credits; 3 class hours; 1 lab hour

This course emphasizes the interaction of various processes in the hydrologic cycle. Topics include precipitation, stream flow, evaporation, run-off, the occurrence of ground water, concepts of ground water flow, equations for ground water flow and an introduction to modeling ground water systems. *Pre-requisite: PHY 212*

**PHS 331 Special Topics in Telecommunications**

3 credits; 3 class hours

This course covers contemporary topics in telecommunications to be offered according to the interest of faculty members and students. The course description may be obtained in the Department office prior to registration. Independent study and seminars are required. Students are also required to submit a paper on an approved topic. *Pre-requisite: Permission of chairperson*

**PHS 401/402/403 Independent Research I, II, III**

3 credits each; 10 class hours each

Students are engaged in a minimum of nine (9) hours of conference and independent research per week. Library and computer or laboratory investigation of a problem in the Physical Sciences, Computer Science or Environmental Sciences, which is selected by the Department and pursued under the guidance of a faculty mentor in the Department. Students will present research (oral and/or poster presentations) at Department, CUNY-Wide or national seminars; in addition students will submit a written report of the research carried out. Only three of these credits may be applied to the Bachelors degree. *Pre-requisites: Completion of 48 credits towards degree, and completion of courses appropriate to the research project as determined by the faculty mentor and permission of chairperson*

**PHY 114 Basic Physics**

3 credits; 3 class hours; 1 lab hour

This is a one semester survey course covering the fundamentals of Physics. Emphasis will be placed on the basic concepts and meaning of physical laws. Topics include force, vectors, velocity and acceleration, Newton's laws of motion, gravitation, work and energy, thermal energy, electrostatics, electric current, magnetism, atomic structure of matter, and wave phenomena. *Co-requisite: MTH 151*

**PHY/PHYL 205 Introduction to Physics I**

4 credits; 3 class hours; 3 lab hours

This is the introductory course in physics designed for students majoring in the biological sciences. The course includes the basic laws of mechanics, energy and momentum conservation, and thermal properties of matter. *Pre-requisites: MTH 151 and PHY 114/Co-requisite: PHYL 205*

**PHY/PHYL 206 Introduction to Physics II**

4 credits; 3 class hours; 3 lab hours

This is the continuation of the introductory course in physics designed for students majoring in the biological sciences. Topics include properties and propagation of sound, wave motion, light and fundamental concepts of electrical phenomena, electrostatics, electric circuits, electromagnetism, and a.c. circuits. *Pre-requisite: PHY 205/Co-requisite: PHYL 206*

**PHY/PHYL/PHYW 211 University Physics I**

4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours

This course is the first part of the four semester calculus physics sequence. Topics include vectors, kinematics and dynamics of particles, work, energy conservation, linear and angular momentum conservation, rotational kinematics and dynamics, harmonic motion and fluid statics and dynamics. *Pre-requisite: PHY 114/Co-requisite: MTH 202/Pre/Co-requisite: PHYL 211 and PHYW 211*

**PHY/PHYL/PHYW 212 University Physics II**

4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours

This course is the second part of the four semester calculus physics sequence. Topics include gravitation, special relativity, heat, laws of thermodynamics, kinetic theory, entropy, plane and spherical waves, sound, geometric optics, light, interference, diffraction and polarization. *Pre-requisite: PHY 211/Co-requisite: MTH 203/Pre/Co-requisite: PHYL 212 and PHYW 212*

**PHY/PHYL/PHYW 213 University Physics III**

4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours

This course is the third part of the four semester calculus physics sequence. Topics include electrostatics, electric potential and fields, Gauss's law, dielectrics, current, moving charge, magnetic fields, circuits, fields in matter, Maxwell's equations, electromagnetic waves and spectrum. *Pre-requisite: PHY 211/Co-requisite: MTH 203/Pre/Co-requisite: PHYL 213 and PHYW 213*

**PHY 303 Modern Physics**

3 credits; 4 class hours

This course is the final part of the four semester calculus physics sequence. Topics include special and general relativity, photoelectric effect, black-body radiation, quantum effects, Bohr atom model, quantum theory, many electron atom, X-rays, atomic spectra, nuclear structure, and nuclear reactions. *Pre-requisites: PHY 212 and PHY 213/Co-requisite: MTH 204*



**PHY/PHYL 309 Electronics**

4 credits; 4 class hours; 3 lab hours

This course is an introduction to analog and digital electronics for students of the natural sciences with emphasis on modern electronic instrumentation. Experiments include use of function generators, power supplies, operational amplifiers, transducers, programmable analog switching, solid state amplifiers and switches, logic gates, flip-flops, latches, registers, counters, digital devices and signals, introduction to microcomputers, interfacing, microprocessors, and signal processing and noise reduction techniques. *Pre-requisite: PHY 212/Pre/Co-requisite: PHYL 309*

**PHY 315 Introduction to Astrophysics**

3 credits; 4 class hours

This course is an introduction to modern astrophysical problems with an emphasis on the physical concepts involved: radio, optical and x-ray astronomy; the solar system; stellar structure and evolution; white dwarfs, pulsars and black holes; galactic structure and evolution, quasars; gravitation and cosmology. *Pre-requisite: PHY 303*

**PHY 351 Electromagnetic Theory**

3 credits; 4 class hours


This course is a comprehensive study of electromagnetism. Topics include electric field and potential, Gauss' law, electrostatic potential energy, Laplace's equation, boundary value methods, electric dipole and multipoles, electric fields in matter, dielectric theory, magnetic field and potential, Ampere's law, Faraday's law, inductance, electric fields from time-varying magnetic fields, magnetic fields in matter, Maxwell's equations, Poynting's theorem, wave equation for vector and scalar potentials, plane wave propagation, wave guides and radiation. *Pre-requisites: PHY 212, PHY 213 and MTH 204/Pre/Co-requisite: MTH 202*

**PHY 355 Gravitation and Cosmology**

3 credits; 3 class hours; 1 recitation hour

This course is a comprehensive study of classical dynamics of particles and systems. Topics include Newtonian mechanics of single particle, oscillations, nonlinear oscillations, gravitation, motion of moon and planets, Ergodic theorem, Kepler and elliptic motion, Euler's equation, Hamilton's principle, Lagrangian mechanics, Hamiltonian mechanics, central force motion, dynamics of a system of particles, motion in a noninertial reference system, rigid bodies, coupled oscillations, continuous systems and waves, special relativity theory. *Pre-requisites: PHY 351 or PHY 315 or MTH 324 or MTH 358*



An aerial photograph of a city, likely New York City, showing a dense urban landscape. In the foreground, there are several tall, multi-story buildings with brick and stone facades. A prominent church with a tall, pointed steeple is visible on the left. The middle ground is filled with a thick canopy of green trees. In the background, the city skyline is visible under a hazy, overcast sky, with various skyscrapers and buildings rising above the tree line.

# School of Professional and Community Development

# School of Professional and Community Development

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## MISSION

The Mission of the School of Professional and Community Development (SPCD) is to support life long learning and provide caring environments to enrich the academic, social and professional development of youth and adults. We provide opportunities for community residents to improve the skills needed for new career opportunities, to enhance the skills that lead to promotional opportunities, to improve their basic skills in preparation for higher education and to explore cultural and artistic workshops that enhance one's personal development. SPCD responds to the needs of the community through four divisions: Academy for Youth, Academy for Career Pathways, Adult and Continuing Education and Research and Advocacy Centers.

### ACADEMY FOR YOUTH

The Academy for Youth is a coalition of youth programs designed to enrich the academic, physical, social and cultural development of students in grades K-12. The Academy offers services after school, Monday–Friday and on Saturdays. All students have an opportunity to participate in sports or cultural activities, educational remediation or enrichment classes, and leadership workshops or discussion groups. In addition to the regularly scheduled activities, all students are encouraged to participate in community service, service learning, or internships activities. The experiences of students are enriched through trips to educational and cultural institutions in the city. Periodic showcases and demonstrations are scheduled to give students an opportunity to demonstrate the skills that they have learned to their families, their school community, and the general community.

### **Beacon Community Centers**

The Academy for Youth administers four school-based Beacon Community Centers: Crown Heights Beacon at PS 138, the Flatbush Beacon at MS2, the Oasis Beacon at IS 323, and the Progressive Youth Empowerment Beacon at PS 181. Activities include homework help, academic enrichment, community service projects, and recreation and cultural activities such as dance, chorus, art, band, double dutch, stepping, martial arts, photography, and basketball. They also offer free high school equivalency (GED) classes for community residents. In addition students receive vocational and college counseling, financial aid counseling, and scholarship information. Serving Grades 1-12.

### **Educational Talent Search Program (ETS)**

Educational Talent Search Program (ETSP) was developed through the Higher Education Act of 1965. The mission of Talent Search is to identify and encourage eligible youth, in grades six through twelve and out-of-school youth up to the age of 27, to finish high school and to enroll in post-secondary education. Services include small group tutoring, academic and personal counseling, college campus tours, test taking, time management skills training and counseling, workplace tours and job shadowing opportunities. Serving Grades 6-12. Location: 1534 Bedford Avenue, Brooklyn, NY 11216. Tel: (718) 804-8806, email: talentsearch@mec.cuny.edu

### **Expanded Success Initiative (ESI)**

The Expanded Success Initiative (ESI) uses new ideas and creative solutions to tackle the educational achievement gap and increase the number of Black and Latino young men who graduate high school prepared to succeed in college and careers. ESI is an educational component of the Office of the Mayor's Young Men's Initiative (YMI). YMI is the nation's most comprehensive effort to tackle the broad disparities slowing the advancement of Black and Latino young men. As part of that comprehensive effort, ESI will invest and conduct research in 40 public high schools that have shown promise in reversing this trend; develop and launch new high schools specifically designed to fully prepare Black and Latino young men for success in college and careers; and scale up college advising training city-wide with the goal of reaching all high schools over the next two years. Serving Grades 9-12. Location: 1534 Bedford Avenue, Brooklyn, NY 11216 Tel: (718) 804-8805, email: SPCD@mec.cuny.edu

### **Liberty Partnerships Program (LPP)**

The Liberty Partnerships Program (LPP) was established in 1988 to ensure that students in grades 5-12 achieve academic and personal excellence, graduate from high school and enter post-secondary education or the workforce as highly competent young adults. The program provides supportive interventions for these students, such as skills assessment; tutoring; academic, family, and personal counseling; regents prep, SAT prep and other enrichment activities. This program is funded by the NYS Education Department. Serving Grades 5-12. Location: 1534 Bedford Avenue, Brooklyn, NY 11216 Tel: (718) 804-8856 email: medgar\_lpp@mec.cuny.edu

### **Prep for Success**

Prep for Success implements the Out of School Time (OST) High School Transition Program funded by the NYC Department of Youth and Community Development. The purpose of the program is to help youth adjust to the demands of high school and gain on-time promotion to Grade 10. The afterschool program provides support services to the entire 9th grade cohort of selected schools. The program is designed to engage students and help them achieve their goals by addressing in a timely manner any educational, personal and social challenges that may arise. It addresses the developmental needs of adolescents and assists youth with building skills that are critical to their success in high school, college, the labor market, and life. Serving Grade 9. Location: 1534 Bedford Avenue, Brooklyn, NY 11216 Tel: (718) 804-8828

### **Science Technology Entry Program (STEP)**

The mission of the Science and Technology Entry Program is to prepare historically under-represented or economically disadvantaged secondary school students (grades 7-12) for entry into postsecondary degree programs in scientific, technical, and health-related fields, and the licensed professions. The program emphasizes educational enrichment class work related to careers in the targeted fields. Some courses include robotics, hydroponics, physics, SAT prep, regents prep, etc. Additional activities include academic advisement and counseling to apprise students of the opportunities and prerequisites for the pursuit of their career goals. Serving Grades 7-12. Location: 1534 Bedford Avenue, Brooklyn, NY 11216, Tel: (718) 804-8830/31, email: step@mec.cuny.edu

### **Summer Youth Employment Program (SYEP)**

The Summer Youth Employment Program is sponsored by the New York City Department of Youth and Community Development. Through a lottery selection process, New York City youth between the ages of 16 and 24 are provided with seven weeks of summer employment and educational experiences that build on their individual strengths and introduce them to the world of work. Serving Ages 16-24. Location: 1534 Bedford Avenue, Brooklyn, NY 11216, Tel: (718) 804-8860, email: syepsummerjob@mec.cuny.edu

### **The After School Corporation (TASC) at PS 181**

Based at PS 181, the TASC after school program features individual homework assistance to youth. Additionally, the program offers athletic and art components which improve the academic skills and confidence of its participants. The program increases youth awareness of the importance of post secondary education, provides a strong foundation for academic success, and fosters a positive attitude toward school. The program also seeks to reduce violence by involving students in positive activities within a safe environment and by encouraging parental involvement. The TASC program operates Monday through Friday from 3:00 p.m. - 6:00 p.m. Serving Grades K-8. Location: 1023 New York Avenue, Brooklyn, NY 11226 Tel: (718) 703-3633, email: pybeacon@mec.cuny.edu

### **Upward Bound Program**

The Upward Bound Program is funded by the US Department of Education. It provides fundamental support to students in their preparation for college entrance. The program serves high school students from low-income families, high school students from families in which neither parent holds a baccalaureate degree, and low-income first-generation military veterans who are preparing to enter

postsecondary education. Serving Grades 9-12. Location: 1534 Bedford Avenue, Brooklyn, NY 11216 Tel: (718) 804-8869, email: upwardbound@mec.cuny.edu

### **The Young Adult Borough Center/Learning to Work Center**

The Young Adult Borough Center/Learning to Work Center (YABC) is part of the NYC Department of Education's commitment to provide multiple pathways to graduation for overage and under-credited students, ages 17½ -21 yrs. The Learning-to-Work program assists students in overcoming some of the obstacles that impede their progress toward a high school diploma and assists them with pursuing post-secondary employment and/or education. The program provides enhanced academic support and youth development support services, meaningful career and educational exploration experiences, work preparation and skill development, and internships. After students complete all required course work and achieve required scores on the regents examinations, they receive a diploma from their sending school. Serving ages 17½-21 yrs. Location: 400 Pennsylvania Avenue, Brooklyn, NY 11207 Tel: (718) 566-7156, email: inquiry@yabctj.com

### **ACADEMY FOR CAREER PATHWAYS**

The Academy for Career Pathways assists displaced, untrained, or under-trained workers and community residents to re-enter the job market or obtain a college degree. The Academy works closely with businesses to ensure that the training provided meets workforce standards and trainees are prepared to be exceptional employees.

### **Bridge to Education, Training and Advancement (BETA)**

BETA Academy (Bridge to Education, Training and Advancement) is an innovative educational and workforce development partnership between Medgar Evers College and the Department of Youth and Community Development (DYCD). It was established to help out-of-school youth between the ages of 16-21 prepare for the workforce by providing occupational skills training in Graphic Design, academic support in preparation for the General Equivalency Diploma (GED) exam, and paid internship opportunities. Students also receive assistance with completing college admissions and financial aid applications and preparation for the CUNY Skills exam. Students are also provided with the opportunity to participate in the Summer Youth Employment Program (SYEP). All services are provided to students at no cost. Serving Grades 16-21. Location: 1534 Bedford Avenue, Brooklyn, NY 11216 Tel: (718) 804-8841, email: betaacademy@mec.cuny.edu

### **The College Opportunity to Prepare for Employment Program (COPE)**

The College Opportunity to Prepare for Employment Program is designed to assist anyone who is a current or former CUNY student or applicant, and is receiving or applying for public assistance cash benefits (Temporary Assistance to Needy Families, Safety Net, Single Assistance); anyone who receives Food Stamps; anyone who is a non-custodial parent, or anyone who is a non-matriculated CUNY student pursuing a vocationally oriented associate degree. Location: 1534 Bedford Avenue, Brooklyn, NY 11216 Tel: (718) 804-8876, email: cope@mec.cuny.edu



### **POISED for Success**

POISED for Success (Perfect Opportunity for Individual Skills and Educational Development) is an exciting program sponsored by the NYC Human Resources Administration (HRA) and the City University of New York (CUNY). It is a program created specifically for women who are recipients of family assistance benefits, are between 3 and 6 months pregnant, or have a child under three years old. GED and job training skills are provided. Location: 1150 Carroll Street, Brooklyn, NY 11225 Tel: (718) 270-6466, email: [poised@mec.cuny.edu](mailto:poised@mec.cuny.edu)

### **ADULT AND CONTINUING EDUCATION**

Adult and Continuing Education (ACE) at Medgar Evers College has been providing professional and personal development services to the Brooklyn community for more than thirty years. ACE's four major areas of focus include: Non-credit certificate programs, courses and workshops in areas such as Healthcare, Business & Nonprofit, Computer Technology & New Media, Learn to Swim, Education, Personal Development, and Distance Learning; Customized training and staff development workshops offered onsite and on demand for businesses, unions, non-profits and other organizations; Grant-funded services including ESL, Literacy, GED and Peer Mentoring; and CUNY Start. For more information visit [www.mec.cuny.edu/ACE](http://www.mec.cuny.edu/ACE). Serving all ages. Location: 1534 Bedford Avenue, Brooklyn, NY 11216 Tel: (718) 804-8850, email: [ace.info@mec.cuny.edu](mailto:ace.info@mec.cuny.edu)

### **CUNY Start**

CUNY Start is a low-cost (\$75), semester-long program for CUNY students who may be required to take development courses in at least writing and math. The program provides 25 hours of intensive instruction in writing, reading, math and academic advisement. CUNY Start is a proven program that helps students reduce or eliminate remedial needs and begin their college-level courses sooner and stronger than before. CUNY Start is ideal for CUNY-bound students whose reading, writing, and/or math scores on the CUNY Assessment Tests indicate a need to develop their skills. CUNY Start students pay only \$75 for the entire semester, save their limited financial aid dollars for college credit classes and have full access to campus resources – academic and career counseling, libraries, and athletic facilities. For more information visit [www.cuny.edu/cunystart](http://www.cuny.edu/cunystart). Location: 1650 Bedford Avenue, B-2032Z, Brooklyn, NY 11225 Tel: (718) 270-6161, email: [cunystart@mec.cuny.edu](mailto:cunystart@mec.cuny.edu)

### **RESEARCH AND ADVOCACY CENTERS**

#### **CUNY Citizenship Now! at Medgar Evers College**

The Immigration Center under the auspices of the CUNY Citizenship NOW! project at Medgar Evers College (CUNY) offers free legal immigration services to the immigrant community. In addition, the Center provides assistance to the community with Naturalization; Relative Petitions; Adjustment of Status; Consular Processing; Certificates of Citizenship; Replacement of Lost/ Damaged Immigration Documents; and Diversity Lottery entries. The Center also offers consultations on all immigration related issues, information and referrals, free pictures for applications, and Bilingual services (Spanish). The Center has been fully operational under the leadership of the CUNY CITIZENSHIP NOW! project since November of 2009. Citizenship Now! operates six other Centers within CUNY campuses. The leadership team is headed by the Director, Professor

Allan Wernick and Deputy Director, James McGovern the Center staff consists of an attorney, one senior paralegal, one administrative assistant, and the Director of the Immigration Center, Ms. Vera Weekes, who is a senior paralegal and BIA (Board of Immigration Appeals) Accredited Representative. Location: 1150 Carroll Street, Rm. 226, Brooklyn, NY 11225 Tel: 718 270-6292, e-mail: [immigration@mec.cuny.edu](mailto:immigration@mec.cuny.edu); [vera@mec.cuny.edu](mailto:vera@mec.cuny.edu).

#### **Caribbean Research Center**

The Caribbean Research Center (CRC), through its unique program of research and publications provides a multidisciplinary understanding of the New York social environment; the diverse social, cultural and economic characteristics of the Caribbean-American community; and a comparative analysis of the immigration experience of this community in the context of the wider Caribbean Diasporas in the Americas and Europe. It offers a scholarly perspective on the challenges and successes of Caribbean immigrants and their impact on the Diaspora environments in which they live as well as the Caribbean region as a whole. Location: 1150 Carroll Street - Rm. 311, Brooklyn, NY 11225 Tel: (718) 270-6218, email: [crc@mec.cuny.edu](mailto:crc@mec.cuny.edu)

#### **Center for Black Literature**

The mission of the Center for Black Literature (CBL) is to expand, broaden, and enrich the public's knowledge and aesthetic appreciation of the value of black literature (through programs that build an audience for the reading, discussion, and critical analysis of contemporary black literature and that serve as a forum for the research and study of black literature). The Center convenes and supports various literary programs and events such as author signings, writing workshops, panel discussions, conferences, and symposia. Location: 1534 Bedford Avenue, Brooklyn, NY 11216 Tel: (718) 804-8883, email: [writers@mec.cuny.edu](mailto:writers@mec.cuny.edu)

#### **Center for Law and Social Justice**

The mission of the Center for Law and Social Justice is to provide quality, expert legal advocacy, training and services on racial justice issues. The Center for Law and Social Justice accomplishes this mandate by conducting research and providing advocacy, community education and litigation on issues such as voting rights, inequalities in public education, and immigration on behalf of community organizations and other civil society groups promoting human, civil and international rights. Location: 1534 Bedford Avenue, Brooklyn, NY 11216 Tel: (718) 804-8893, email: [clsj@mec.cuny.edu](mailto:clsj@mec.cuny.edu)

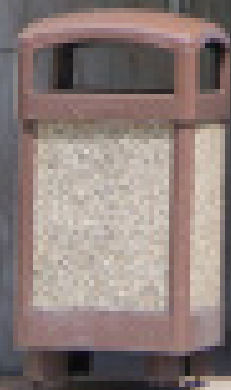
#### **Medgar Evers College at East New York**

For more than 20 years, Medgar Evers College East New York Campus Satellite has offered academic classes toward associate and baccalaureate degrees for students 18 years of age and older. The East New York Campus Satellite is located at 800 Van Siclen Avenue Brooklyn, NY 11207 (inside George Gershwin PS/IS 166.) The Medgar Evers East New York site offers classes in the evening and on the weekend and is part of Medgar Evers College's main campus. Location: 800 Van Siclen Avenue, Brooklyn, NY 11207 Tel: (718) 270-5087/88, email: [enycampus@mec.cuny.edu](mailto:enycampus@mec.cuny.edu)



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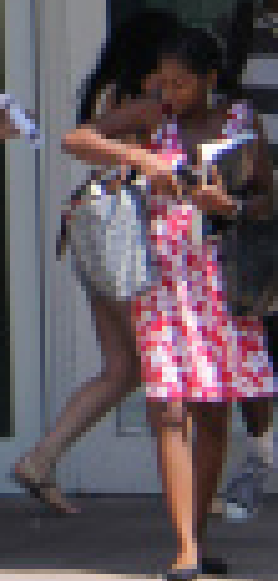
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COLLEGE  
NEW YORK  
STUDENT SERVICES



# Student Services



# Student Services

**Vice President:** Evelyn Castro  
718 270-6174 office  
718 270-6198 fax  
ecastro@mec.cuny.edu

**Office:** 1637 Bedford Avenue  
Suite S-306

**Dean of Student Affairs:** 718 270-6447 office  
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**Executive Director:** Peter Holoman  
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**Assistant to the Vice President:** Janel Dowling  
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## Departments and Directors

### Athletics

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1150 Carroll Street, Suite CP-21

### Career Management Services Center

Deborah Young  
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1637 Bedford Avenue, Suite S-302

### Center for Women's Development

Vacant  
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718 270-8249 fax  
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1150 Carroll Street, Suite B-1005

### Counseling Services

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1650 Bedford Avenue, B-1005

### Differently-Abled Services

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718 270-5003 fax  
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1650 Bedford Avenue, B-1024

### Ella Baker Child Development Center

Janet McIntosh  
718 270-6183 office  
718 270-6242 fax  
janetm@mec.cuny.edu  
1150 Carroll Street, Suite C-103

### Health Services

Kathy Phillips-Harding  
718 270-6075 office  
718 270-6241 fax  
1637 Bedford Avenue, Suite S-217

### Male Development Center

Vacant  
718 270-6405 office  
718 270-6198 fax  
1150 Carroll Street, Suite M-8

### Student Life and Development

Amani Reece  
718 270-6050 office  
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lmartin@mec.cuny.edu  
1637 Bedford Avenue, Suite S-212

### Student Government Association

Student President  
718 270-6240 office  
718 270-6198 fax  
1637 Bedford Avenue, Suite S-221

### MISSION

In support of the Medgar Evers College vision, the MEC Division of Student Affairs supports the academic success of all Medgar Evers College students, fosters their intellectual, personal, social and professional development in preparation for the entirety of their lives, and contributes to enhancing the quality of the campus life, the educational environment, and their relationship with the broader community through a variety of programs, activities, opportunities and services that promote student learning and development both inside and outside the classroom. Classroom is defined as any venue without walls where one becomes engaged in one's own environment.



## Athletics

Medgar Evers College is a Division III NCAA institution that holds membership in the following conferences: the City University of New York Athletic Conference (CUNYAC), and the Eastern Collegiate Athletic Conference (ECAC). Presently the college sponsors 13 varsity sports, ( men's & women's basketball, cross country, indoor & outdoor track & field, soccer, volleyball, and coed cheerleading) and three club sports (bowling, net ball, and swimming). The Intercollegiate and Intramurals Program coordinates a variety of athletics activities.

The focus of the intramurals 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 interest include aerobics, aquatics, volleyball, soccer, basketball, and etc. These activities take place at 1150 Carroll Street Building where the following facilities are housed: aquatics center, gymnasium and fitness center.

In order to be eligible to compete in intercollegiate athletics you must meet the following:

- Enrolled in a full-time program of undergraduate studies (12 credits), in good academic standing and maintain satisfactory progress toward a baccalaureate or an equivalent four-year degree.
- Cumulative grade point average of 2.0/4.0
- Pass all required CUNY assessment test; i.e. has completed all remediation coursework/ test with passing marks.
- Completed more than ten full-time semesters (this includes semesters from other institutions as well as semesters where full-time enrollment was intended).
- Competed in no more than four years in the given sport.
- If a student-athlete is enrolled in a two year degree program or its equivalent at Medgar Evers College, that student-athlete was admitted to Medgar Evers College under the same standards as a four-year degree seeking students are admitted and the two year degree program is not considered a terminal program.

Information concerning variety and intramural activities is available in the Department of Athletics, which is located in Room CP-21 of the Carroll Street Building. The department can be reached on the telephone at 718-270-6072 and/or through the website at [www.mecathletics.com](http://www.mecathletics.com).

## Career Management Services Center

The mission of the Career Management Services Center is to prepare and develop students, through co-curricular programming, to obtain career and other professional opportunities.

Career Management Services Center activities assist, empower, and encourage students with:

- developing the professional skills necessary to compete in the world of work,
- being proactive with managing their career planning and

development,

- making smooth transitions: from student to professional or when making a career change, and,
- the practice of life-long learning.

To accomplish this mission, the Career Center utilizes in-person, as well as, online technology to engage and assist students. From mock interviews and executive guest speakers, to internship recruitment, and assistance with obtaining professional attire, the Career Center provides a multitude of resources that address students' career needs.

## The Career Preparatory Plan

The Career Preparatory Plan is the Career Center's signature workshop intended to assist students with managing their professional progression while completing their college education. The Plan is a check list of co-curricular and career activities that students should engage in, in order to be ready for the world of work once they reach graduation.

Other Services include:

- Self-Assessment/Career Exploration
- Career Coaching
- Mock Interviews
- Industry exposure
- Resume review and approval
- Internship/Job search assistance
- Recruitment opportunities
- Graduate School awareness

The Career Management Services Center is located in the School of Business and Student Services building at 1637 Bedford Avenue, Room S-302. The office phone number is 718 270-6055.

## Center for Women's Development

Founded in 1982, the Center for Women's Development (CWD) supports the self-actualization of students by providing specialized resources needed to assist Medgar Evers College female students in their pursuit of higher education. The Center's services and programs promote the self-empowerment, self-awareness, and respect of women while encouraging them to achieve academic excellence as well as hone their leadership and life skills in a collegial environment conducive to teaching and learning.

Emerging from the Center are four women's formations: Upsilon Theta Pi, an honor society; Sisters Having A Definite Excellent Strategy (S.H.A.D.E.S.), a student organization; as well as Women of Distinction and the Role Model Program which recognize students' various contributions through community service. Through collaborations with community based organizations and other Medgar Evers College departments and leaders, conduct programs and workshops to foster the growth and development of our students.

Each formation through its respective methods promotes the Center's mission of providing direct services, support and programming to female students by offering specialized services that support personal development and self-actualization. Programs assist students in addressing issues affecting self-actualization and quality of life, actively addressing issues faced by female students, providing support that includes counseling, advocacy, referrals, and the development and implementation of educational forums.

Additionally, the Center for Women's Development provides both printed and audiovisual materials on women, families, and gender issues, compiles resource information, and maintains a mini-library as well as an extensive Resource Directory. Its services also encompass sponsoring on-going individual and group counseling regarding issues of self-esteem, stress, family violence, parenting, empowerment and other quality-of-life issues for male and female students and community residents. The Center for Women's Development is located at 1150 Carroll Street, M2. The telephone number is 718 270-5155 and the fax is 718 270-6960.

### **Counseling and Psychological Services**

The counseling mission at Medgar Evers College, CUNY is to motivate and assist students in their pursuit of higher education objectives and personal development for self actualization. Counseling is a collaborative process which involves the development of a unique, confidential helping relationship. The counselor acts as a facilitator in helping the client to understand more accurately about him/herself and the world around them. Mental Health Counselors provide individual and group counseling in the psycho-social areas, such as self-esteem, domestic violence, bereavement/grief, strengthening family relationships, anxiety and depression. Burke and Steffire (1995) stated that "counseling is designed to help students to understand and clarify their views of their life space and to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution of problems of an emotional or interpersonal nature".

The primary function of Counseling Services is 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 Medgar Evers College is "to motivate and assist students in their pursuit of education, career, and personal/social empowerment for life- long self development."

Counseling and Psychological Services facilitates workshops for students, staff and faculty about issues around sexual assault, psychological distress, campus violence, tobacco cessation, PTSD, and other mental health issues. In addition, Counselors utilize their skills to assist students and clients in achieving objectives through the explorations of a problem and its ramifications, examination of attitudes and feelings, consideration of alternative solutions and decision-making.

### **Ella Baker/Charles Romain Child Development Center**

The Ella Baker/Charles Romain Child Development Center was established in October 1982 to provide child care services to the children of students, staff and the College's surrounding community. Since 1984 when the State began to fund the child care centers of

The City University of New York, enrollment of the Children Centers was limited to the children of the college students.

Medgar Evers College Child Development Center is located in the Carroll Street Building, Room 107. The program consists of child care for children from 2 to 5 years old, which includes NYC Board of Education full day Universal Pre-Kindergarten Program. We also offer an after-school program for children ages 5 to 12 years old. The Center operates on a subsidized fee schedule which is based on public funding eligibility. Due to limited space children are accepted on a first come, first served basis. The Center operates from Monday - Thursday from 8:00 a.m. to 9:00 p.m. and Fridays from 8:00 a.m. to 3:30 p.m. The Center follows the College's calendar with regard to holidays and other College normal days of operation.

### **Health Services**

The Office of Health Services (OHS) educates students to become preventive health consumers in order to meet the today's health challenges. We are diligent in our quest for quality health care by seeking the best services our community based organizations offer. Since "prevention is the key to good health or wellness," the OHS with other collaborations has instituted various preventive health programs that will benefit students on campus such as college-wide health fairs, referrals (medical/dental), and enrollment in NYC Health Insurance Plans.

The OHS ensures that students are in compliance with immunization regulations as stipulated by New York State Public Health Law (PHL2165 (MMR), and NYS PHL2167 (Meningococcal Meningitis information) and provides advocacy, education, materials, workshops as well as related culturally competent preventive practices to manage, enhance and improve their health to achieve optimal academic and personal success.

New York State Public Health Law 2165 requires students born after January 1, 1957 to submit documentation proving immunity to Measles, Mumps and Rubella. The following constitutes proof of immunity: two doses of Measles vaccine and one each of Mumps and Rubella or blood test results showing immunity to each disease. Students must comply in order to attend classes. Students also must submit a Meningococcal Meningitis Immunization Form signed by the student, or if under the age of eighteen, the student's parent or guardian, to the Office of Health Services within thirty days from the beginning of the semester. This form acknowledges the mandatory receipt of information regarding Meningococcal disease and vaccination. Vaccination is not required. Students who fail to return this form may not be allowed to attend classes.

The Office is responsible for processing immunizations and also actively involved in health initiatives such as Medgar Evers College and CUNY sponsored health expos, as well as seminars, and mammogram drives. Staff is engaged in timely health issues including Hypertension, Obesity, Smoking Cessation, Substance Abuse, Domestic Violence, HIV/AIDS, Nutrition, LGBT Cultural Competency, and all dimensions of health and wellness in a wholistic manner.

The OHS contributes to the health care needs of our students and is dedicated to treating them with respect, integrity and compassion. First-aid treatment is provided as necessary. Care and counseling

are confidential. Medical records are kept in a secured location and students' files will only be released with written authorization.

#### Eligibility and Cost

The Student OHS is a facility available to all Medgar Evers College students with a validated I.D. and the services are free.

The OHS provides CUNY sponsored immunization clinics which assist students to comply with NYS Guidelines. Referrals for immunizations and health care are offered as necessary, on an individualized basis. Information may be faxed between medical providers and the Health Service Office to document compliance with immunization requirement.

#### Location and Hours of Operation

The OHS is located in the Student Service building at 1637 Bedford Avenue; Room S-217. (718) 270-6075. The Office operates Monday, Tuesday, and Thursday 9:00 a.m. to 5:00 p.m., Wednesdays until 6:45 p.m. and Fridays 9:00 a.m. to 3:00 p.m. and modifies schedule according to the College's calendar with regard to holidays and other College normal days of operation.

#### Male Development and Empowerment Center

The Male Development and Empowerment Center (MDEC) provides a holistic approach to male development by ensuring that male students are immersed in a comprehensive array of curricular, co-curricular, and extra-curricular programs; activities and services to broaden their educational experience; facilitate an intensive orientation to higher education and the world of work; and provide them with an understanding of themselves and their place in history by harnessing their potential to become role models and change agents in their communities.

MDEC was formally established in 2001, as an outgrowth of the Dr. Edison O. Jackson Single Fathers Scholarship Fund, which awards students who are single custodial fathers and possess superior academic records.

#### The Mission of MDEC

To create an on-going learning community of male students organized around academic support, social interaction, civic engagement and personal development for the purpose of assisting students to persist to graduation.

#### GOALS

- To provide and connect male students to various systems of support that will lead to continuous satisfactory progress towards degree completion.
- To contribute to the improvement of enrollment and graduation rates of under -represented populations, particularly male students.
- To participate in coordinated efforts to recruit students to Medgar Evers College from various areas of the community.
- To identify, promote, raise and advocate for issues that directly impact male students.
- To use credible research to support the academic and social needs of male undergraduate students
- To develop & increase campus and community collaborations

- To build broad public support for MDEC programs & services

#### Services Provided

##### Pi Eta Kappa Honor Society

Pi Eta Kappa, the academic fraternity and honor society for urban males, was established by Dr. Edison O. Jackson, President Emeritus of Medgar Evers College, in April, 2007. PEK's mission is to:

1. encourage, stimulate and maintain academic excellence in scholarship
2. promote and support exemplary ethical standards in all conduct
3. train responsible and respected leaders in all fields of human endeavor

Membership in Pi Eta Kappa is by invitation only. Students are invited if they attain a 3.3 GPA and have at least 30 credits.

#### Men of Determination

The Men of Determination (M.O.D) is a collective of male students who come together to encourage and support each other in their academic and individual pursuits. There is no GPA requirement to join this group.

#### Men of Medgar Week

Every spring semester MDEC sponsors a week-long celebration of male students at Medgar Evers College that includes workshops, symposia, lectures, social events and special events. It is an opportunity to provide a forum to highlight the achievements of certain members of the College, as well as the surrounding community. One of the central events of this celebration is the annual "Men of Medgar In Suits" in which male students dress professionally and stylishly and participate in a walk across campus.

#### Math Masters Collaborative

The Math Masters Collaboration offers an opportunity for college students to demonstrate leadership and provide service to the community by tutoring/mentoring middle school students through math. The program is a partnership between MDEC, the MEC Math Department and middle schools MS 61 and PS 375. It includes an afterschool program, a Saturday Academy and a summer camp.

#### Leadership Development & Brotherhood Mentoring

Through the Pi Eta Kappa Honor Society and the Men of Determination, we attempt to give male students an opportunity to learn and experience leadership. MDEC, in addition, sponsors both academic and leadership workshops for all students during the academic year. The program hosts monthly Barbershop events designed to give male students a safe space to dialogue with each other on pertinent topics and to receive a free haircut. In addition, there are regular Medgar Men Check-Ins that are held to keep student's relationship with the program on-going and to connect students for tutoring and mentoring. The Brotherhood mentoring seeks to encourage, support and develop young men with a determination of success in both academia and society. By having faculty, staff and students serve as mentors to those that register with the program, early identification of stumbling blocks in academic performance allows for quick intervention or prevention. Through group and individual structured mentoring,

### **Office of Student Life and Development**

The Office of Student Life and Development serves as a resource center to all students and provides administrative leadership for the planning and development of student activities and programs. In addition, referrals are made to other related college services that help students to clarify and fulfill their needs and objectives and encourage students to contribute to a constructive campus learning environment. Clubs, organizations and students who plan activities are required to utilize the college services and resources available through the Office of Student Life Development. This Office coordinates student activities in collaboration with the Student Government Association, clubs and organizations, fraternities and sororities, the academic departments and other administrative units. The Office of Student Life and Development serves as a general point of contact for students and their families regarding student life on campus and in the larger community. It is located in the Room S-212 in the School of Business and Students Services building, 1637 Bedford Avenue and it can be reached at 718 270-6050.

### **Services for the Differently-Abled**

Prospective students who are differently abled should plan a visit to the campus to arrange for any special services they may require. To plan a visit and to discuss services available please contact our office for Services for the Differently Abled. Federal law prohibits discrimination because of disabilities. Information is requested voluntarily, kept confidential, and is used solely for the purpose of furnishing counseling services and assistance. Dr. Sylvia Kinard, Esq. is the College's Affirmative Action Officer & ADA/504 compliance officer under the guidelines of the Americans with Disabilities Act, which prohibits discrimination on the basis of disability.

The Office of Services for the Differently-Abled provides a full range of services to differently-abled students to enable them to meet their long-range educational goals. Among these services are counseling, priority registration, alternative testing, tutoring, adaptive equipment, note-takers and readers. Workshops and seminars are also offered by the Office to educate the College community about disabilities and the needs of differently-abled students. For further information please call Anthony Phifer.

Dr. Sylvia Kinard, Esq. is The College's Affirmative Action Officer & ADA/504 compliance officer under the guidelines of the Americans with Disabilities Act, which prohibits discriminations on the basis of disability. As the ADA/504 Compliance Officer, Dr. Kinard collaborates with Mr. Phifer in order to ensure that the College remains in compliance with the Americans with Disabilities Act.

### **Student Clubs**

Approximately thirty student clubs and organizations are actively engaged in various campus activities. Many of these clubs reflect the integration of extra-curricular and class activities. Political, special interest, and departmental organizations represent a variety of purposes and interests. Student organizations and the Student Government Association are advised and assisted in the planning of their activities by the Director of Student Life and Programs. These planned activities may be of a social, cultural, or recreational nature and may take the form of discussions, seminars, plays, dance performances, talent shows, concerts, and sports events.

To enable all student organizations to schedule the activities as well as hold weekly meetings, the College schedules Club Hours during the week. No classes are scheduled during these periods, which are usually on: Mondays, Wednesdays, Saturdays 12:00 Noon until 1:16 PM

### **Student Activities Policy Advisement**

There are several University and College Policies that apply to student organizations. Students should reference the following sources: MEC Student Handbook, MEC, Student Activities Guide, CUNY Policy on Sexual Harassment, MEC Faculty-Student Disciplinary Policy & Procedures Handbook and the MEC Student Government Association Constitution. Copies of these documents are available in the Office of Student Life & Programs, Student Government Association, and the Office of the Dean of Student Affairs/Services.





DEPT OF DESIGN



# College Resources

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# College Resources

## Campus Facilities

The College campus is comprised of four buildings and two leased facilities with over 580,000 square feet on 7.4 acres in the heart of Brooklyn, a block from Prospect Park and the world class institutions Brooklyn Botanical Gardens and Brooklyn Museum of Art. Easily accessible by public transportation Subways 2, 3, 4 or 5 and buses B43, 44 or 49, sits the three main buildings at the crossroads of Crown Street and Bedford Avenue, also known as "Medgar Evers Lane": Bedford Building, Academic Building 1, and the School of Business and Student Services. A block to the east is the historic Carroll building.

**Bedford Building (1650 Bedford Avenue):** The main building, a three-story structure built in 1988, houses the School of Liberal Arts and Education, Freshman Year Program, Differently-Abled services, the 500 seat Founders Auditorium, the Presidential Conference Center, lecture hall, labs and the administrative offices of the President and Provost. In addition, this facility provides classrooms, newly renovated computer labs, teaching labs, counseling and a student lounge. The Library has temporarily moved to the Carroll building until summer of 2014 while the Bedford Library undergoes a multi-million dollar renovation. A new Welcome Center transforming the face of the Bedford building will also be unveiled.

**Academic Building 1 (1638 Bedford Avenue):** This award winning architectural jewel with its prismatic glass edifice, opened in 2010 celebrating the 40th anniversary of the college. This five-story structure is home to the School of Science, Health and Technology and features high-tech class rooms, seminar rooms, computer labs, instructional labs as well as 36 research and instrument modules for the physical and biological sciences, biology, nursing, and mathematics. Ample seating areas are provided throughout the building. The building also features offices for Admissions, Information Technology Services (IT), and Public Safety. A glass pavilion Skylight Café with a 246 seat dining hall; an art gallery, the 100 seat Edison O. Jackson Lecture Hall, all provide for making this a building of destination.

**School of Business and Student Services (1637 Bedford Building):** This three-story building opened in 2006 and is home to the School of Business and offices for Student Affairs, Enrollment Management, Registrar, Career Development, Financial Aid, Student Government, Adefi, Health Services and Bursar. Additionally, it provides classrooms, a newly renovated computer lab and the Mary Pickett 74-seat lecture hall.

**Carroll (1150 Carroll Street):** This historical building is a four-story building originally built for the Brooklyn Preparatory School in 1906. Medgar Evers College took over this building in 1972 and is now home to the gymnasium, a newly renovated indoor pool, weight room, game room, computer labs, teaching labs, class rooms, TV and Radio studios. It also contains administrative offices and the Child-Care Center. The Library is temporarily located here until its newly renovated and expanded space is completed in summer of 2014.

**Portables (accessed through the Carroll building):** Fourteen recently renovated modular buildings contain classrooms, Athletic Department offices and a Solar Training Lab.

**Eastern Parkway (391 Eastern Parkway/1534 Bedford Avenue):** This space contains the administrative offices for School of Professional and Continuing Education.

## Campus Security and Public Safety Office

The Campus Public Safety Office is responsible for providing physical security services to Medgar Evers College 24 hours a day seven days a week. The 24 hour security operations number is (718) 270-6003. To ensure a safe and secure campus, photo identification cards are required to gain access to campus facilities. Campus Peace Officers have complete law enforcement authority and arrest powers on campus and on all CUNY owned property. If minor offenses involving City University of New York rules and regulations are committed by a University student, the Campus Public Safety Office may also refer the individual to the disciplinary division of Student Affairs. Major offenses such as aggravated assault and robbery that occur on campus are reported to the New York City Police Department. Campus Public Safety personnel work closely with local, state, and federal police agencies to provide a safe and secure environment for the campus community. The prosecution of all criminal offenses are undertaken by the Kings County District Attorney's Office.

The Annual Security and Fire Safety Report is published in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C. Section 1092(f)). This report includes statistics for the previous three years concerning reported crimes that occurred on-campus; in certain off-campus buildings or property owned or used by MEC and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as those concerning alcohol and other drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. Annual fire safety information including the number of fires and damage resulting from those fires are also included. The complete report can be found at [www.mec.cuny.edu](http://www.mec.cuny.edu). If you would like to receive a hard copy of the Annual Security and Fire Safety Report, you can make a personal and written requests can be made at any campus security desks located at 1150 Carroll, email or phone request at 718 270-6069.

Please feel free to contact us for any needs or concerns by email, telephone or in person. We look forward to making your educational experience a safe and pleasant one.

All criminal actions or other emergencies occurring on campus must be reported immediately to Medgar Evers College Public Safety personnel by telephone or in person. Reports of crimes may also be made in writing. The 24 hour security operations number is 718 270-6003.

Under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act the college is required to disclose certain timely and annual information about campus crime and security policies, such as campus and hate crime statistics and the college's annual security report which can be found on the college's website at [http://www.mec.cuny.edu/public\\_safety/](http://www.mec.cuny.edu/public_safety/). The Campus Public Safety Office is open as indicated below:

#### **Campus Public Safety Hours:**

Monday - Sunday 24 hours per day

#### **Administrative Office Hours:**

Monday – Sunday 24 hours per day  
 Monday - Tuesday 10:00 a.m. to 7:15 p.m.  
 Wednesday - Thursday 10:00 a.m. to 6:00 p.m.  
 Friday 9:00 a.m. to 12:00 noon  
 Saturday - Sunday Office is closed

#### **College ID card**

College I.D. cards must be obtained from the Public Safety Office within a reasonable time following first-time registration. This card must be validated every semester and must be kept on the student's person while on campus.

Other Public Safety services include lost and found, supervision and security of campus parking lots, special services to disabled students and those requiring medical attention, and security escort service to the campus parking lot.

#### **College Bookstore**

The College Bookstore is located at 1665 Bedford Avenue. Hours of operation are:

Monday – Thursday 10:00 a.m. to 5:00 p.m.  
 Friday – Saturday 10:00 a.m. to 2:00 p.m.

Summer Hours: Closed on Saturday until August 17.

The College Bookstore carries textbooks and supplies needed for courses offered at Medgar Evers College as well as children's books, best seller authors, and much, much more. You may reach the Store Manager at 718 774-5040 or fax 718 735-0491 or email: [bksmec@bnccollege.com](mailto:bksmec@bnccollege.com)

#### **College Cafeteria**

Medgar Evers College Cafe is located in the School of Science, Health and Technology - AB1 and operates as follows:

Regular Hours: Monday – Friday 8:00 a.m. – 7:00 p.m.  
 Summer Hours: Monday – Friday 8:00 a.m. – 3:00 p.m. Closed on Saturday. Cafe will follow the College's Summer Schedule and it will be closed on Friday.

The Cafe serves breakfast and lunch and provides a wide variety of hot and cold foods, desserts, salads, fruit, and hot and cold drinks. You may reach the Cafe at 718 270-6013.

#### **Vending Machines**

CC Vending provides soda, snacks, and ice cream vending machines throughout the Carroll Street and both Bedford Buildings. Any problems with the machines and/or refund request should be directed

to CC Vending at 800-761-0810 or Pepsi Cola Bottling at 718-786-5888 and/or 914-699-2620. Any problems with the ice cream machines should be directed to Gesco at 718.782-3232.

#### **Office of Communications and External Relations**

The Office of Communications and External Relations is concerned with activities that contribute to the promotion and support of the College through communications, partnerships, fundraising, alumni affairs, government relations, and events management. The Department functions and activities are designed to bring about:

Better collaboration to support the long term goals of MEC;

Greater capacity from the external community, including donors, community partners, government officials, and corporate stakeholders; and

Greater ability to motivate local residents to achieve higher levels of performance for themselves and for the College.

As such the core functions that are basic to the Department include:

Communications

Development

Alumni Relations

Government Relations

Events Management

#### **Communications Department**

The Communications Department includes the Offices of Public Relations, Graphics Services, and Television and Radio.

**The Office of Public Relations** provides communications, public relations, and marketing services for Medgar Evers College's academic and administrative units. The Office is responsible for media relations and is the principal contact for all communication between the College, and media representatives, as vested by the Office of the President.

The Office is responsible for extending the institutional visibility and image of the College. The Office also provides strategic marketing and public relations planning as well as internal, executive, and marketing communications for the College in accordance with need and institutional priorities. The Office generates media coverage by identifying opportunities in breaking news and by placing news features, and other information supporting the mission of the College in international, national, and local media outlets. It also manages the placement of faculty experts in various media to discuss College research, projects, or other newsworthy events. Additionally, it works with the University's Office of Communications & Marketing to enhance the image of the College as a unit within The City University of New York.

**The Office of Graphics Services (OGS)** is responsible for producing visual communication, graphic design and layout services for the College. OGS designs and lays out official college collateral materials as well as materials for official College events. Additionally, OGS also manages the college identity systems and provides and circulates the College's graphic standards manual. OGS work with public relations writers and the web services team to develop and produce the college's advertising/brochures/animated presentations/ email blasts and other communication and marketing materials.

**The Office of Television and Radio (OTR)** is located in the Carroll Street Building on the second floor. Working in collaboration with the Department of Mass Communications, Creative and Performing Arts and Speech, and other academic departments, both studios offer laboratory experiences for students to experiment with the creation, management and distribution of diverse forms of creative content.

The Office of Television and Radio specializes in bridging the gap between theory and practical application by providing our students with hands-on training in media/broadcasting production. The Radio Station broadcasts daily on Brooklyn Cable Access Television (BCAT) and once a week on WNYE 91.5FM. Students produce various formats of radio programs and public service announcements which are broadcast to the Tri-State area. The Television Studio affords our students the opportunity to record, edit and broadcast original programming ideas along with various campus activities. The facility is a professional three camera production facility and has both analog and digital image gathering capabilities. The Studio also has a non-linear editing suite in which it has five Final Cut Pro editing bays. Students are exposed to both traditional and experimental production techniques and professional practices and encouraged to develop and produce original television programs. The Studio broadcasts over BCAT and WNYC-TV.

Using a workshop model, students are given the opportunity to learn basic production techniques including scripting, lighting, shooting, editing, producing and directing; as well as the technical operation and understanding of all studio equipment including cameras and audio equipment.

#### **Development Department**

**The Office of Development** partners with the Medgar Evers College Educational Foundation, Inc. to serve as the lead fundraising unit for the College. The Office of Development is responsible for garnering sustained financial support and other resources from public, private, community, alumni, and individual philanthropic sources to fulfill the College mission. In the broadest sense, the purposes of College Development are (1) to create awareness within the private sector of the financial needs of Medgar Evers College which are not met by state or federal support, and (2) to implement a plan by which the financial needs can be met through private gift support. To fulfill these purposes, it is the responsibility of the Office of Development to institute an organized program for obtaining gift support from alumni, friends, deans, faculty and staff, corporations, organizations, and private foundations for both annual and long-term needs based upon the College priorities as established by the President and his executive leadership team. In addition, the Office of Development partners with other offices within the Office of Communications and External Relations to promote the image and communicates the value and impact of the College mission to internal and external constituencies in a manner that maximizes an understanding of the College's role in educating and elevating the lives of students, faculty, staff, administrators, alumni and the community we serve throughout New York and, in particular, Central Brooklyn.

#### **Alumni Relations**

**The Office of Alumni Relations** seeks to engage all MEC alumni in a mutually beneficial, lifelong connection to each other, their school, and community, and encourage alumni support and guidance to advance MEC's eminence for now and future generations. The

Office of Alumni Relations works closely with the Alumni Association membership group. The Alumni Relations Office is committed to keeping current and former members of the College in touch with each other and with the College today. The Office of Alumni Relations encourages support from all alumni to ensure that the College remains in the forefront of education for generations to come.

#### **Government Relations**

The Office of Government Relations was created to advance and represent the interests of Medgar Evers College on the local, state and federal levels of government. It is the responsibility of this office to maintain and cultivate relationships with elected and appointed public officials on all three tiers of government. The primary mission of this office is to build strategic relationships or alliances with a wide range of stakeholders within government and non- governmental sectors. The premise of this office is that communication is more than an end- product and must, in fact, be a critical component of the strategic process. It is the responsibility of this office to monitor higher education issues and policies on the city, state, and federal level in order to ensure that the College benefits from appropriate legislation.

#### **Events Management**

The Office of Events Management is responsible for the strategic planning and coordination of all events at the College. The office oversees the planning and coordination of a variety of events that meet the College goals. Events Management works with College units and executives, student groups, and outside organizations to develop college-wide event concepts, strategies, plan detailed programs, and orchestrate successful logistical arrangements to enhance program success. The office coordinates with marketing, communications, development, and public relations staff to develop an effective event marketing plans.

#### **Office of Information Technology (OIT)**

**OIT** maintains computing facilities for the use of Medgar Evers College students, faculty and staff and is responsible for campus computing services and telecommunications.

Open Computer Labs are available for student and faculty use upon presentation of a MEC user ID in the following central locations.

Bedford Open Computing Labs:

Monday-Friday 7am – Midnight, Saturday 8am – 11pm and  
Sunday 12 noon to 8pm.

Bedford Building  
School of Business – S Building  
Academic Building 1  
East New York – hours vary  
Reserved Computing Labs

Academic Building 1 – contains 2 labs C05 and C07. Other labs include the Department of Mathematics - Lab C12 and the Department of Physical, Environmental and Chemistry Lab C09. For usage and schedules check with individual departments.

#### **The IT Service Desk**

This is the Single Point of Contact (SPOC) for IT services. It provides services to students, faculty, and staff. Our goal is to provide improved customer service and better communications between our



users and IT staff. The IT Service Desk handles service requests related to classroom technology, E-mail, CUNY Portal, CUNYfirst, Printing, and Wi-Fi accounts, desktop support, etc.

Hours of operation -

Monday-Friday: 8am-8am

Saturdays: 8am-4pm

Sunday: Closed

#### Student Technology Lounge

A state of the art modern collaborative student space which provides access to PCs, printing services, power outlets and Wi-Fi to use with your own personal device. Funded through Student Technology Fee

#### Classroom Support Services (CRSS)

Classroom support team offers support to faculty with fixed or mobile technology in the classrooms. The mission is to be classroom ready by ensuring that equipment are functional and connectivity is consistent. Documentation related to accessing the technology is available in all classrooms in the form of simple and easy to follow instructions. Most classrooms are equipped with state of the art technology ranging from Epson's latest BrightLink 595wi Interactive Projectors, and Crestron systems to Mobile Smart Carts. All classrooms provide cabled and/or Wi-Fi) internet access, HDMI audio/video, Touch Screen, PC and MAC platforms to the Medgar Evers College community. We support the classroom environment on a daily, weekly, or semester basis, as per request.

#### Service Locations:

- ☐ Bedford (B Building)
- ☐ Student Services (S Building)
- ☐ School of Science, Health, Technology (AB1 Building)
- ☐ Carroll (C Building)
- ☐ Carroll Portables

#### Equipment Available:

- ☐ Crestron Systems
- ☐ Interactive BrightLink 485wi, 585wi and 595wi Interactive Projectors
- ☐ AV Rovers
- ☐ Smart Carts
- ☐ Overhead Projectors
- ☐ Speakers and Microphones (per request)

#### Hours of Operation -

Monday-Friday: 8am to 9pm

Saturday: 8am to 3pm

Sunday: Closed

#### Smart Classrooms

Smart classrooms are located in the Bedford Building, Academic Building 1, and The School of Business – S Building. The Department of Instructional Media Services of the Charles Evans Inniss Memorial Library provides roving media carts to all other campus locations including Carroll Street. Distance learning theatres are available in Academic Building 1 and the Bedford building.

#### Wireless Access

Wireless access is available in all Medgar Evers locations. Students, faculty and staff can log in using their Medgar Evers ID to access campus email and college web applications. Campus guests may

use the wireless facilities to access the internet.

#### Copy and Print Services

Copy and Print services are available to students in the Library and in Computing Lab facilities. Copy services are available for 10 cents per page. For print services, students are granted a 300 page print allowance per semester.

#### Computers for Public Use

The Charles Evans Inniss Memorial Library provides guest pc access to community members upon registration and access to all CUNY students upon presentation of a CUNY ID.

#### Laptop Loans

The Charles Evans Inniss Memorial Library has a technology loaner program to assist students who need access to mobile devices for short-term use.

#### Student Email

By logging in to the Medgar Evers College student email system, Office 365, you will receive information regarding registration, financial aid, billing, deadlines, college announcements and other important information.

#### CUNY Portal

**The CUNY portal** is the doorway to CUNYfirst services and information: college websites, information about applying to CUNY, registering for classes, check the status of your financial aid applications, events, and campus information. It is also where you to pre-register, register, drop a course, view financial aid information, pay your bills, review grades, and more.

The CUNY portal makes it easier and faster to use these services:

In addition, with CUNY portal account you can access

Blackboard: where you can read posted course materials on the web, take part in threaded discussions, and use other collaborative course management tools.

- eSIMs: EduTrac: (also known as DegreeWorks) is the computerized degree audit program to track your progress toward graduation, as well as an academic advising tool.
- eJournals: source of electronic databases.
- ePermit : where you can apply to take courses at other CUNY colleges.
- CUNYAlert: sign up to receive emergency alerts and notices of weather closings.
- eMail: where you can shop for discounts on electronics, and download software for student use.

To access CUNY portal, go to <http://www.cuny.edu>.

#### Institutional Research and Assessment (IRA)

Since its inception in January 1999, Institutional Research & Assessment (originally named Institutional Assessment & Accountability) is responsible for carrying out overall assessment and research and providing information for improvement, planning and decision-making at the college. These responsibilities are performed

by conducting institutional research and student assessment; evaluating college programs; monitoring personnel efficiency; disseminating information throughout the college, university and state; and serving as a general institutional data warehouse. The Office develops and produces various semester and annual reports and publications, including the Medgar Evers College Snapshot, the Medgar Evers College Fact-book and various informational monographs.

The Office communicates with the CUNY Institutional Research and Assessment Office to understand the computational aspects of the University's requirements for evaluative measures, as well as to provide the College's feedback. The Office participates in the College performance management process to study institutional effectiveness in meeting stated purposes, so the College can use the results to improve college programs, services and facilities.

Another major responsibility of IRA is to create and administer institutional level surveys at various points of the student experience, and conduct college-wide assessment of student academic preparedness and progress. The Office further works with an array of academic departments to assess student performance and goals, and prepare for departmental reviews. The Office seeks to study institutional effectiveness in meeting stated purposes and use the results to improve university programs, services, and facilities.

The office is charged with two primary functions:

1. Institutional Assessment
2. Institutional Research

#### **Institutional Assessment**

The Office is responsible for the creation and administration of assessment surveys and the analyses and reporting of results. This function includes the creation and administration of in-house student surveys and the coordination of national and commercial surveys. The Office collaborates closely with administrative offices, academic departments and instructors in the design, administration and collection of the surveys. Additionally, the Office provides all levels of support to academic departments and administrative offices for departmental level assessment, and produces the annual departmental and program portraits and outcomes report as data support for the annual reports.

#### **Institutional Research**

The Office serves to enhance the college's capabilities in institutional research and provide support in outcomes assessment and departmental reviews. Specific responsibilities include preparing student, faculty and course information for the college Fact Book and Snapshots; producing and distributing departmental portraits (also see assessment function); responding to internal and external information requests; preparing routine and ad hoc statistical and narrative reports; processing student evaluation of teaching; preparing staff and teaching load reports; and serving as liaison to external constituencies. The Office works closely with the Central IRA Office to ensure data integrity of the "official data" routinely collected from various data sources and maintains a complex system of student tracking files.

#### **Library and Information Services**

The Library's total print holdings include approximately 124,000 volumes and over 400 print periodicals covering all areas of the curriculum. In addition, the Library subscribes to over 90 electronic databases and provides access to more than 25,000 e-journals and 50,000 ebooks. These holdings encompass all academic disciplines and significant areas of advanced research in support of the college curriculum and programs. Especially well represented are materials pertaining to the humanities, health sciences, business administration, education, and African American studies. Our qualified librarians and staff members are available to assist all library patrons, either individually or in groups, with searching, locating, and accessing desired information. Student research efforts are further enhanced by the Librarian faculty who provide Information Literacy instruction classes and Reference assistance.

The Archives and Special Collections department houses the Southern Africa Collection, which reflects the social, political, and economic conditions in the countries of Southern Africa, and the Dorothy Porter Collection of African American History and Literature. A microform collection of 40,000 out-of-print books and periodicals includes the Schomburg Collection for Research in African American studies.

The Instructional Media Services unit houses more than 20,000 items of non-print resources including audio and video cassettes, slides, DVDs, and CDs, for instructional use. These services are available for both students and faculty, and the staff is also involved with media support in and outside of the classroom.

Media Services also manages the equipment needed for using these resources. Kurzweil Readers and VTEK/SPECTRUM monitor/camera systems that enlarge print sixty times the original size, for visually-impaired patrons are also maintained by this unit.

If needed materials cannot be found in the library, the Inter-Library Loan (ILL) department handles various referrals, direct-borrowing, and union-list services through several consortia networks. This includes METRO, a consortium of libraries in the New York metropolitan area which provide cooperative information-sharing. The consortia also offers courtesy cards to gain admission to special research and reference collections.

In addition, the Library is a member of a number of several information networks that provide users with access to national and international books and research for almost forty-seven million items including local bibliographic data provided by CUNY libraries. The Library also participates in the New York State Inter-Library Loan System (NYSILL), the Academic Libraries of Brooklyn (ALB), the New York Metropolitan Reference and Research Agency (METRO). Online access is provided to national and international commercial databases, many with full-text articles, others with abstracts only. For a complete listing of these electronic holdings please see, <http://www.mec.cuny.edu/library/eresources.asp>.

The Library also maintains an active program of outreach to the College and the local community through various educational, social, and cultural events, lectures, book signings, exhibitions and other

programming sponsored by or facilitated by the Library.

**Medgar Evers College Community Council**

A significant feature of the founding and subsequent development of Medgar Evers College is the fact that its establishment was a direct response to the demands of the residents of the community in which it is located. From the beginning, there has been a close affinity between the College and the Central Brooklyn community. To strengthen that affinity and ensure the continuation of community involvement with the College, community leaders were invited to join the College administration in the establishment of a Community Council that would serve in an advisory capacity.

**Medgar Evers College Education Foundation, Inc.**

The Medgar Evers College Educational Foundation, Inc. is a 501 (c) (3) not-for-profit corporation established to direct the fundraising activities of the College. The Foundation is dedicated to providing scholarships to deserving students who are encountering financial difficulties to continue their pursuit of a higher education and to enhancing the research and faculty development efforts of the College.



# MEDGAR EVERS COLLEGE IS NOW TOBACCO FREE

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www.mcc.edu/tobacco-free

The Medgar Evers College  
Reliability



# **Student Rights and Responsibilities**



# 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. For the full CUNY Policy on Academic Integrity, please see CUNY's website at [www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf](http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf).

## College I.D. Cards

College I.D. cards validated for the current semester must be carried at all times and must be presented upon the request by any office. All visitors and guests of students must obtain a pass from Campus Security.

## Representing the College

No student or student organization may be a self-appointed representative of Medgar Evers College or any division thereof, nor of The City University of New York.

## Smoking Policy

In accordance with CUNY policy and effective Fall 2012, 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. This policy applies to all tobacco and tobacco products including chew tobacco and e-cigarettes.

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. For the full Policy on Alcohol and Drugs, please see CUNY's website at <http://www.cuny.edu/about/administration/offices/ohrm/cohr/drug-alcohol2011.pdf>

## Students' Rights

College regulations regarding student conduct and student activities exist to preserve order within the College. These rules and regulations are printed in this chapter to inform students of their rights and responsibilities as members of the College community. Students' rights are not limited by what is enumerated in this bulletin. The purpose of the information is to outline some basic principles and guidelines applicable to students. Changing conditions can result in additional rules and guidelines.

## Equal Opportunity

Medgar Evers College does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, marital status, or sexual orientation. Any student who is discriminated against on the basis of any of these attributes will be afforded due process in accordance with Section 15.3 of the Student Disciplinary Procedures of the By-Laws of The City University of New York.

## Rights of Students with Disabilities

Section 504 of the Rehabilitation Act of 1973, which applies to employment and education, states that "no otherwise qualified handicapped individual shall solely by reason of his (or her) handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." In this context, handicap means any physical or mental impairment that substantially limits such functions as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. It also includes such limitations resulting from a history of alcohol or drug addiction and temporary disability because of pregnancy. Section 504 requires that the college make reasonable modifications to achieve the objective of accessibility for all disabled students. Regulations that have the effect of limiting the participation of students with disabilities

in the educational program, such as rules prohibiting the use of tape recorders in the classroom, or dog guides in campus buildings, are prohibited. The college must ensure that no student with a disability is denied participation in a program because of the absence of necessary auxiliary educational aids.

Students who feel that they have been discriminated against may contact Mr. Anthony Phifer, Director of Services for the Differently-Abled at 718 270-5027.

### **Non-Attendance Because of Religious Beliefs**

Title I, Article 5, Section 224-a of the New York State Education Law 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 makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing him/herself of provisions of this Section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this Section shall be entitled to maintain an action 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.

### HENDERSON RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129 A OF THE EDUCATION LAW

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or

interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the 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:

1. Have the affirmative responsibility of conserving and enhancing the educational standards of the College and schools under his/her jurisdiction;
2. Be the advisor and executive agent of the Board and of his/her respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws. Resolutions and policies of the Board, the lawful resolutions of any of its committees and the policies, programs, and lawful resolutions of the several faculties;
3. Exercise general superintendence over the concerns, officers, employees, and students of his or her educational unit."

### I. Henderson Rules to Maintain Public Order

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 and 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 and College.

9. It is a violation of acceptable standards of conduct at the college, and it is prohibited for any individual, group or organization to engage in the practice of hazing: Hazing is defined as 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.

10. In accordance with the policy of The City University of New York, the college prohibits sexual harassment of employees or students.

## 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

**Adopted by the Board of Trustees of The City University of New York on June 23, 1969 as amended on October 27, 1980, May 22, 1989 and June 25, 1990.**

*\* For graduate students at the Graduate Division, the President of the Graduate Division shall, insofar as practicable, establish procedures, consistent with this Article to implement the provisions thereof. The sections on student activity fees shall apply to the Graduate Division.*

## SECTION 15.0.

### PREAMBLE

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for



truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom, if these rights are to be secure, then students should exercise their freedom with responsibility.

## SECTION 15.1.

### CONDUCT STANDARD DEFINED

Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey (1) the laws of the city, state and nation; (2) the bylaws and resolutions of the board, including the rules and regulations for the maintenance of public order pursuant to article 129-a of the education law ("Henderson rules"); and (3) the governance plan, policies, regulations, and orders of the college.

Such laws, bylaws, resolutions, policies, rules, regulations and orders shall, of course, be limited by the right of students to the freedoms of speech, press, assembly and petition as construed by the courts.

## SECTION 15.2.

### STUDENT ORGANIZATIONS

a. Any group of students may form an organization, association, club, or chapter by filing, with the duly elected student government organization of the College or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the College or school at which they are enrolled or in attendance,

(1) the name and purposes of the organization, association, club, or chapter,

(2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary. However, no group, organization, or student publication with a program against the religion, race, ethnic origin, or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the College or be permitted to organize or continue at any College or school. No organizations, military or semi military in character, not connected with established College or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.

b. Extracurricular activities at each College or school shall be regulated by the duly elected student government organization to insure the effective conduct of such College or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1.

Such powers shall include:

1. The power to charter or otherwise authorize teams

(excluding intercollegiate athletics), publications, organizations, associations, clubs, or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend, or revoke any charter or other authorization for cause after hearing on notice.

2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended, or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in Section 15.3. Following such hearing the duly elected student government shall have the authority to set aside, decrease, or confirm the adverse action.

c. Any person or organization affiliated with the College may file charges with an Office of the Dean of Students\*\* (throughout these bylaws in any College or unit where the title "Dean of Students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students) alleging that a student publication has systematically attacked the religion, race, ethnic origin, or sex of a particular group, or has otherwise contravened the laws of the City, State, or Nation, or any bylaw or resolution of the Board, or any policy, regulation, or order of the College, within a reasonable period of time after such occurrence. If the Dean of Students determines, after making such inquiries as he or she may deem appropriate, that the charges are substantial, he or she shall attempt to resolve the dispute, failing which he or she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of Section 15.3 thereof. If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to

(1) reprimand the publication, or

(2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify, or overrule the recommendations.

d. Each College shall establish a student elections review committee in consultation with the various Student Governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda.

e. Student Government elections shall be scheduled and conducted, and newly elected Student Governments shall take office, in accordance with policies of the board, and implementing regulations.

*\*\*Throughout these bylaws in any college or unit where the title "dean of students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students.*

## SECTION 15.3.

### STUDENT DISCIPLINARY PROCEDURES

### **Complaint Procedures**

- a. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization, or department making the charge.
- b. The chief student affairs officer of the College or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:
  - i. dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;
  - ii. refer the matter to conciliation. If a matter is referred to conciliation, the accused student shall receive a copy of the notice required pursuant to Section 15.3e of this bylaw; or
  - iii. prefer formal disciplinary charges.

### **Conciliation Conference**

- c. The Conciliation Conference shall be conducted by the counselor in the Office of the Dean of Students or a qualified staff or faculty member designated by the Chief Student Affairs Officer. The following procedures shall be in effect at this conference:
  1. An effort will be made to resolve the matter by mutual agreement.
  2. If an agreement is reached, the counselor shall report his or her recommendation to the Chief Student Affairs Officer for approval and, if approved, the complainant shall be notified.
  3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the Chief Student Affairs Officer who will prefer disciplinary charges.
  4. The counselor is precluded from testifying in a College hearing regarding information received during the Conciliation Conference.

### **Notice of Hearing and Charges**

- d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the Chief Student Affairs Officer of the College to the student at the address appearing on the records of the College, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the Conciliation Conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.
- e. The notice shall contain the following:
  1. A complete and itemized statement of the charge that is

being brought against the student including the rule, bylaw 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 envelope and shall not be opened until after the Committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges, the records and documents introduced by the student and the College shall be opened and used by the Committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.

9. The Committee shall deliberate in closed session. The Committee's decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

10. The student shall be sent a copy of the Faculty-student Disciplinary Committee's decision within five days of the conclusion of the hearing. The decision shall be final subject to the student's right of appeal.

11. Where a student is represented by legal counsel the President of the College may request that a lawyer from the General Counsel's Office appear at the hearing to present the College's case.

#### **SECTION 15.4.**

##### **APPEALS**

An appeal from the decision of the Faculty-Student Disciplinary Committee may be made to the President who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the Board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the President or Board Committee as the case may be. If the President is a party to the dispute, an Official of the University to be appointed by the Chancellor shall discharge his /her functions with respect to an appeal.

#### **SECTION 15.5.**

##### **COMMITTEE STRUCTURE**

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

b. The President shall select in consultation with the head

of the appropriate campus governance body or where the President is the head of the governance body. Its Executive Committee, three (3) members of the instructional staff of that College to receive training and to serve in rotation as chair of the Disciplinary Committees. If none of the chairpersons appointed from the campus can serve, the President, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other Colleges. The chairperson shall preside at all meetings of the Faculty-Student Disciplinary Committee, decide, and make all rulings for the Committee. He/she shall not be a voting member of the Committee but shall vote in the event of a tie.

c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the College shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

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

e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the Committee.

#### **SECTION 15.6.**

##### **SUSPENSION OR DISMISSAL**

The Board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any College, School, or unit of the University in the use of its facilities or in the achievement of its purposes as an educational institution.

The Chancellor or Chancellor's designee, President, or any Dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw Section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the College shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the College shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

## **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. Dated: September 1998

## **ARTICLE XVI STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES (SELECTED SECTIONS)**

### **SECTION 16.1.**

#### **STUDENT ACTIVITY FEE**

The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

### **SECTION 16.2.**

#### **STUDENT ACTIVITY FEES USE - EXPENDITURE CATEGORIES**

Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;

10. Student services to supplement or add to those provided by the university;

11. Stipends to student leaders.

### **SECTION 16.3.**

#### **STUDENT GOVERNMENT FEE**

The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government, or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in Section 15.2. of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

### **SECTION 16.4.**

#### **STUDENT GOVERNMENT ACTIVITY DEFINED**

A student government activity is any activity operated by and for the students enrolled at any unit of the university provided, (1) such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the city, state or nation, or the published rules, regulations, and orders of the university or the duly established college authorities.

### **SECTION 16.5.**

#### **COLLEGE ASSOCIATION**

1. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fee, including student government fee allocations and expenditures for conformance with the expenditure categories defined in Section 16.2. of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform, or is inappropriate, improper, or inequitable.
2. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) members, its governing documents are approved by the college president and the following requirement are met:
  - a. The governing board of the college association is composed of:
    - i. The college president or his/her designee as chair.
    - ii. Three administrative members appointed by the college



president.

iii. Three faculty members appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.

iv. Six student members comprised of the student government president(s) and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.

b. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with Section 16.5.(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.

c. The governing documents of the college association have been reviewed by the board's general counsel and approved by the board.

## **SECTION 16.6.**

### **MANAGEMENT AND DISBURSEMENT OF FUNDS**

The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures; one, the signature of a person with responsibility for the program; the other the signature of an approved representative of the allocating body.

## **SECTION 16.7.**

### **REVENUES**

All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

## **SECTION 16.8.**

### **FISCAL ACCOUNTABILITY HANDBOOK**

The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook, to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers,

investments and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his/her designee to protect the integrity and accountability of all student activity fee funds.

## **SECTION 16.9.**

### **COLLEGE PURPOSES FUND**

1. A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearmarked portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.

2. Expenditures from the college purposes fund shall be subject to full disclosure under Section 16.13. of these bylaws.

3. Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of Section 16.12. of these bylaws.

## **SECTION 16.10.**

### **AUXILIARY ENTERPRISE BOARD**

1. The auxiliary enterprise board shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be developed by the auxiliary enterprise budget and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.

2. The auxiliary enterprise board shall be considered approved for the purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president and the following requirements are met:

- a. The governing board is composed of the college Students Rights and Responsibilities president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members.
- b. The administrative members are appointed by the college president.
- c. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
- d. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.
- e. The auxiliary enterprise board structure provides for a budget and contract committee composed of a combined total of faculty and administrative members that is one more than the number



of student members. The budget and contract committee shall be empowered to develop all contract and budget allocation proposals subject to the review and approval of the auxiliary enterprise board.

f. The governing documents of the auxiliary enterprise board have been reviewed by the board's general counsel and approved by the board.

#### **SECTION 16.11.**

#### **THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS OVER STUDENT ACTIVITY FEE ALLOCATING BODIES AND AUXILIARY ENTERPRISE BOARDS**

1. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.

2. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion is not within the expenditure categories defined in Section 16.2. of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.

3. The chancellor or his/her designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.

4. All disapprovals exercised under this section shall be filed with the general counsel and vice chancellor for legal affairs.

5. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

#### **SECTION 16.12.**

#### **REFERENDA**

A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with student government elections.

1. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

2. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.

3. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

4. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the college president together with his/her recommendation.

#### **SECTION 16.13.**

#### **DISCLOSURE**

1. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.

2. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.

3. The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.

4. The auxiliary enterprise board shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to auxiliary enterprises.

5. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income 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 each year.

#### **SECTION 16.14.**

#### **STIPENDS**

The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the board.

#### **SECTION 16.15**

#### **UNIVERSITY REVIEW COMMITTEE**

There shall be a University Review Committee consisting of three administrators appointed by the Chancellor.

1. The University Review Committee shall have responsibility for oversight and supervision over University student activity and extramural student activity fees. Recipients of extramural fees shall present an annual report to the appropriate Board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

2. The University Review Committee may veto any proposed expenditure of the University Student Senate, subject to being overridden by the affirmative vote of two thirds of the total membership of the University Student Senate, in person or by mail ballot, except that a veto based upon the opinion that an item is in contravention of the laws of the city, state or nation, or bylaws or policy of the University is not subject to being overridden.

**Dated: November 1999**

### **Bias-Related Crime Prevention Information:**

#### **Information for New Students**

Under New York State Penal Law, section 485.05:

1. A person commits a hate crime when he or she commits a specified offense and either:

a) intentionally selects the person against whom the offense is committed or intended to be committed in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct, or

b) intentionally commits the act or acts constituting the offense in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct.

2. Proof of race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of the defendant, the victim or of both the defendant and the victim does not, by itself, constitute legally sufficient evidence satisfying the People's burden of proof under paragraph (a) or (b) of this section.

3. A "specified offense" is an offense defined by any of the following provisions: section 120.00 (assault in the third degree); section 120.05 (assault in the second degree); section 120.10 (assault in the first degree); section 120.12 (aggravated assault upon a person less than eleven years old); section 120.13 (menacing in the first degree); section 120.14 (menacing in the second degree); section 120.15 (menacing in the third degree); section 120.20 (reckless endangerment in the second degree); section 120.25 (reckless endangerment in the first degree); subdivision one, two or four of section 125.20 (manslaughter in the first degree); section 125.25 (murder in the second degree); section 120.45 (stalking in the fourth degree); section 120.50 (stalking in the third degree); section 120.55 (stalking in the second degree); section 120.60 (stalking in the first degree); subdivision one of section 130.35 (rape in the first degree); subdivision one of section 130.50 (sodomy in the first degree); subdivision one of section 130.65 (sexual abuse in the first degree); paragraph (a) of subdivision one of section 130.67 (aggravated sexual abuse in the second degree); paragraph (a) of subdivision one of section 130.70 (aggravated sexual abuse in the first degree); section 135.05 (unlawful imprisonment in the second degree); section 135.10 (unlawful imprisonment in the first degree); section 135.20 (kidnapping in the second degree); section 135.25 (kidnapping in the first degree); section 135.60 (coercion in the second degree); section 135.65 (coercion in the first degree);

section 140.10 (criminal trespass in the third degree); section 140.15 (criminal trespass in the second degree); section 140.17 (criminal trespass in the first degree); section 140.20 (burglary in the third degree); section 140.25 (burglary in the second degree); section 140.30 (burglary in the first degree); section 145.00 (criminal mischief in the fourth degree); section 145.05 (criminal mischief in the third degree); section 145.10 (criminal mischief in the second degree); section 145.12 (criminal mischief in the first degree); section 150.05 (arson in the fourth degree); section 150.10 (arson in the third degree); section 150.15 (arson in the second degree); section 150.20 (arson in the first degree); section 155.25 (petit larceny); section 155.30 (grand larceny in the fourth degree); section 155.35 (grand larceny in the third degree); section 155.40 (grand larceny in the second degree); section 155.42 (grand larceny in the first degree); section 160.05 (robbery in the third degree); section 160.10 (robbery in the second degree); section 160.15 (robbery in the first degree); section 240.25 (harassment in the first degree); subdivision one, two or four of section 240.30 (aggravated harassment in the second degree); or any attempt or conspiracy to commit any of the foregoing offenses.

4. For purposes of this section:

a) the term "age" means 60 years old or more;

b) the term "disability" means a physical or mental impairment that substantially limits a major life activity.

### **Sentencing**

1. When a person is convicted of a hate crime pursuant to this article, and the specified offense is a violent felony offense, the hate crime shall be deemed a violent felony offense.

2. When a person is convicted of a hate crime pursuant to this article and the specified offense is a misdemeanor or a class C, D, or E felony, the hate crime shall be deemed to be one category higher than the specified offense the defendant committed, or one category higher than the offense level applicable to the defendant's conviction for an attempt or conspiracy to commit a specified offense, whichever is applicable.

3. Notwithstanding any other provision of law, when a person is convicted of a hate crime pursuant to this article and the specified offense is a class B felony:

a) the maximum term of the indeterminate sentence must be at least six years if the defendant is sentenced pursuant to section 70.00 of the penal law.

b) the term of the determinate sentence must be at least eight years if the defendant is sentenced pursuant to section 70.02;

c) the term of the determinate sentence must be at least twelve years if the defendant is sentenced pursuant to section 70.04;

d) the maximum term of the indeterminate sentence must be at least four years if the defendant is sentenced pursuant to section 70.05; and e) the maximum term of the indeterminate sentence of the term of the determinate sentence must be at least ten years if the defendant is sentenced pursuant to section 70.06.

4. Notwithstanding any other provision of law, when a person is convicted of a hate crime pursuant to this article and the specified offense is a class A-1 felony, the minimum period of the indeterminate sentence shall be not less than twenty years

### **Procedures For Dealing with Hate and Bias-Related Crimes**

A Medgar Evers College student who is found to have committed a hate or bias-related crime is subject to arrest and disciplinary action, which can include admonition, deprivation of certain privileges, probation, suspension, or expulsion.

### **Counseling and Psychological Services**

- The counseling philosophy of Medgar Evers College, CUNY is “to motivate and assist students in their pursuit of education, career, and personal/social empowerment for life-long self-development”

- Counseling Services' objective is to provide and foster a comprehensive approach and perspective on psychosocial education and to encourage a collaborative dialog between staff and students. Counseling can assist in developing tools to aid students with public awareness and creativity towards their growth.

#### **Services Provided**

- Mental Health Counselors provide individual and group counseling in the psycho-social areas, such as self-esteem, domestic violence, hate crimes, bereavement/grief, strengthening family relationships, anxiety, and depression. Counseling & Psychological Services facilitate and implement workshops for students, staff and faculty regarding issues of sexual assault, psychological distress, campus violence, hate crimes, tobacco cessation, post-traumatic stress disorder (PTSD), and other mental health issues. In addition, Counselors use their skills to assist students and clients in achieving objectives through exploring a problem and its ramifications, examining attitudes and feelings, considering alternative solutions, and decision-making.

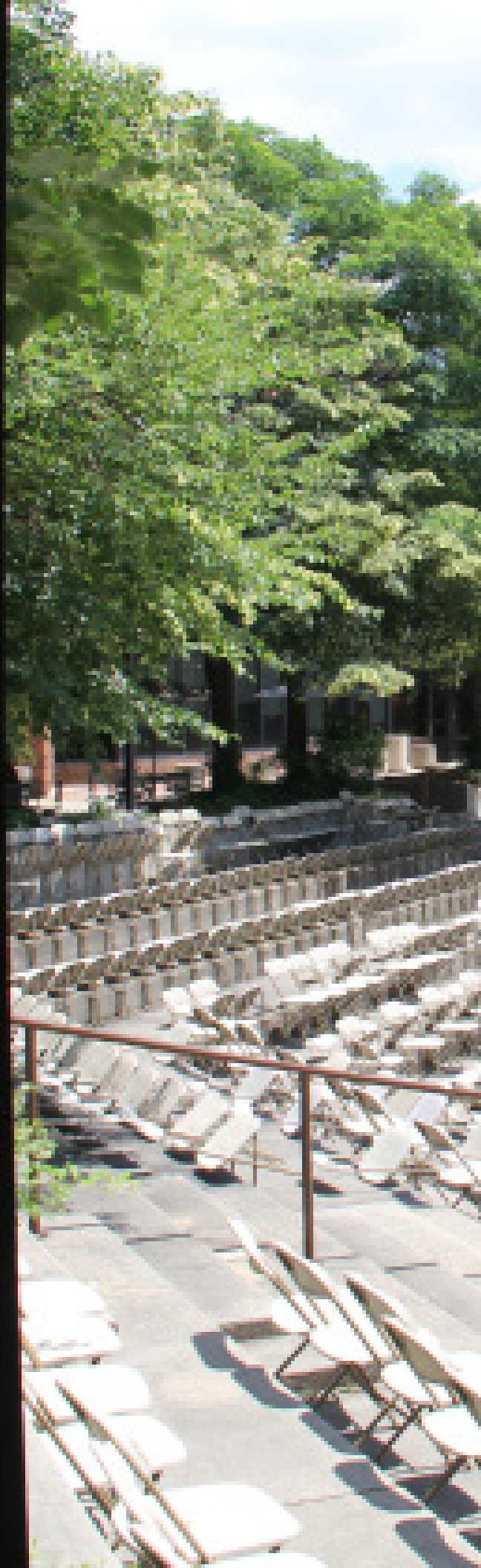
### **Updates About Security Procedures**

The College updates and advises the campus community about security procedures, including those related to hate crime, via the Annual Security Report, the College Catalog, and the Student Handbook.

### **Education Law § 6433 Crime Statistics Notice**


The College's Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. You may obtain these statistics at <http://ope.ed.gov/security/> or by calling the College's Director of Public Safety at 718-270-6069. The College's Annual Security Report is also available at: <http://www.mec.cuny.edu/Office-of-Administration-and-Finance/Public-Safety/> .







# Appendices



# Appendix A

## CUNY Board of Trustees

### The City University of New York Administration

#### Board of Trustees

Benno Schmidt

#### Chairman of the Board

Philip Alfonso Berry

#### Vice Chairman of the Board

### Members of the Board

Valerie Lancaster Beal

Wellington Z. Chen

Rita DiMartino

Freida D. Foster

Judah Gribetz

Una S. T. Clarke

Hugo M. Morales

Brian D. Obergfell

Peter S. Pantaleo

Jill O' Donnell-Torney

Carol A. Robles-Roman

Charles A. Shorter

Barry Schwartz

Terrence F. Martell

Joseph K. Awadjie

# Appendix B

## CUNY Administration

**James B. Milliken**

Chancellor

**Allan H. Dobrin**

Executive Vice Chancellor and Chief Operating Officer

**Vita C. Robinowitz**

Executive Vice Chancellor and University Provost

**Jay Hershenson**

Senior Vice Chancellor for University Relations and Secretary of the Board of Trustees

**Frederick P. Schaffer**

Senior Vice Chancellor for Legal Affairs and General Counsel

**Matthew Sapienza**

Senior Vice Chancellor for Budget, Finance and Financial Policy

**Frank Sanchez**

Vice Chancellor for Student Affairs

**Pamela S. Silverblatt**

Vice Chancellor for Labor Relations

**Gillian Small**

Vice Chancellor for Research

**Gloriana B. Waters**

Vice Chancellor for Human Resources Management

**Juditj Bergtraum**

Vice Chancellor for Facilities Planning, Construction and Management

**Brian Cohen**

Associate Vice Chancellor and University CIO

# Appendix C

## College Administration

*For a current listing of college administration and staff, see [http:// www.mec.cuny.edu/college\\_catalog/](http://www.mec.cuny.edu/college_catalog/)*

### **Rudolph Crew**

*President*

### **Augustine Okereke**

*Senior Vice President and Provost*

### **Jerald Posman**

*Senior Vice President and Chief Operating Officer*

### **Gary Johnson**

*Executive Counsel to the President*

### **Evelyn Castro**

*Vice President, Student Affairs*

### **JoAnn Rolle**

*Dean, School of Business*

### **J.A. George Irish**

*Dean, School of Liberal Arts and Education (Interim)*

### **Mohsin Patwary**

*Dean, School of Science, Health and Technology*

### **Simone Rodriguez-Dorestant**

*Dean, School of Professional and Community Development*

### **Richard Jones**

*Executive Dean, Accreditation and Quality Assurance*

### **Dereck Skeete**

*Dean of Enrollment Services*

### **Praveen Panchal**

*Chief Information Officer. (Acting)*

**Anderson-Clarke, Shannon**

Director, Office of Admissions

**Bangura, Mohammed**

Officer, Environmental Health and Safety Officer

**Bostic, Renee**

Director, Athletics

**Chan, Eva**

Director, Institutional Research and Assessment

**Chance, Michael**

Director, Academic Support Center

**Collins, Tonya**

Director (Acting), Television and Radio

**Gray, Nakia**

Director, College Now

**Green, Brenda**

Executive Director, Center for Black Literature

**Greene, Keshia**

Director, Purchasing

**Irish, George**

Executive Director, Caribbean Research Center

**Isaacs, Tanya E.**

Director, Human Resources

**Kinard, Esq., Sylvia**

Director, Affirmative Action

**Koon, Chi**

Director, Research and Sponsored Programs

**Martin, Larry**

Director, Student Life and Development

**McIntosh, Janet**

Director, Ella Baker Child Development Center

**McMillian, Mark**

Director, Economic Development and Community Partnerships

**Michel, Sharon**

Director, Testing Center

**Pelosi, Jason**

Director, Academic Advising Center

**Stevens, Victor**

Director, Public Safety

**Vacant**

Director, Center for Women's Development

**Orensetin, David**

Chief Librarian

**Pientek, Joe**

Director, East New York Stie

**Pinder, Makeba**

Director, (Acting) Counseling and Psychological Services

**Phifer, Anthony**

Director, Differently-Abled Services

**Philips-Harding, Kathy**

Director, Health Services

**Price, Fred**

Director, Alumni Affairs

**Rivera, Johana**

Registrar

**Serdiuk, Tanya**

Director, Accreditation, Quality Assurance and Institutional Effectiveness

**Sigler, Jeffrey**

Director, Freshman Year Program

**Simmons, Esmeralda**

Executive Director, Center for Law and Social Justice

**Pilieri, Thais**

Bursar

**Pursoo, Eugene**

Director, Study Abroad

**Wall, Yvette**

Director, Evening and Weekend Programs

**Wymore, Stephen**

Director, Ed Tech Center

**Young, Deborah**

Director, Career Management Services

**Zummo, Janice**

Director, SEEK



**Sigler, Jeffrey**

Director, Freshman Year Program

**Simmons, Esmeralda**

Executive Director, Center for Law and Social Justice

**Softleigh, George**

Bursar

**Stengle, Deborah**

Director, Study Abroad

**Wall, Yvette**

Director, Evening and Weekend Programs

**Wymore, Stephen**

Director, Educational Technology Center

**Young, Deborah**

Director, Career Management Services

**Zummo, Janice**

Director, SEEK\Special Programs

# Appendix D

## Faculty Listing

For a current listing of college faculty, see [http:// www.mec.cuny.edu/college\\_catalog/](http://www.mec.cuny.edu/college_catalog/)

### **Abdul-Sayed, Mamdouh**

Lecturer, MD/Assuit University, Egypt , 1974; MS/St John's University, 1988

### **Ainworth, Granville**

Lecturer, BA/Howard University, MBA/Fordham University, CPA/The State of New York

### **Alexander, Jane B.**

Asst. Professor, BS/Medgar Evers College, CUNY, MS/Brooklyn College, CUNY, MEd/Teachers College of Columbia

### **Amoa, Kwesi**

Assoc. Professor, BS/Fisk University, MS/Fisk University, PhD/Howard University

### **Austin, Sherman A.**

Professor, BA/CUNY, MS/CUNY, PhD/CUNY

### **Awolabi, Obasegun**

Asst. Professor, BA, MA, PhD/American University

### **Bajue, Stanley A.**

Professor, BS, PhD/University of the West Indies

### **Baker, Ivor**

Lecturer, BA, MA/CUNY

### **Barker, Kathleen**

Professor, BA/City University of New York, PhD/The Graduate Center, CUNY

### **Berenbom, Joshua**

Assoc. Professor, BS/Polytechnic Institution of New York, MS/Polytechnic Institution of New York, PhD/Polytechnic Institution of New York

### **Best, Wade**

Lecturer, BA/Hunter College, CUNY, MA/ Lehman College CUNY

### **Blackman, Terrence R.**

Lecturer, BS/Brooklyn College, CUNY, M. Phil/The Graduate Center CUNY

### **Bottaro, Jesus S.**

Asst. Professor, MFA/Brooklyn College, CUNY, MA/The Graduate Center, PhD/The Graduate Center

### **Brathwaite, Beatrice**

Lecturer, BA,MA/Brooklyn College

### **Brown, Cory**

Lecturer, BA/Medgar Evers College, CUNY, MEd/Long Island University

### **Brown, Rupert**

Lecturer, BS/Long Island University, MS/City College, CUNY

### **Brown, Ann C.**

Professor, BS/Oakwood College, MS/ University of New Hampshire, MS/New York Medical College, PhD/New York Medical College

### **Brown, Owen**

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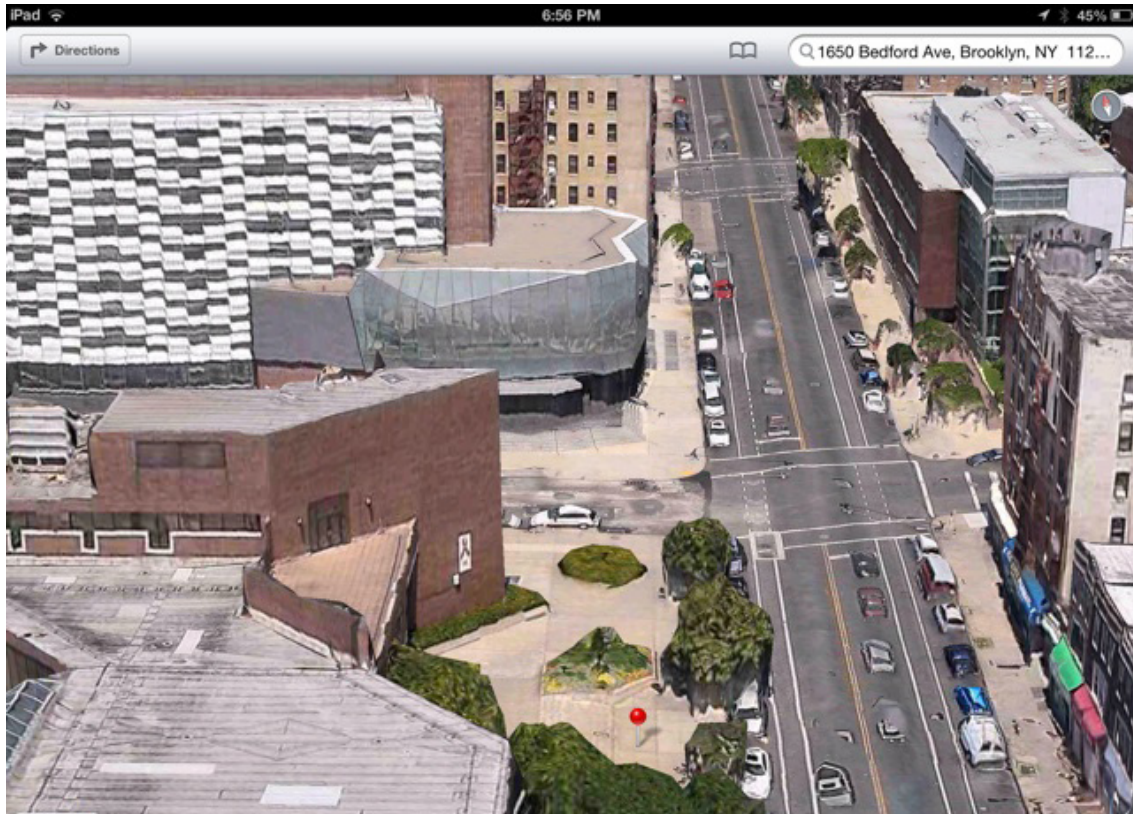
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# Directions to Med



**Bedford (B) Building - 1650 Bedford Avenue, Brooklyn, New York 11225 (between Crown and Montgomery Streets)**

**SUBWAY:** Take the #2, #3, #4, or #5 train to the Franklin Avenue Station. Exit the station at Eastern Parkway and Franklin Avenue. Walk one block East to Bedford Avenue. Walk four blocks West on Bedford Avenue.

**BUS:** #49 (either direction) on Bedford Avenue to Crown Street.

**Carroll (C) Building - 1150 Carroll Street, Brooklyn, New York 11225 (between Rogers and Nostrand Avenues)**

**SUBWAY:** Take the #4 or #5 train to Franklin Avenue, where you may change for the #2 train to President Street, walking one block South to Carroll Street or the #3 train to Nostrand Avenue, walking three blocks to Carroll Street. Make a right turn and walk down Carroll Street until you reach the college.

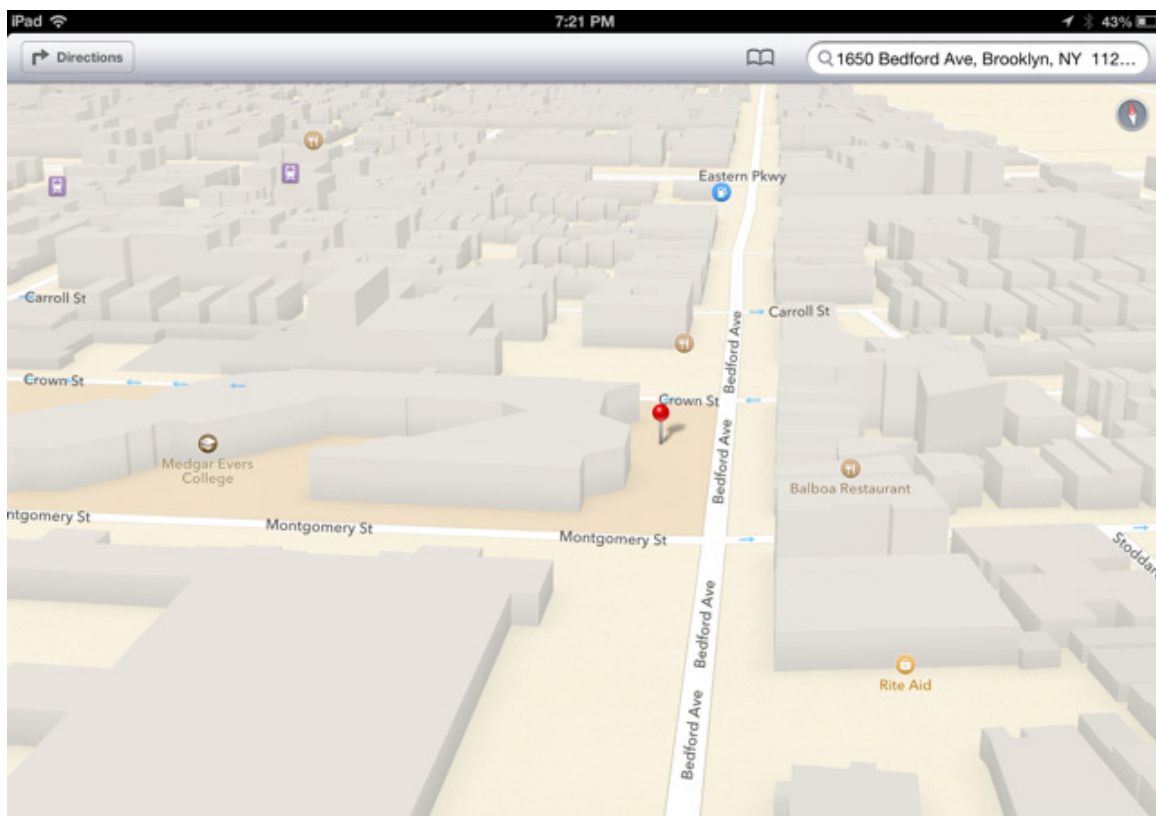
**BUS:** #44 to Carroll Street and Nostrand Avenue; or the #49 bus to Rogers Avenue and Carroll Street; or the #43 bus to Empire Boulevard and Nostrand Avenue.

**School of Business and the Student Support Services (S) Building - 1637 Bedford Avenue, Brooklyn, New York 11225 (between Carroll and Crown Streets)**

**SUBWAY:** Take the #2, #3, #4, or #5 train to the Franklin Avenue Station. Walk one block East to Bedford Avenue. The entrance to the building is three blocks West on Bedford Avenue.

**BUS:** #49 (either direction) on Bedford Avenue to Crown Street.

# Medgar Evers College



School of Health, Science and Technology (AB1) Building – 1638 Bedford Avenue, Brooklyn, New York 11225 (between Carroll and Crown Streets)

**SUBWAY:** Take the #2, #3, #4, or #5 train to the Franklin Avenue Station. Walk one block east to Bedford Avenue. The entrance to the building is three blocks West on Bedford Avenue.

**BUS:** #49 (either direction) on Bedford Avenue to Crown Street.

#### By automobile from Manhattan to either MEC campus

Manhattan Bridge to Flatbush Avenue Extension (proceed straight off bridge); straight onto Flatbush Avenue to Grand Army Plaza; go 270 degrees around Grand Army Plaza onto Eastern Parkway; proceed to Bedford Avenue; right on Bedford Avenue

#### By automobile from Queens to either MEC campus

Grand Central to Jackie Robinson Parkway (formerly Interboro Parkway); JRP to Jamaica Avenue (becomes East New York Avenue); right onto Howard Avenue; left onto Eastern Parkway; proceed approximately 2 miles and then turn left onto Bedford Avenue.

**Travel directions** are available by calling **(718) 270.4900** and listening for the prompt to obtain directions.



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