



**Borough of Manhattan Community College 2014-2016 Bulletin**





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**Accreditation**

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

**Statement of Nondiscrimination**

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

Odelia Levy is the College's Affirmative Action & Compliance Officer, Coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, Coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs, and Coordinator for the Americans with Disabilities Act and Section 504/ADA, which prohibit discrimination on the basis of disability. Ms. Levy's office is located in Room S701k and her telephone number is (212) 220-1236. Complaints, comments and/or questions regarding applicable policies, procedures or the College's affirmative action program, or discrimination generally, should be directed to Ms. Levy.

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

# President's Letter



Dear Student:

Welcome to Borough of Manhattan Community College (BMCC) of the City University of New York (CUNY)—one of the nation's premier urban community colleges. At BMCC, you have the opportunity to receive a quality education from outstanding faculty in a supportive and nurturing environment.

You can pursue a wide variety of educational goals in one of BMCC's 43 academic programs. The College's proximity to the commercial opportunities of the greater New York City area also enables you to explore exciting internships and externships in conjunction with your education.

In keeping with our mission, BMCC is committed to giving you a solid educational foundation, and to helping you develop a flexible and creative mind. These are the tools you will need to succeed, both professionally and personally, in a rapidly changing world.

In the College's general education curriculum you will be able to explore some of life's timeless questions. You will also find new languages and world views here that can expand your understanding of the rich diversity which is the human race.

At BMCC you will be challenged intellectually—I know that you will accept the challenge. When you leave BMCC, you will have the resources you need to succeed in whatever course of life you choose.

Sincerely,

A handwritten signature in cursive script that reads "Antonio Pérez". The signature is written in dark ink and is positioned above the printed name.

Antonio Pérez, President  
Borough of Manhattan Community College

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## OUR MISSION

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

Borough of Manhattan Community College (BMCC) was founded in 1963 and opened in 1964 as a small, primarily business-oriented, community college offering programs aimed at the midtown business community. During the next two decades, the mission of the College changed in response to the advent of the City University’s open admissions policy in 1970 and in response to the emergence of new technologies and

changes in business and industry. Open admissions significantly extended higher educational opportunities to thousands of students, many of them non-traditional. After BMCC relocated in 1983 to its new building at 199 Chambers Street, the programs of the College became more diversified and reflected many of the emerging new technologies. BMCC now offers a wide range of degree programs, including Accounting, Art Foundations, Accounting for Forensic Accounting, Animation and Motion Graphics, Biotechnology Science, Business Administration, Business Management, Childhood and Bilingual Childhood Education, Communication Studies, Community Health Education, Computer Information Systems, Computer Network Technology, Computer Science, Criminal Justice, Early Childhood Education, Engineering Science, Geographic Information Science, Gerontology, Health Information Technology, History,

Human Services, Liberal Arts, Mathematics, Modern Languages, Multimedia Programming and Design, Nursing, Paramedic, Psychology, Respiratory Therapy, School Health Education, Science, Science for Forensics, Science for Health Professions, Secondary Education, Small Business Entrepreneurship, Sociology, Theatre, Video Arts and Technology, and Writing and Literature as well as many non-degree programs in Adult and Continuing Education.

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

## OUR HISTORY

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

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

The fiscal crisis of 1976 intervened and brought building to a halt with only a steel frame erected. After a five-year hiatus, construction on the new campus resumed, and the College was able to

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

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

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

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

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

## OUR FACILITY

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

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

## OTHER FEATURES OF BMCC

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

- Three dining facilities
- Production facilities for television programs
- Human Patient Simulation Lab

## THE MEDIA CENTER

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

This multi-million dollar resource supports the academic and professional training programs of the College. It serves as the laboratory for the activities of BMCC’s Video Arts and Technology Program. It also provides media support for conferences, public hearings, teleconferencing and community and civic activities. The BMCC Media Center produces original video and television programming for the College, the University and outside clients. The Center also provides video and audio connectivity via satellite and fiber-optic cable to locations throughout the United States and the world. The Media Center facilities consist of two television studios, a suite of digital video-editing systems, an on-line editing room, an audio studio, and a master control center. The campus is wired for closed circuit television distribution, including the capability to originate,

record, and transmit HDTV programming from the Tribeca Performing Arts Center, the gymnasium, and a number of other spaces on campus.

The Center’s staff is comprised of accomplished media and educational professionals who are dedicated to bringing to the students, faculty, and community a high level of media services in support of the mission of the College and the University.

## OFF-SITE PROGRAMS

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

# Admissions

## Admissions

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

### TO APPLY

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

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

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

### There are five types of applications:

#### 1. Undergraduate Freshman Application for Admission

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

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

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

#### 2. Undergraduate Transfer Application for Admission

At CUNY, a transfer is defined as an applicant who has attended a college, university and/

### APPLICATION DEADLINES

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

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

or proprietary school since graduating high school/secondary school. This applies to whether or not you are seeking transfer credit and/or program of study.

This application is for students who have previously attended college and have a 2.0 (“C”) or above cumulative grade-point average (GPA). Please note the Advanced Standing application deadline. Students should complete a CUNY Undergraduate Transfer Application for Admission online at [www.cuny.edu/apply](http://www.cuny.edu/apply). Use this application if:

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

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

This application is for students who will take college courses but do not wish to obtain a degree. Those interested in non-degree status should apply directly to the Admissions Office at Borough of Manhattan Community College, 199 Chambers Street, Room S310, New York, NY 10007.

#### 4. Second Degree Application

Students who have earned an associate degree at BMCC and who wish to apply for a second degree must contact the Admissions Office, Room S310, and request a *Second Degree Application*. In order to receive the second associate degree from BMCC, students must complete a minimum of 30 credits at BMCC.

#### 5. Readmission Application

Students whose attendance has been interrupted at BMCC and who have left the College in good academic standing may be readmitted by filing an online readmission application at <http://www.bmcc.cuny.edu/registrar/page.jsp?pid=1280&n=Readmission>. A \$20 non-refundable readmit fee will be included on your bill by the Bursar’s Office (Room S330). Readmission is automatically granted to students in good academic standing.

**Note:** Readmission may be offered to students who are academically dismissed. Said students will be required to obtain an appeal form from the Registrar’s Office (Room S315). Students so approved will be on special probation and subject to special probation rules. Regardless of how many semesters the student sat out, he/she must submit an application to the Committee on Academic Standing. For further explanation or clarification, students should see a counselor in the Counseling Center (Room S343).

### TRANSFER CREDIT EVALUATION AND ADVANCED STANDING POLICY

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

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

BMCC accepts a maximum of thirty (30) transfer credits to be applied towards degree completion.

- If you have recently completed courses or have any outstanding transfer credits at another college, it is necessary for you to arrange to have the official transcript(s) forwarded to BMCC’s Admissions Office as soon as possible. All transcripts must be sent prior to registration. This also applies to students who are seeking to be readmitted to BMCC.
- Departmental approval must be obtained for science courses taken more than ten (10) years ago.
- All technical courses need departmental approval.
- Clinical nursing courses are not transferable.
- Students who receive transfer credit in one or more of the pre-clinical nursing courses (ENG 101, PSY 100, BIO 425) have the option to request one time only during the first semester of enrollment the removal of transfer credit in one or more of the pre-clinical nursing courses. Students must see the pre-clinical academic advisor in the Nursing Department, Room S730.
- BMCC strives to help all Veterans transition to BMCC. Veterans who are matriculating students may earn up to 18 credits in United States Armed Forces Institute courses, in which they have passed final exams, and for other military education and

training. The decision regarding the granting of credit is at the discretion of individual academic departments.

Only college level courses, from an accredited college(s), are evaluated for transfer credits. Remedial, Developmental, Freshman Studies, English as a Second Language (ESL), and College Prep courses are not transferable.

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

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

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

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

Modern Languages

Science

Social Sciences, Human Services

& Criminal Justice

Speech, Communications & Theatre Arts

Teacher Education

Transfer credits will only be evaluated from accredited institutions\* listed on the student's admission application. The submission of documents in support of applications for admission such as transcripts, diplomas, test scores, references, or the applications themselves, that are forged, fraudulent, altered from the original, obtained under false pretenses, or otherwise deceptive (collectively referred to as fraudulent documents) is prohibited by the City University of New York and may be punishable by: a bar to applying for admission, suspension and expulsion. The term applications for admission include transfer applications.

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

**MS** Middle States Association of Colleges and Schools

**NC** North Central Association of Colleges

and Schools

**NE** New England Association of Schools and Colleges

**NW** Northwest Association of Schools and Colleges

**NY** New York Association of the New York Board of Regents

**SA** Southern Association of College and Schools

**WA** Western Association of Schools and Colleges

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

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

### Non-Degree

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

Students who wish to change from a non-degree to a matriculated status may do so in the Admissions Office (S310) after at least one semester of college work has been completed. In addition, students must be in good academic standing. Students who did not take the CUNY Skills Assessment tests will be required to do so in order to change their status from non-degree to matriculated. To become matriculated, students must submit a completed Advanced Standing Transfer application to the Admissions Office by the first day of classes for the semester that the students are changing their status from non-degree to matriculated.

### Matriculation

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

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

### International Student Services

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

*All international BMCC students are urged to contact ISSO located in the Admissions Office (Room S115N) for assistance. Ms. Lily Yi-Elkin is the Assistant Director of International and Transfer Services.*

### CUNY Assessment Tests (CAT)

The CUNY Skills Assessment Tests are required of all entering freshmen. The tests measure skills of reading, writing, and mathematics, and are administered after admission to the College. In each of these areas CUNY and BMCC have established minimum standards defining readiness to do college work. As a result of the assessment process, students may be declared exempt from remedial courses in any or all skills areas or they may be assigned to appropriate developmental courses in those areas deemed weak. (Please note that developmental courses do not offer credit at BMCC.) In order to transfer from a CUNY community college to a CUNY senior college, students must have passed the tests in reading and writing. Students should consult the appropriate CUNY campus for the required passing scores.

Transfer students should consult the Testing web site: <http://www.bmcc.cuny.edu/testing/> to determine whether or not they need to take the CUNY assessment tests.

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

The CUNY Assessment Test in Math measures competency in numerical skills/pre-algebra, algebra, college algebra, and trigonometry. All students are required to test on both the pre-algebra and algebra components of the CUNY Assessment Test in Math. The CUNY Assessment Tests in Reading and Writing are used for initial placement and for exit from the top-level course in Reading, English and ESL. In addition, the prerequisite for Composition I (ENG 101) is passing the CUNY Assessment Tests in Reading and Writing.

New students admitted to the University may be waived from taking one or more of the CUNY Assessment Tests based on Regents, SAT or ACT scores; a Bachelor's Degree from an accredited domestic institution; or:

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

Documentation for waivers must be submitted to the Admissions Office (Room S310) prior to registration.

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



# Admissions

## AFTER YOU ARE ADMITTED

the website or speak to an academic advisor in planning their academic schedules.

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

### **Immunization Requirements**

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

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

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

NYS Health Law 2165, in effect since July, 1989, requires that students born after 1956 submit to Health Services room N303, documented proof of measles, mumps, and rubella immunization or immunity. Please

refer to the information you received in your admissions packet or visit <http://www.bmcc.cuny.edu/health-services/immunization.html> for detailed options that will allow you to select which one completes your requirements.

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

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

NYS Health Law 2167, in effect since August, 2003, requires that all students, those born after 1956 and those born prior to 1957, receive and read the information on Meningitis, specifically Meningococcal Disease. You must fill out and sign the response form by either selecting to waive your right to the Meningitis vaccine or taking the form to your doctor, receive the vaccine and sign. These response forms must be submitted to Health Services, Room N303.

Please refer to the information you received in your admissions packet or visit <http://www.bmcc.cuny.edu/health-services/immunization.html> for details.

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

No Meningitis vaccines are offered by our office.

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

### **New Student Orientation**

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

## Tuition and Fees

### ESTABLISH NEW YORK RESIDENCY TUITION RATE

To qualify for the New York City tuition rate, you must have completed one year of residency in New York City prior to the first day of classes. Please contact the Admissions Office, Room S310 for further information.

Federal regulations require that you provide proof that you have earned a high school diploma or a GED before you can receive Federal aid. This policy has no effect on your eligibility for New York State financial aid (TAP, APTS), or on your status as a matriculated student.

#### Full-Time

For a description of full-time status, see the first column on the next page.

#### Part-Time

For a description of part-time status, see the first column on the next page.

### STUDENT ACTIVITIES FEES

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

\* Includes \$1.45 University Senate fee

### CHANGE OF PROGRAM FEE

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

- Addition of a course or courses
- Changing from one course to another
- Changing from one section of a course to another section of the same course
- Dropping a course and adding another course

### PAYMENT OF TUITION AND FEES

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

Checks and money orders should be made payable to "BMCC". Students whose checks are returned by their bank will be subject to a \$15 reprocessing fee and will be required to make all subsequent payments by cash or certified check. Students settling a prior semester balance to obtain clearance for registration, transcripts or readmission must make payment via cash or certified check.

Online payments may be made with Mastercard,

### TUITION PER SEMESTER

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

#### Footnotes

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

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

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

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

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

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

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

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

Discover, American Express or e-check. Credit cards are not accepted at the Bursar Office. A non-refundable convenience fee is charged by the vendor for online credit/debit card payments. There is no fee to pay by e-check.

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

*It is important that you complete the bill payment process during registration even if financial aid or any other outside agency is covering your bill. If you do not complete this process by the due date indicated, your course selection will be cancelled. Even if your bill indicates a "0" balance, you must go to the Office of the Bursar, Room S330.*

### TUITION PAY PLAN

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

# Tuition and Fees

total payment plan balance and remaining monthly installments. There is a \$40 enrollment fee each semester to participate in the plan. To enroll, log into CUNYfirst Self-Service and go to your Student Center. Go to Finances and select Enroll/Manage Payment Plan.

## STUDENT STATUS

### Full-Time Status

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

ESL	(all courses)
MAT	8, 12, 14, 41, 51, 56
ACR	(all courses)
ENG	88, 95

### Tuition Assistance for Full-Time Students

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

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

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

### Part-time Status

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

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

To receive APTS, you must:

- File an application by the established deadline and meet the basic eligibility requirements for the program.
- Be enrolled in at least six but fewer than twelve credits or equated hours. At least three of these must be degree credits.
- Remain in good academic standing for New York State award programs.
- Not have used up eligibility for TAP.

## WAIVERS AND TUITION REFUND

### Change of Program Fee Waiver

The change of program fee is not applicable when:

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

### Veterans

**Tuition Deferrals**—Students wishing to secure a veteran's deferral must bring proof of eligibility and file an application for Veterans Administration benefits in the Registrar's Office, Room S315. The deferral does not apply to fees.

**Benefits**—Applications for Veterans Administration benefits must be made in the Registrar's Office, Room S315. Students eligible to receive V.A. educational assistance must file a certificate of eligibility with the Registrar's Office at their initial registration and must inform that office of the V.A. standing each subsequent semester for which they wish to use their educational benefits.

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

### Tuition Refund Policy

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

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

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

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

Drop during the third calendar week of classes	25%	75%
Drop after the third calendar week of classes	-0-	100%

Students who pay their tuition bill in full and subsequently withdraw will have their refund calculated according to the above schedule. Refund checks are mailed directly to the students' home by the Bursar. Refunds for payments made online will be processed on the credit card that was used to pay tuition; for e-check payments, the refund will be deposited directly into the checking account that was used to pay the tuition. There is no refund of credit card convenience fees.

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

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

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

## COURSE CANCELLATION POLICY

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

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

## Financial Aid

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

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

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

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

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

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

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

### SOURCES OF FINANCIAL AID

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

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

**Federal Pell Grant** can be used to pay your tuition, or, if your tuition is covered by other means, help you buy your books and supplies, or pay your transportation costs. PELL is available to full-time or part-time students

who have not earned a first bachelor's degree or professional certificate.

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

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

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

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

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

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

**College Discovery (CD)** is a special program for financially and educationally disadvantaged students. Students in the CD program may receive money for books, fees and a small stipend. To be considered for CD, you must complete the special programs section of the CUNY admissions application.

The Admissions Office chooses the students for this program by a lottery system. You must maintain full-time enrollment to remain eligible for CD.

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

### SCHOLARSHIPS

BMCC makes available for its student population a list of various scholarships, for which they may be eligible to apply. Some of these scholarships are administered by the College, and are for either continuing or graduating students.  
*Sussie Gyamfi, Coordinator Scholarships and Special Services, 212 220 8133, Room S350*

#### Scholarships for Continuing Students

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

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

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

**Borough of Manhattan Community College Fund Inc. - MoneyWorks Scholarship** The MoneyWorks competitive scholarship is made available by the Borough of Manhattan Community College (BMCC) and The Financial Planning Association of New York (FPANY), and is sponsored by Merrill Lynch to provide continuing BMCC full-time and part-time

# Financial Aid

students with an exciting financial learning experience and scholarship opportunity. Students selected for the program will receive an award up to \$2,800.00 towards the cost of their education at BMCC for one academic year. In addition, students will have the opportunity to participate in financial awareness seminars and be paired with mentors from the business community.

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

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

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

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

**Houghton Mifflin/BMCC Scholarship:** Awarded to Business Management majors. Interested applicants must contact Professor Sandra Neis of the Business Management Department, Room S660 for additional information.

**National Science Foundation (CSEM) Scholarship:** This scholarship is awarded to full-time students who intend to pursue a baccalaureate degree in computer science,

engineering or mathematics. Applicants must be a U.S. citizen or permanent resident, must file for financial aid, have a minimum GPA of 2.8; and be willing to work on a research project as determined by the scholarship committee.

## **Salzburg Seminar Award**

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

## **ACADEMIC PROGRESS STANDARDS**

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

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

You may receive federal financial aid payments for no more than 30 hours of non-credit remedial course work. If you have attempted and received payment for a total of thirty or more remedial or developmental hours, you cannot receive federal financial aid for any additional remedial or developmental course work you attempt. This restriction does not apply to English as a Second Language (ESL) courses.

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

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

In order to remain eligible for federal financial aid at BMCC, you must be making satisfactory academic progress towards the completion of your associate degree in order to remain eligible for federal financial aid at BMCC. There are 3 components to the college's federal satisfactory academic progress standard:

1. Minimum GPA - You must achieve the GPA required to meet the college's minimum retention standard (that is, you cannot be on academic probation, special probation or academic dismissal).
2. Maximum Timeframe - You may attempt not more than 150% of the credits normally required for completion of the degree (that is, you may attempt no more than 90 credits to earn 60).

3. Pace of Progression - You must successfully complete a certain percentage of the total number of credits that you attempt. For more information, visit: [http://www.bmcc.cuny.edu/finaid/upload/SAP\\_Requirements.pdf](http://www.bmcc.cuny.edu/finaid/upload/SAP_Requirements.pdf).

## **Financial Aid Suspension**

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

## **Your Right To Appeal**

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

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

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

## **Financial Aid Probation**

If your appeal is granted, you will be placed on financial aid probation and have your federal student aid eligibility reinstated for one semester. At the end of the probationary semester, your record will be reviewed to determine if you have fulfilled the requirements specified in your academic plan.

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

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

## Re-establishing Eligibility

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

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

## DETERMINATION OF CREDITS ATTEMPTED AND CREDITS EARNED

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

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

### Basic Skills Courses

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

### Withdrawals

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

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

### Incomplete Grades

Your cumulative record of credits attempted must include any course in which you receive an incomplete grade. This course cannot be counted in your earned credits until you have received a completion grade. If you fail to meet the pace of progression standard due to an incomplete grade for a course, the recording of a successful completion grade within a term which brings your accumulated credits up to the appropriate standard will restore eligibility for this and subsequent terms within the academic year.

## Repeated Courses

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

## TREATMENT OF NON-STANDARD SITUATIONS

### Readmitted Students

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

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

### Second Degree Students

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

### Change of Major/Change of Degree

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

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

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

If you do not meet the NYS academic standing requirements in any semester you receive a state award, you lose your eligibility for TAP, APTS, and other NYS award

programs. Further payments of these awards to you will be stopped.

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

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

### How to Get a TAP/APTS Waiver

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

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

### Possible Reasons For a Waiver

#### A. Personal Criteria

1. Personal illness involving either hospitalization or extended home confinement under a physician's supervision.
2. Illness in the immediate family (of origin or of generation) forcing you to be absent from class for an extended period.
3. Emotionally disabling conditions which force you to miss class for an extended period.

# Financial Aid

4. Changing work conditions beyond your control and upon which you or your family must depend forcing you to leave classes.

5. Inability to attend classes because of military duty orders, temporary incarceration, or other involvement with agencies of government (local, state or federal).

## B. Academic Criteria

1. A change in major causes you to fall behind in the pursuit of program requirement

although prior to this your academic performance was sound.

2. You have consistently met the minimum academic performance standards but, for one semester, do not meet them. An assessment of your academic record indicates that granting you a waiver will be to your benefit.

If you are granted a TAP/APTS waiver, you can continue to be eligible for New York State tuition assistance for that semester

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



## Student Affairs

Marva Craig

*Vice President of Student Affairs*

Room S350

Michael Hutmaker

*Dean of Student Affairs*

Room S350

Eugenio Barrios

*Director of Enrollment Management*

Room S310

Ralph Buxton

*Director of Financial Aid*

Room N365

Stephen Kelly

*Director of Athletics*

Room N255

Pedro Perez

*Director of College Discovery*

Room S335

Cicely Horsham-Brathwaite

*Director of Counseling*

Room S343

Cecilia Scott-Croff

*Director of Early Childhood Center*

Room N375

Penelope S. Jordan, R.N.

*Director of Health Services*

Room N380

Sussie Gyamfi

*Coordinator of Scholarships*

*and Special Services*

Room S350

Harry Mars

*Director of Student Activities*

Room S234

Deborah Parker

*Director of Women's Resource Center*

Room S340

Marcos A. Gonzalez

*Director of Office of Accessibility*

Room N360

Won Kang

*Director of Center for Career Development*

Room S342

## STUDENT SUPPORT SERVICES

### Counseling Center

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

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

Counselors are available for individual or group sessions, both by appointment (212 220 8140) or on a walk-in basis at Room S343. Visit our website at [www.bmcc.cuny.edu/counseling](http://www.bmcc.cuny.edu/counseling) for updated notices and events.

### Center for Career Development

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

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

*Mr. Won Kang, Director, 212 220 8170, Room S342*

### College Discovery Program

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

*Pedro Perez, Director, (212) 220 8152, Room S335*

### The Office of Accessibility

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

*Mr. Marcos A. Gonzalez, Director (212) 220 8152, Room N360*

### Financial Aid

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

- Assist you and your family in planning for and meeting the expenses associated with attending BMCC.
- Furnish information about a range of federal, state, city and college sources of financial assistance.
- Provide the counseling and other services that you and your family need to establish and maintain eligibility for federal, state, city and institutional award programs.

*Mr. Ralph Buxton, Director, (212) 220 1430, Room N365, [finaid@bmcc.cuny.edu](mailto:finaid@bmcc.cuny.edu), Web Site: [www.bmcc.cuny.edu/finaid](http://www.bmcc.cuny.edu/finaid)*

### International Student Services

If you are an international student, the International Student Services Office (ISSO) will provide you with valuable information and assistance about immigration matters and F-1 (student) status. It also collects SEVIS (Student Exchange Visitor Information System) information as mandated by Department of Homeland Security. Students on the F-1 status are encouraged to attend the various workshops during the academic semester to become familiar with the federal regulations. Consequences for an F-1 student who fails to



# Student Services

ROOM S343, PHONE 212-220-8130

maintain legal status can be serious. The ISSO also offers information about health insurance and employment options for F-1 students. The ISSO staff will see students on a walk-in basis and by appointment.

*All international BMCC students are urged to contact ISSO located in the Admissions Office (Room S115N) for assistance. Ms. Lily Yi-Elkin is the Assistant Director of International and Transfer Services.*

## Student Activities

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

*Mr. Harry Mars, Director, (212) 220 8160, Room S234*

## Student Clubs and Organizations

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

## Student Government Association (SGA)

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

*(212) 220 8208, Room S242*

## Registration Orientation

A first-term student registered at BMCC is required to attend a special pre-registration orientation session. The program is specifically designed to help students successfully adjust to college life, and to utilize the various college resources for maximum personal development and benefit.

## Health Services Office

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

Public Health Law 2165. Throughout the academic year look for workshops covering different health issues as well as our yearly Health Fair held in May. We also provide workshops for those classes or clubs that wish to address specific health issues.

*Ms. Penelope S. Jordan, R.N., Director, (212) 220 8255, Room N380*

## BMCC Early Childhood Center and Family Child Care Network

BMCC offers two quality childcare programs, the BMCC Early Childhood Center and Family Child Care Network. Each program provides quality day care and early childhood education for the children of BMCC students. The Early Childhood Center offers several service options for children between the ages of 2 and 6 during the day and evening, and on Saturdays and Sundays. The Center most recently embarked upon a new initiative and is now offering a weekend school age program. This program operates between the hours of 9am to 5pm on Saturdays and Sundays for children ages 6 to 12. The Family Child Care Network, supervised by the BMCC Childhood Center, consists of a group of licensed day care homes serving children between two months and 12 years of age.

In keeping with appropriate early childhood practice and the Center's commitment to learning and safety, each child must be enrolled according to a planned schedule. Mindful of parent's course schedules and other college activities, the Center's staff works with parents to develop a schedule that closely meets the needs of both parent and child.

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

*Ms. Cecilia Scott-Croff, Director, (212) 220 8250, Room N375*

## The Women's Resource Center

The Women's Resource Center (WRC) provides support services for the growth and development of women students at BMCC as they pursue both their academic and their lifelong goals. The WRC sponsors activities designed to educate and provide information related to women, the family and community concerns. Special programs, seminars and workshops, as well as individualized sessions are designed to address such concerns as wellness, domestic violence, substance abuse, stress management, parenting, relationships,

and academics. In addition, the WRC has weekly support groups facilitated by the WRC staff and a peer mentoring program. The WRC also provides referral services to external social service agencies and acts as a network for resources within the College.

*Ms. Deborah Parker, Director, (212) 220 8165, Room S340*

## Athletics, Recreation and Intramurals Intercollegiate Athletics

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

## Recreation and Intramurals

BMCC students, faculty, and staff may participate in intramural volleyball, soccer, cricket, table tennis, and badminton. Yoga and Zumba are offered as wellness activities.

A modern fitness center in the BMCC gym has weight training equipment and aerobic machines. Students may also use the modern, Olympic-style swimming pool.

*Mr. Stephen Kelly, Director, (212) 220 8261, Room N255*

## Academic Affairs Student Support Services

### Academic Advisement

Each semester, students are required to meet with an advisor to make certain that they are following the correct course of study. The advisors help students create an academic plan and provide information regarding curriculum choice. Students are not allowed to register until academic advisement has been completed. For information concerning academic advisement, contact the Academic Advisement and Transfer Center, 212 220 8315, Room S108.

### The Academic Advisement and Transfer Center

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

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

*Ms. Carei Thomas, Director,  
212 220 8315, Room S108*

### Accelerated Study in Associate Programs (ASAP)

Accelerated Study in Associate Programs (ASAP) is a special program at the City University of New York's community colleges. ASAP at BMCC emphasizes enriched academic support, a modified block schedule of classes, skill building workshops, personal academic advisement and employment services to prepare students to graduate with their associate degree in two to three years, and either transfer to a four-year college or university or enter the workforce with full-time employment.

*Ms. Nadine Browne, Director,  
212 346 8509, Room S642*

### BMCC Learning Academy Program (BLA)

The BMCC Learning Academy offers first-time, full-time, liberal arts students a seamless transition from high school to college. As members of the BMCC Learning Academy program, students are assigned to a designated advisor throughout their time at BMCC. The BMCC Learning Academy advisor helps each student navigate the transition to college, including providing academic advisement, registration, offering academic success workshops, career and major exploration, tutoring and learning resources, and referrals to other campus resources.

*Ms. Alexandra Pyak, Program Supervisor  
212 346 8640, Room M1413*

### The Pre-Freshman Summer/Winter Immersion Program

This program is designed for newly admitted and returning freshmen. The program provides an opportunity for students to acquire basic skills, complete their basic skills obligations, and get a head-start on their college experience. The program will (1) offer basic skills courses to improve students' proficiency in areas such as English (writing), English as a Second Language, Reading, and Mathematics; (2) provide students with an opportunity to enroll in one or more courses to reduce or eliminate the number of basic skills courses they will be required to take in the fall or spring semester; (3) provide counseling, tutoring and other support services; and (4) offer students an opportunity to work with concerned and committed faculty in small class settings.

### Freshman Year Experience (FYE)

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

### E-Learning Center

The E-Learning Center focuses on quality design and delivery of online courses. The center supports faculty in the creation

of dynamic student-centered learning environments through informed research-based course design.

E-Learning courses offer an exciting way to learn for self-motivated students who enjoy reading and writing online. E-Learning courses are limited to 25 students, so faculty are able to provide personalized instruction. Fully online, online, and hybrid courses give students flexibility in scheduling academic work with personal commitments. Fully online courses are delivered via the Internet and 100% online, with no face-to-face meetings. Online courses are between 80%-99% online, allowing students to attend 2-3 face-to-face meetings for orientations, presentations, and/or exams. Hybrid courses are between 33%-80% online, many requiring one weekly face-to-face meeting.

*Ms. Janey Flanagan, Director,  
212 220 8144, Room S510A*

### Evening/Weekend Programs

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

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

*Ms. Sandra Rumayor, Director, 212 220  
8325, Room S715*

Program	Room	Supervisor	Telephone	Email
Basic Skills English Lab	S500	John Short, Director	212 220 8295	jshort@bmcc.cuny.edu
College Discovery Tutoring	S335	Ebony Medas, Coordinator	212 220 8173	emedas@bmcc.cuny.edu
ESL Lab	S500	Joshua Belknap, Coordinator	212 220 1422	jbelknap@bmcc.cuny.edu
Learning Resource Center	S500	Nandrani Algu, Coordinator	212 220 1376	nalgu@bmcc.cuny.edu
Math Lab	S535	David Lorde, Senior College Lab Technician	212 220 1366/67	dlorde@bmcc.cuny.edu
Nursing Tutorial Lab	S744	Heather Evans-Tracey, Coordinator	212 220 8390	hevanstracey@bmcc.cuny.edu
Reading Lab	S500	Joseph Johnson, Coordinator	212 220 1410	jjohnson@bmcc.cuny.edu
Writing Center	S500W	Franklin Winslow, Director	212 220 1384	fwinslow@bmcc.cuny.edu

# Student Services

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## **COPE**

The College Opportunity to Prepare for Employment (COPE) program addresses the needs of non-traditional families and individuals meeting specific income guidelines to reduce student barriers to education and employment.

In addition, the program provides ongoing support to help COPE students identify and define personal and career goals, to develop effective life management skills, and better utilize services and appropriate systems to promote their long term autonomy.

*Mr. Argenis Rodriguez, Director, 212 346 8486, Room M1216B*

## **Learning Resource Center (LRC)**

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

*Mr. Gregory Farrell, Director, 212 220 1383 Room S510*

## **Tutoring**

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

## **The A. Philip Randolph Memorial Library**

The A. Philip Randolph Memorial Library (S410) and the Quiet Study Area (S430) offer seating, individual carrels, electrified worktables and group study rooms for over 600 students. The Library has a collection of over 115,000 volumes of books and reference titles, 350 periodicals, over 60,000 electronic journals, magazines, and newspapers, 183,000 electronic books, and 21,473 reels of microfilm. The Library is open 80 hours each week during the fall and spring semesters and shorter hours during the summer and inter-sessions.

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

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

## **Library Hours**

Monday to Thursday..... 8:00 AM-10:00 PM  
Friday .....8:00 AM-7:00 PM  
Saturday ..... 10:00 AM-6:00 PM  
Sunday ..... 12:00 noon-5:00 PM

*Chief Librarian: Kathleen Dreyer*

## **The Writing Center**

The BMCC Writing Center (Room S500) is intended to support students and faculty in courses from all disciplines on campus. The Center helps students develop the critical thinking skills and revision habits necessary for success in college level writing. It offers assistance to faculty with assignment design and student feedback.

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

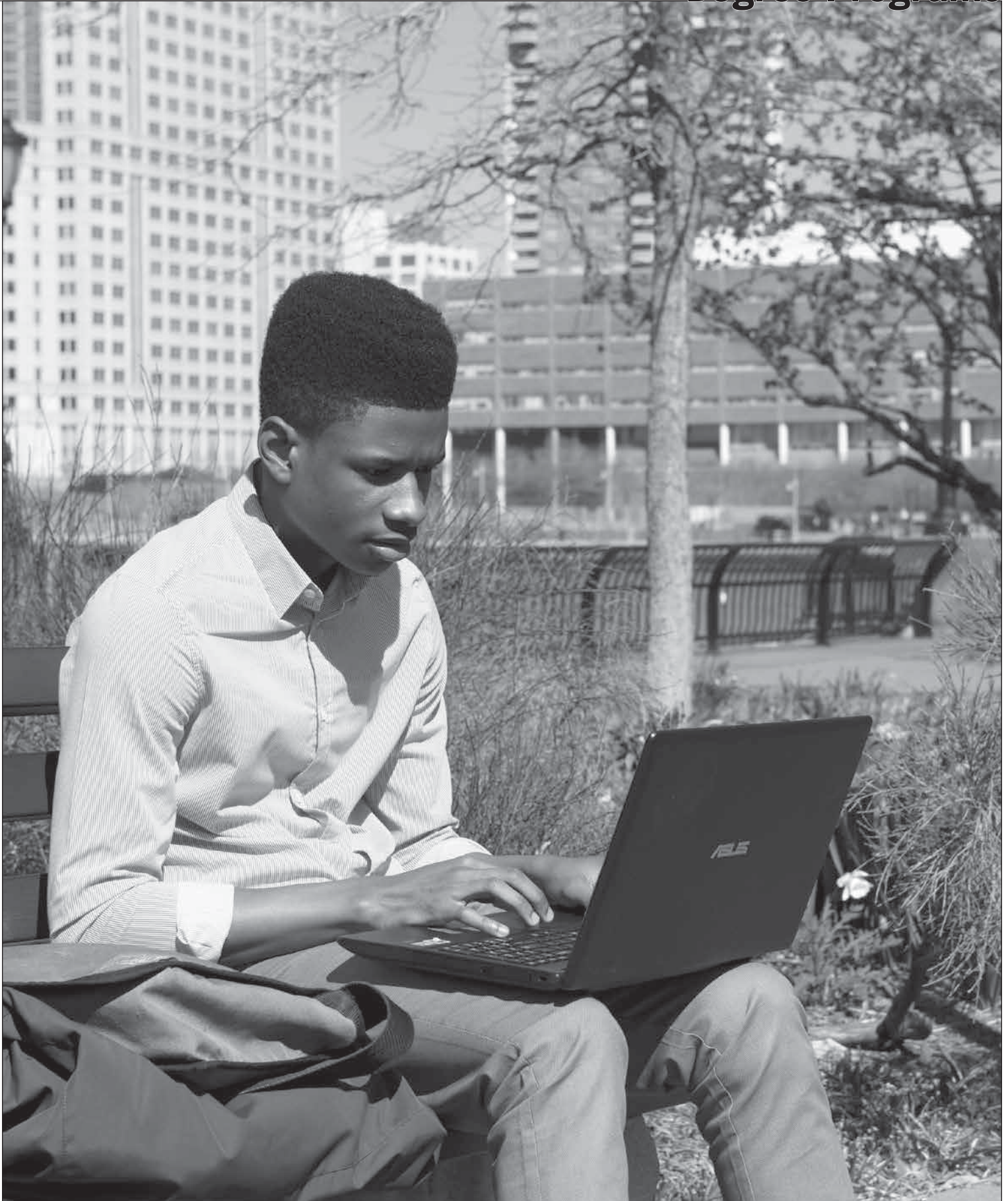
## **Program Hours**

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

*Mr. Franklin Winslow, Director,  
(212) 220 1384, Room S510*



# Degree Programs



# Degree Programs

## ACADEMIC PROGRAMS AND GENERAL EDUCATION

### ACADEMIC PROGRAMS

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

### DEGREE PROGRAMS\*

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

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

Art Foundations: Art History  
Business Administration  
Childhood Education and Bilingual Childhood Education (First through Sixth Grades)  
Communication Studies  
Criminal Justice  
History  
Liberal Arts  
Modern Languages  
Psychology  
Sociology  
Writing and Literature

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

Accounting for Forensic Accounting  
Animation and Motion Graphics  
Art Foundations: Art History  
Biotechnology Science  
Child Care/Early Childhood Education  
Community Health Education  
Computer Science  
Engineering Science  
Geographic Information Science  
Gerontology  
Human Services  
Mathematics  
Multimedia Programming and Design  
School Health Education  
Science  
Science for Forensics  
Science for Health Professions  
Secondary Education  
Theatre  
Video Arts and Technology

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

Accounting  
Business Management  
Computer Information Systems  
Computer Network Technology  
Health Information Technology  
Nursing  
Paramedic  
Respiratory Therapy  
Small Business/Entrepreneurship

In addition, the College awards *certificates* in the following programs: Accounting and Health Informatics

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

### General Education Outcome Goals

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

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

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

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

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

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

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

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

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

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

#### **4. Social and Behavioral Sciences**

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

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

#### **5. Arts and Humanities**

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

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

#### **6. Information and Technology Literacy**

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

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

#### **7. Values**

Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.

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

#### **Pathways**

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

# Degree Programs

## ACCOUNTING • ACCOUNTING FOR FORENSIC ACCOUNTING

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

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

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

## Accounting (ACC)

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

### Evening/Weekend Accounting Program

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

#### Required Common Core

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

#### Flexible Core

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

#### Curriculum Requirements

ACC 122	Accounting Principles I .....3
ACC 222	Accounting Principles II .....3
ACC 231	Accounting Applications on Microcomputers .....3
ACC 241	Taxation: Federal.....3
ACC 330	Intermediate Accounting I .....3
ACC 331	Accounting Information Systems OR 3
ACC 360	Government & Not-For-Profit Accounting .....3
ACC 350	Cost Accounting I.....3
ACC 430	Intermediate Accounting II .....3
HED XXX	Health Education Elective .....3
BUS 110	Business Law.....3
CED 201	Career Planning.....2
CED 301	Accounting Internship I.....2
CIS 100	Introduction to Computer Applications.....3
OR	
CIS 200	Introduction Systems and Technologies.....3
ECO 201	Macroeconomics .....3
OR	
ECO 202	Microeconomics .....3
<u>Total Curriculum Credits.....40</u>	
<u>Total Program Credits.....60</u>	

#### FOOTNOTES

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

## Accounting Certificate Program (ACP)

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

#### Curriculum Requirements

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

## Accounting for Forensic Accounting (FAC)

The Associate in Science degree in Accounting for Forensic Accounting consists of courses that allow students to pursue further education and careers in forensic accounting, accounting, auditing, and the financial operations and management fields. Upon successful completion of the lower division at BMCC, the program allows students to make a seamless transition into the upper division baccalaureate program in Economics with specialization in Forensic Financial Analysis at John Jay College of Criminal Justice. The curriculum emphasizes basic accounting principles and provides a foundation in business organization and management. The collegial nature of the program will facilitate the transition to the professional portion of the curriculum.

#### Required Common Core

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

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

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

#### Curriculum Requirements

ACC 122	Accounting Principles I .....3
ACC 222	Accounting Principles II .....3
ACC 241	Taxation: Federal.....3
ACC 330	Intermediate Accounting I .....3
ACC 360	Government & Not-For-Profit Accounting .....3
ACC 430	Intermediate Accounting II .....3
HED XXX	Health Education Elective .....3
BUS 110	Business Law.....3
ECO 201	Macroeconomics .....3
FNB 100	Introduction to Finance.....3
<u>Total Curriculum Credits.....30</u>	
<u>Total Program Credits.....60</u>	

# Degree Programs

## ANIMATION AND MOTION GRAPHICS • ART FOUNDATIONS

### FOOTNOTES

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

2 These areas can be satisfied a STEM variant.

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

## Animation and Motion Graphics (ANI)

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

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

### Required Common Core

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

### Flexible Core

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

### Curriculum Requirements

MMA 100 Foundations of Digital Graphic Design.....	3
ART 166 Drawing Studio I.....	3
MMP 250 Digital Film Fundamentals.....	3
MMP 260 Introduction to 2D Animation....	3
ANI 401 Introduction to 3D Animation....	3
ANI 402 3D Animation Projects.....	2
CED 345 Multimedia Internship I.....	3
ART xxx Art History Elective <sup>1</sup> .....	4
XXX xxx Animation Program Elective <sup>2</sup> ....	3
ART 168 Life Drawing Studio I.....	3
OR	
ART 176 Introduction to Visual Storytelling.....	3

<b>Total Curriculum Credits.....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

### FOOTNOTES

1 Choose one course from ART 102, ART 104 or ART 113.

2 Choose from MMA 215, MMA 225, MMA 235, MMP 210, VAT 301, or MEA 300.

## Art Foundations: Art History (AFH)

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

### Required Common Core

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

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

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

### Curriculum Requirements

ART 104 Survey of Art History II.....	3
ART 106 Modern and Contemporary Art....	3
ART 450 Final Thesis Lab.....	3
XXX xxx General Electives.....	6
XXX xxx Program Electives <sup>4</sup> .....	9
Choose 1 from:	
ART 251 Asian Art History.....	3
OR	
ART 255 Pre-Columbian Art of Mesoamerica & the Andes.....	3
OR	
ART 801 African Art.....	2
Choose 1 from:	
ART 290 Medieval Art.....	3
OR	
ART 291 18th & 19th Century Art: The Age of Enlightenment & Industry.....	3
OR	
ART 292 Renaissance & Baroque Art.....	3
OR	
ART 293 Ancient Greece & Rome: Classical Art.....	3
<b>Total Curriculum Credits.....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

### FOOTNOTES

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

2 These areas can be satisfied a STEM variant.

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

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

## Art Foundations: Art Studio (AFS)

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

### Required Common Core

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

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

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

### Curriculum Requirements

ART 101 Digital Imaging Studio I.....	3
ART 104 Survey of Art History II.....	3
ART 107 Color and Design I.....	3
ART 166 Drawing Studio I.....	3
XXX xxx General Electives.....	6
XXX xxx Studio Art Program Electives.....	6
XXX xxx Art Electives <sup>4</sup> .....	6
<b>Total Curriculum Credits.....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

### Art Studio Program Electives

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

### Drawing Electives

ART 113 History of Graphic Design.....	3
ART 266 Drawing II.....	3
ART 174 Painting Studio I.....	3
ART 107 Color and Design I.....	3
<b>Total Elective Credits.....</b>	<b>6</b>

# Degree Programs

BIOTECHNOLOGY • BUSINESS ADMINISTRATION • BUSINESS MANAGEMENT

## Digital Imaging Electives

ART 215	Typography and Layout	3
ART 235	Visual Communication and Design	3
Total Elective Credits		6

## Painting Electives

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

## Photography Electives

ART 236	Introduction to Photography	3
ART 338	Digital Darkroom	3
Total Elective Credits		6

## Sculpture Electives

ART 183	Sculpture Studio I	3
ART 243	Design Studio I	3
Total Elective Credits		6

### FOOTNOTES

- 1 Consult with an advisor on which courses to take to satisfy these areas.
- 2 These areas can be satisfied a STEM variant.
- 3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 4 Choose 2 from: ART 168, ART 174, ART 176, ART 183, ART 215, ART 225, ART 235, ART 236, ART 243, ART 266, ART 268, ART 274, ART 276, ART 283, ART 300, ART 303, ART 315, ART 336, ART 337, ART 338, ART 374, ART 383, ART 420, ART 106, ART 113, ART 221, ART 251, ART 290, ART 292, ART 293, or ART 294.

## Biotechnology Science (BTE)

The Department of Science offers an Associate in Science (A.S.) degree in Biotechnology Science. Biotechnology requires an understanding of the life and physical sciences, and the A.S. in Biotechnology Science curriculum includes lower division courses in biology, chemistry, arts and humanities that will enable students to transfer to upper division bachelor degree programs in Biotechnology, or in the Biological Sciences.

### Required Common Core

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

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

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

### Curriculum Requirements

BIO 210	Biology I	4
BIO 220	Biology II	4

BIO 240	Genetics	4
CHE 201	College Chemistry I	4
CHE 202	College Chemistry II	4
XXX xxx	General Electives <sup>5</sup>	10
Total Curriculum Credits		30
Total Program Credits		60

### FOOTNOTES

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

## Business Administration (BAN)

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

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

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

### Evening/Weekend Business Administration Program

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

### Required Common Core

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

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

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

### Curriculum Requirements

BUS 104	Introduction to Business	3
BUS 110	Business Law	3
ACC xxx	Accounting Elective <sup>5</sup>	3
CIS 200	Introduction Systems and Technologies	3
MAR 100	Introduction to Marketing	3
ECO 201	Macroeconomics	3
ECO 202	Microeconomics	3
MAT 301	Analytic Geometry and Calculus I	4
MAT 209	Statistics	4
XXX xxx	Liberal Arts Elective <sup>6</sup>	1
Total Curriculum Credits		30
Total Program Credits		60

### FOOTNOTES

- 1 Students are recommended to take MAT 206.
- 2 Consult with an advisor on which courses to take to satisfy these areas.
- 3 These areas can be satisfied by taking a STEM variant.
- 4 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 5 Students must have a minimum grade of "C" to take accelerated Accounting course. If minimum grade of "C" is not earned, students must take ACC122 and ACC222.
- 6 This credit may be satisfied if a student takes a STEM variant in the Common Core.

## Business Management (BEC)

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

### Required Common Core

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

### Flexible Core

<i>Creative Expression</i>		
SPE 100	Fundamentals of Speech <sup>1</sup>	3
Total Flexible Core		3
Total Common Core		17



# Degree Programs

## CHILD CARE / EARLY CHILDHOOD EDUCATION • CHILDHOOD/BILINGUAL CHILDHOOD EDUCATION

### Curriculum Requirements

BUS 104	Introduction to Business.....	3
BUS 110	Business Law.....	3
BUS 150	Business Communication.....	3
BUS 210	Business Methods.....	3
BUS 220	Managerial Decision Making.....	3
ACC 122	Accounting Principles I.....	3
CED 361	Business Management Internship I.....	2
CIS 100	Introduction to Computer Applications..	3
	OR	
CIS 200	Introduction Systems and Technologies.....	3
FNB 100	Introduction to Finance.....	3
MAR 100	Introduction to Marketing.....	3
ECO 201	Macroeconomics.....	3
	OR	
ECO 202	Microeconomics.....	3
XXX xxx	General Elective.....	2
XXX xxx	Business Management Electives.....	9
Total Curriculum Credits.....		43
Total Program Credits.....		60

### Business Management Electives

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

### General Management Electives

BUS 200	Business Organization & Management.....	3
BUS 311	Human Resource Management.....	3
SBE 100	Product & Service Creation.....	3
Total Elective Credits.....		9

### Finance & Banking Electives

FNB 230	Financial Management.....	3
FNB 250	Money & Banking.....	3
FNB 300	Investments.....	3
Total Elective Credits.....		9

### Marketing Electives

MAR 210	Consumer Motivation.....	3
MAR 220	Essentials of Advertising.....	3
MAR 300	Sales Principles & Practices.....	3
Total Elective Credits.....		9

### Hotels, Travel & Tourism Electives

HTT 200	Introduction to Hotels, Travel & Tourism.....	3
HTT 201	Hotels, Travel & Tourism Technology...	3
HTT 301	World Markets.....	3
Total Elective Credits.....		9

### FOOTNOTES

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

## Child Care/ Early Childhood Education (ECE)

The Child Care/Early Childhood Education Program provides a core of Liberal Arts courses as well as specialized courses in child care and early childhood education.

The program offers two career areas of study: Infant Toddler and Pre-School/Early Elementary.

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

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

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

### Required Common Core

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

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

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

### Curriculum Requirements

ECE 110	Psychology Foundations of Early Development & Education.....	3
ECE 210	Social Foundations of Early Care & Education.....	3
ENG 334	Children's Literature.....	3
XXX xxx	Modern Language Course <sup>4</sup> .....	3

### Specialization Requirements

#### Infant/Toddler Specialization Requirements

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

#### Pre-School Specialization Requirements

ECE 211	Curriculum for Young Children I.....	3
ECE 311	Early Childhood Practicum I: Observing & Recording.....	4
ECE 312	Curriculum for Young Children II.....	3

ECE 410	Educational Foundations & Pedagogy for the Exceptional Child.....	3
ECE 411	Early Childhood Practicum II: Pedagogy for Young Children.....	5

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

### FOOTNOTES

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

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

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

<sup>4</sup> Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern Foreign Language requirement.

## Childhood & Bilingual Childhood Education (EDU & EDB)

### (FIRST THROUGH SIXTH GRADE)

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

Upon satisfactory completion of 60-62 credits, the Associate in Arts (A.A.) degree is awarded.

### Required Common Core

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

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

Creative Expression <sup>3</sup> .....	6
World Cultures and Global Issues.....	3

# Degree Programs

COMMUNICATION STUDIES • COMMUNITY HEALTH EDUCATION

## Community Health Education (COH)

Community Health Education is an exciting and growing profession that can lead to jobs all over the world in public health agencies, voluntary nonprofit organizations, schools, colleges, universities, medical care settings, business/industry and more!

Community Health Education majors develop practical skills and a sound knowledge of public health and health promotion theories. They learn to positively influence the health behavior of individuals, groups, and communities while addressing the lifestyle factors (i.e., nutrition, physical activity, sexual behavior and drug use) and living and working conditions that influence health.

### Required Common Core

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

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

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

### Curriculum Requirements

HED 110 Comprehensive Health Education.....	3
HED 202 Drug Use in American Society .....	3
HED 220 Human Sexuality .....	3
HED 235 Nutrition for Health.....	3
HED 240 First Aid, Safety and Cardiopulmonary Resuscitation .....	3
HED 250 Stress: Awareness, Understanding & Management .....	3
HED 301 Introduction to Community Health Education .....	3
HED 302 Health Counseling.....	3

Electives- *Choose 2 courses (6 credits) from:*

HED 201 Health Education and Wellness....	3
HED 210 Contemporary Health Issues.....	2
HED 225 Health Concerns of Women .....	3
HED 230 Consumer Health Survey .....	3
HED 260 Fitness & Cardiovascular Health ..	3
HED 270 Health Perspectives of Death and Dying.....	3
SOC 161 Health Problems in Urban Communities.....	3
<b>Total Curriculum Credits .....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

### FOOTNOTES

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

U.S. Experience in its Diversity .....	3
Individual and Society.....	3
Scientific World <sup>4</sup> .....	3
<b>Total Flexible Core .....</b>	<b>18</b>
<b>Total Common Core .....</b>	<b>30</b>

### Curriculum Requirements

EDU 201 Observing Children and their Development .....	4
EDU 203 Art in Education I .....	3
ENG 391 World Literature I: From Homer to Dante .....	3
OR	
ENG 392 World Literature II: From the Renaissance to Contemporary Times .....	3
MAT 216 Mathematics for Elementary Education II .....	4
HIS 102 Western Civilization: The Emergence of the Modern World .....	3
BIO 110 General Biology I .....	4
XXX xxx Modern Language Course <sup>5</sup> .....	3
XXX xxx General Elective <sup>6</sup> .....	2

### Childhood Education

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

EDB 202 Schools in a Linguistically Diverse American Society: Bilingual Education .....	4
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<b>Total Curriculum Credits .....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

### FOOTNOTES

- <sup>1</sup> Students are advised to take MAT214.
- <sup>2</sup> No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- <sup>3</sup> Students are advised to take SPE 100 (or SPE 102) and another appropriate Creative Expression course.
- <sup>4</sup> Students are advised to take PSY 100.
- <sup>5</sup> Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern Foreign Language requirement.
- <sup>6</sup> These credits can be satisfied by taking STEM variants in the Common Core.

## Communication Studies (COM)

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

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

### Required Common Core

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

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

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

### Curriculum Requirements

COM 240 Interpersonal Communication.....	3
COM 245 The Mass Media .....	3
COM 250 Conflict Resolution.....	3
COM 255 Intercultural Communication .....	3
COM 260 Small Group Communications .....	3

*Choose 5 from the following for a total of 15 credits:*

COM 265 Gender and Communication .....	3
COM XXX Communication Studies Course...	3
SPE 210 Oral Interpretation.....	3
SPE 103 Voice and Articulation.....	3
SPE 220 Advanced Public Speaking .....	3
THE 141 Theatre Management .....	3
MES 152 Introduction to Contemporary Media.....	3
ENG XXX English Elective Course.....	3
MAR 100 Introduction to Marketing .....	3
BUS 150 Business Communication .....	3
BUS 200 Business Organization and Management .....	3
CIS 100 Introduction to Computer Applications.....	3
XXX xxx Social Science Course .....	2
CED 201 Career Planning (Classroom Course) .....	2
AND	
COM 361 Communication Studies Internship.....	2
<b>Total Curriculum Credits .....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

### FOOTNOTES

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

# Degree Programs

COMPUTER INFORMATION SYSTEMS • COMPUTER NETWORK TECHNOLOGY • COMPUTER SCIENCE • CRIMINAL JUSTICE

## Computer Information Systems (CIS)

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

### Required Common Core

<i>English Composition</i>	
ENG 101 English Composition .....	3
ENG 201 Introduction to Literature.....	3
<i>Mathematical and Quantitative Reasoning</i>	
MAT 150 Introduction to Statistics .....	4
OR	
MAT 200 Introduction to Discrete Mathematics .4	
OR	
MAT 206 Precalculus .....	4
OR	
MAT 301 Analytic Geometry and Calculus I.....	4
<i>Life and Physical Sciences</i>	
AST 110 General Astronomy.....	4
OR	
PHY 110 General Physics.....	4
<b>Total Required Common Core.....</b>	<b>14</b>

### Flexible Core

<i>Scientific World</i>	
CSC 110 Computer Programing I .....	4
<i>Choose 6 credits from the 1 and 2 of the following areas:</i>	
Creative Expression.....	3
World Cultures and Global Issues .....	3
U.S. Experience in its Diversity .....	3
Individual and Society.....	3
<b>Total Flexible Core .....</b>	<b>10</b>
<b>Total Common Core .....</b>	<b>24</b>

### Curriculum Requirements

CSC 210 Computer Programming II.....	4
CIS 345 Telecommunication Network I.....	4
CIS 440 UNIX .....	3
CIS 395 Database Systems I .....	4
CIS 495 Database Systems II .....	3
CIS 385 Web Programming I .....	3
CIS 485 Web Programming II .....	3
ACC 122 Accounting Principles I .....	3
BUS 104 Introduction to Business.....	3
OR	
BUS 200 Business Organization & Management.....	3
Electives- Choose from ACC, BUS, CIS, CSC or MMP course.....	6
<b>Total Curriculum Credits .....</b>	<b>36</b>
<b>Total Program Credits.....</b>	<b>60</b>

## Computer Network Technology (CNT)

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

### Required Common Core

<i>English Composition</i>	
ENG 101 English Composition .....	3
ENG 201 Introduction to Literature.....	3
<i>Mathematical and Quantitative Reasoning</i>	
MAT 150 Introduction to Statistics .....	4
OR	
MAT 200 Introduction to Discrete Mathematics .4	
OR	
MAT 206 Precalculus .....	4
OR	
MAT 301 Analytic Geometry and Calculus I.....	4
<i>Life and Physical Sciences</i>	
AST 110 General Astronomy.....	4
OR	
PHY 110 General Physics.....	4
<b>Total Required Common Core.....</b>	<b>14</b>

### Flexible Core

<i>Scientific World</i>	
CSC 110 Computer Programing I .....	4
<i>Choose 6 credits from the 1 or 2 of the following areas:</i>	
Creative Expression.....	3
World Cultures and Global Issues .....	3
U.S. Experience in its Diversity .....	3
Individual and Society.....	3
<b>Total Flexible Core .....</b>	<b>10</b>
<b>Total Common Core .....</b>	<b>24</b>

### Curriculum Requirements

CIS 155 Computer Hardware .....	4
CIS 255 Computer Software .....	4
CIS 345 Telecommunications Networks I .....	4
CIS 445 Telecommunications Networks II/LAN..4	
CIS 440 UNIX .....	3
CIS 455 Network Security .....	4
ACC 122 Accounting Principles I .....	3
BUS 104 Introduction to Business.....	3
OR	
BUS 200 Business Organization & Management...3	
Electives- Choose courses from ACC, BUS, CIS CSC or MMP course.....	7
<b>Total Curriculum Credits .....</b>	<b>36</b>
<b>Total Program Credits.....</b>	<b>60</b>

## Computer Science (CSC)

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

### Required Common Core

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

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

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

### Curriculum Requirements

CSC 230 Discrete Structures .....	3
CSC 330 Data Structures I.....	3
CSC 430 Data Structures II.....	3
CSC 310 Assembler Language & Architecture I..3	
CSC 410 Assembler Language & Architecture II 3	
MAT 302 Analytic Geometry & Calculus II.....	4
XXX xxx Program Electives <sup>5</sup> .....	3-4
XXX xxx General Electives <sup>6</sup> .....	7-8
<b>Total Curriculum Credits .....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

### FOOTNOTES

- <sup>1</sup> Students are required to take MAT 301.
- <sup>2</sup> Students are required to take PHY 215.
- <sup>3</sup> No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- <sup>4</sup> Students are advised to take SPE 100.
- <sup>5</sup> Students are required to take CSC 110 and CSC 210.
- <sup>6</sup> These credits can be satisfied by taking STEM variants in the Common Core.

## Criminal Justice (CRJ)

The Criminal Justice program consists of 60 credits and is a joint degree program with John Jay College of Criminal Justice. Its purpose is to offer a comprehensive general education preparation and to provide a solid foundation necessary to continue pursuit of a Bachelor's Degree in Criminal Justice. To accomplish these goals, the curriculum has been divided into two sections: (a) Required Common Core and (b) Program Requirements. The Required Common Core are composed of courses in English, Speech, Mathematics, Science, Health Education and Music or Art. The program requirements contain the foundation courses in Criminal Justice such as, but not limited to, Criminology, Policing and Corrections. The scope of courses

# Degree Programs

ENGINEERING SCIENCE • GEOGRAPHIC INFORMATION SCIENCE

in the general and program requirements are in line with BMCC's mission to provide its students with a firm foundation of knowledge and skill that will enable them to graduate, continue their education, and pursue the career of their choice and/or seamlessly transfer to John Jay's Bachelor's Degree program in Criminal Justice. The curriculum addresses all areas that BMCC identifies as needed to obtain an integral General Education. Upon completion of the Associate's Degree, BMCC students will have achieved the following student learning outcomes: Communication Skills, Quantitative Reasoning, Scientific Reasoning, Social and Behavioral Science, Art and Humanities, Information and Technological Literacy and Values.

## Required Common Core

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

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

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

## Curriculum Requirements

CRJ 101 Introduction to Criminal Justice.....	3
CRJ 102 Criminology .....	3
CRJ 201 Policing .....	3
CRJ 202 Corrections .....	3
CRJ 203 Criminal Law .....	3
OR	
CRJ 204 Crime and Justice in the Urban Community .....	3
XXX xxx Modern Language Course <sup>4</sup> .....	3
ENG 3xx English Elective .....	3
SOC 100 Introduction to Sociology .....	3
POL 100 American Government .....	3
ECO 201 Macroeconomics .....	3
<b>Total Curriculum Credits</b> .....	<b>30</b>
<b>Total Program Credits</b> .....	<b>60</b>

## FOOTNOTES

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

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

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

<sup>4</sup> Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern Foreign Language requirement.

<sup>5</sup> Choose 1 from ENG 371, ENG 372, ENG 381, ENG 382, ENG 383, ENG 391 or ENG 392.

# Engineering Science (ESC)

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

## Required Common Core

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

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

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

## Curriculum Requirements

ESC 111 Elements of Engineering Design.....	1
ESC 113 Computer Aided Analysis for Engineering .....	2
MAT 302 Analytic Geometry and Calculus II .....	4
MAT 303 Analytic Geometry and Calculus III .....	4
MAT 501 Ordinary Differential Equations.....	3
PHY 215 University Physics I .....	4
PHY 225 University Physics II .....	4

## Curriculum Electives

Choose 9 credits from the following:

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

## FOOTNOTES

<sup>1</sup> Students are required to take MAT 301.

<sup>2</sup> Students are required to take CHE 201.

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

<sup>4</sup> Students are required to take CHE 202 AND SCI 120 or SCI 121.

<sup>5</sup> These credits can be satisfied by taking STEM variants in the Common Core.

# Geographic Information Science (GIS)

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

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

## Required Common Core

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

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

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

## Curriculum Requirements

CIS 395 Database Systems I .....	4
GIS 201 Introduction to Geographic Methods ...	4
GIS 261 Introduction to Geographic Information Science .....	3
GIS 361 Advanced Geographic Information Science .....	3
SOC 161 Health Problems in Urban Communities.....	3
MAT 209 Statistics .....	4
GEO 226 Environmental Conversation- Resource Management .....	3

# Degree Programs

## GERONTOLOGY • HEALTH INFORMATICS • HEALTH INFORMATION TECHNOLOGY

XXX xxx Internship or GEO Elective <sup>5</sup> .....	3-4
XXX xxx General Elective <sup>6</sup> .....	2-3
Total Curriculum Credits .....	30
Total Program Credits .....	60

### FOOTNOTES

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

## Gerontology (GER)

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

### Required Common Core

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

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

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

### Curriculum Requirements

HUM 101 Introduction to Human Services & Social Work .....	3
HUM 211 Introduction to Gerontology .....	3
HED 110 Comprehensive Health Education .....	3
BIO 283 Biology of Aging .....	3
HED 310 Aging, Health and Culture: Global Perspectives .....	3
HED 302 Health Counseling .....	3
OR	
HUM 301 Field Experience in Human Services I .....	3
HUM 411 Social Welfare Programs and Policies .....	3

HED 270 Death and Dying .....	3
OR	
PSY 210 Psychology of Death and Dying .....	3
Choose 6 credits from:	
HED 202 Drugs in American Society .....	3
HED 220 Human Sexuality .....	3
HED 225 Health Concerns of Women .....	3
HED 230 Consumer Health Survey .....	3
HED 235 Nutrition for Health .....	3
HED 240 First Aid, Safety and Cardiopulmonary Resuscitation .....	3
HED 250 Stress: Awareness, Understanding and Management .....	3
HUM 212 Introduction to Disabilities and Behavior Change .....	3
HUM 401 Human Services Field Works II .....	3
PSY 240 Developmental Psychology .....	3
PSY 260 Abnormal Psychology .....	3
SOC 161 Health Problems in the Urban Community .....	3
Total Curriculum Credits .....	30
Total Program Credits .....	60

### FOOTNOTES

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

## Health Informatics (HIC)

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

### Curriculum Requirements

HIT 103 Medical Terminology I .....	3
HIT 108 Health Data Information, Storage and Retrieval .....	3
CSC 110 Computer Programing I .....	4
CIS 115 Introduction to Computer and Information Security .....	3
CIS 155 Computer Hardware .....	4
HIT 203 Medical Terminology II .....	3
HIT 207 Coding and Classifications Systems I .....	2
HIT 331 HIM Medical/Legal Applications .....	2
CIS 345 Telecommunication Network I .....	4
CIS 395 Database Systems I .....	4
Total Curriculum Credits .....	43
Total Program Credits .....	67

## Health Information Technology (HIT)

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

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

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

### Required Common Core

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

### Flexible Core

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

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

HIT 103 Medical Terminology I .....	3
HIT 106 Pathology of Diseases I .....	3

# Degree Programs

HISTORY • HUMAN SERVICES • LIBERAL ARTS

HIT 107	Health Record Systems	.....2
HIT 108	Health Data Information, Storage and Retrieval	.....3
HIT 203	Medical Terminology II	.....3
HIT 204	Health Statistics	.....2
HIT 207	Coding and Classifications Systems I	.....2
HIT 208	Pathology of Disease II	.....3
HIT 210	Professional Practice Experience I	.....3
HIT 331	HIM Medical/Legal Applications	.....2
HIT 332	Quality Management and Improvement	.....2
HIT 333	Coding and Classifications Systems II	.....2
HIT 421	Coding and Classifications Systems III	.....2
HIT 422	Health Care Delivery Systems	.....1
HIT 423	Management in the HIM Department	.....2
HIT 430	Professional Practice Experience II	.....4
CIS 207	Healthcare Information Technologies and Management Systems	.....4
<b>Total Curriculum Credits</b>		<b>43</b>
<b>Total Program Credits</b>		<b>67</b>

## FOOTNOTES

- <sup>1</sup> If students do not take the BIO 425/426 specific HIT sections they will be required to take CHE 118 or CHE 121.
- <sup>2</sup> For students whose first language is not English, SPE 102 will also satisfy this requirement.
- <sup>3</sup> Students enrolled in clinical field work courses are required to obtain liability insurance. Moderate group rates are available. Students are responsible for their own transportation expenses when fulfilling clinical practice requirements. Students receive no monetary compensation when fulfilling clinical practice requirements.

## History (HIS)

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

### Required Common Core

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

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

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

### Curriculum Requirements

HIS xxx	Program Electives	.....9
HIS 275	History Research and Writing Methods	.....6
XXX xxx	Social Science or Ethnic Studies Electives	.....6
XXX xxx	General Electives	.....3
Choose 1 of the following History sequences:		
HIS 101	Western Civilization: From Ancient to Early Modern Times	.....3
AND		
HIS 102	Western Civilization: The Emergence of the Modern World	.....3
HIS 115	World History I	.....3
AND		
HIS 116	World History II	.....3
HIS 120	Early American History: Colonial Period to Civil War	.....3
AND		
HIS 125	Modern American History: Civil War to Present	.....3
<b>Total Curriculum Credits</b>		<b>30</b>
<b>Total Program Credits</b>		<b>60</b>

## FOOTNOTES

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

## Human Services (HUM)

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

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

### Required Common Core

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

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

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

### Curriculum Requirements

HUM 101	Introduction to Human Services & Social Work	.....3
HUM 201	Human Services Skills	.....3
HUM 211	Introduction to Gerontology	.....3
OR		
HUM 212	Introduction to Disabilities & Rehabilitation	.....3
OR		
HUM 213	Child Welfare	.....3
HUM 301	Field Experience in Human Services I	.....3
HUM 401	Field Experience in Human Services II	.....3
HUM 411	Social Welfare Programs & Policies	.....3
SOC 100	Introduction to Sociology	.....3
POL 100	American Government	.....3
XXX xxx	Modern Language Course <sup>4</sup>	.....3
XXX xxx	Social Science Course <sup>5</sup>	.....3
<b>Total Curriculum Credits</b>		<b>30</b>
<b>Total Program Credits</b>		<b>60</b>

## FOOTNOTES

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

## Liberal Arts (LIB)

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

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

### Evening/Weekend Liberal Arts Program

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

### Distance Learning Liberal Arts Degree

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

# Degree Programs

## MATHEMATICS • MATHEMATICS FOR SECONDARY EDUCATION

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

### Required Common Core

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

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

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

### Curriculum Requirements

Health Education Elective .....	2-3
Modern Language Course <sup>4</sup> .....	3-6
ENG 3xx English Elective <sup>5</sup> .....	3
XXX xxx Social Science Electives <sup>6</sup> .....	6
XXX xxx Liberal Arts Electives <sup>7</sup> .....	9-16
<b>Total Curriculum Credits</b> .....	<b>30</b>
<b>Total Programs Credits</b> .....	<b>60</b>

### FOOTNOTES

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

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

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

<sup>4</sup> Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern Foreign Language requirement.

<sup>5</sup> Choose from any English (ENG) 300-level course, or any ASN, AFN or LAT 300-level literature course.

<sup>6</sup> Choose two from anthropology, economics, geography, history, philosophy, political science, psychology or sociology. Two different disciplines must be taken and cannot be from the same disciplines as satisfied in the Common Core.

<sup>7</sup> No more than 6 credits from career department courses can be taken.

## Mathematics (MAT)

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

In addition to certain prescribed courses in liberal arts and required coursework in

elementary calculus and linear algebra, the curriculum offers additional selections from among the following: ordinary differential equations, advanced calculus, abstract algebra, history of mathematics, statistics, and computer programming.

### Required Common Core

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

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

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

### Curriculum Requirements

MAT 301 Analytic Geometry and Calculus I .....	4
MAT 302 Analytic Geometry and Calculus II .....	4
MAT 303 Analytic Geometry and Calculus III .....	4
MAT 315 Linear Algebra .....	3
XXX xxx Program Electives <sup>5</sup> .....	9
XXX xxx Modern Language Course <sup>6</sup> .....	3
XXX xxx General Elective <sup>7</sup> .....	3
<b>Total Curriculum Credits</b> .....	<b>30</b>
<b>Total Program Credits</b> .....	<b>60</b>

### FOOTNOTES

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

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

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

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

<sup>5</sup> Choose three or more courses for a total of nine credits from: MAT 200, MAT 209, MAT 320, MAT 501, MAT 505, MAT 601, CSC 210.

<sup>6</sup> Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern Foreign Language requirement.

<sup>7</sup> These credits can be satisfied by taking STEM variants in the Common Core.

## Mathematics and Sciences for Secondary Education (SED)

The Secondary Education Program offers students a solid foundation in the liberal arts and sciences, as well as educational foundations and subject concentration courses. The Secondary Education Program offers students the choice of a major focusing

in four teaching subject areas: Secondary Mathematics Education (SEM Major), Secondary Biology Education (SEB Major), Secondary Chemistry Education (SEC Major) and Secondary Physics Education (SEP).

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

### Required Common Core

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

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

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

### Curriculum Requirements-Biology Concentration

CHE 201 College Chemistry I .....	4
CHE 202 College Chemistry II .....	4
BIO 210 Biology I .....	4
BIO 220 Biology II .....	4
EDU 202 Urban Schools in a Diverse American Society .....	4
OR	
EDS 202 Special Topics in Secondary School Education .....	3
EDS 201 Adolescent Learning and Development .....	3
ENG 391 World Literature I: From Homer to Dante .....	3
OR	
ENG 392 World Literature II: From the Renaissance to Contemporary Times .....	3
OR	
SPE 100 Fundamentals of Speech .....	3
XXX xxx General Elective <sup>3</sup> .....	4-5
<b>Total Curriculum Credits</b> .....	<b>30</b>
<b>Total Program Credits</b> .....	<b>60</b>

### Curriculum Requirements-Chemistry Concentration

# Degree Programs

MODERN LANGUAGES • MULTIMEDIA ART

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

## Curriculum Requirements-Math Concentration

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

## Curriculum Requirements-Physics Concentration

PHY 215	University Physics I	4
PHY 225	University Physics II	4
MAT 302	Analytic Geometry and Calculus II	4
EDU 202	Urban Schools in a	

OR	Diverse American Society	4
EDS 202	Special Topics in Secondary School Education	3
EDS 201	Adolescent Learning and Development	3
ENG 391	World Literature I: From Homer to Dante	3
ENG 392	World Literature II: From the Renaissance to Contemporary Times	3
SPE 100	Fundamentals of Speech	3
PHY 240	Modern Physics	3
XXX XXX	General Elective <sup>3</sup>	5-6
Total Curriculum Credits		30
Total Program Credits		60

### FOOTNOTES

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

## Modern Languages (MLD)

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

### Required Common Core

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

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

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

### Curriculum Requirements-French Specialization

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

### Curriculum Requirements-Italian Specialization

XXX xxx	Italian Language Requirement <sup>4</sup>	15
XXX xxx	Program Electives <sup>5</sup>	9

XXX xxx	General Elective	6
Total Curriculum Credits		30
Total Program Credits		60

### Curriculum Requirements-Spanish Specialization

XXX xxx	Spanish Language Requirement <sup>6</sup>	15
XXX xxx	Program Electives <sup>7</sup>	9
XXX xxx	General Elective	6
Total Curriculum Credits		30
Total Program Credits		60

### FOOTNOTES

- 1 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 2 Choose 15 credits from FRN 200, FRN 210, FRN 311, FRN 455, FRN 430 or FRN 435, FRN 470, FRN 400, FRN 440, FRN 446, FRN 460, FRN 461, FRN 462, FRN 476 or AFN 128.
- 3 Choose 9 credits from AFN 122, AFN 127, AFN 128, ENG 394, FRN 400, FRN 440, FRN 446, FRN 460, FRN 461, FRN 462, FRN 476, or LIN 110.
- 4 Choose 15 credits from ITL 170, ITL 200, ITL 210, ITL 250, ITL 260, ITL 311 or ITL 430.
- 5 Choose 9 credits from ART 103, ENG 360, ENG 391, LIN 110, HIS 115, or SSC 150.
- 6 Choose 15 credits from SPN 200, SPN 210, SPN 311, SPN 470, (SPN 455 or SPN 456), (SPN 430 or SPN 435 or SPN 440 or SPN 445), or SPN 4xx (Spanish or Latin American Literature).
- 7 Choose 9 credits from ENG 338, HIS 130, LAT 200, LIN 110, or Caribbean Studies elective course.

## Multimedia Art (MMA)

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

### Required Common Core

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

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

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

### Curriculum Requirements

MMP 200	Multimedia Design	3
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# Degree Programs

## MULTIMEDIA PROGRAMMING • NURSING

MMP 460 Multimedia Project Lab .....	4
CED 345 Multimedia Internship I .....	2
MMA 100 Foundations of Digital Graphic Design	3
MMA 215 Typography & Layout.....	3
MMA 225 Digital Imaging for Graphic Design .....	3
MMA 235 Visual Communication and Design.....	3
ART 113 History of Graphic Design.....	3
XXX xxx Advised Elective <sup>5</sup> .....	3
XXX xxx General Elective <sup>6</sup> .....	3
<hr/>	
Total Curriculum Credits .....	30
Total Program Credits.....	60

### FOOTNOTES

- <sup>1</sup> Students are required to take MAT 150, MAT 160 or MAT 206.
- <sup>2</sup> Students are required to take AST 110, PHY 110, or PHY 400.
- <sup>3</sup> No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- <sup>4</sup> Students are required to take MMP 100.
- <sup>5</sup> Choose three credits from: ART 103, ART 161, ART 166, ART 164, ART 171, ART 181, ART 234, ART 236, ART 240, ART 261, ART 271, ART 281, ART 334, ART 371, ART 381, BUS 200, CIS 100, MMP 210, MMP 240, MMP 260, MMP 280, VAT 100, VAT 171, VAT 301, VAT 401, ANI 401, MEA 300.
- <sup>6</sup> These credits can be satisfied by taking STEM variants in the Common Core.

## Multimedia Programming (MMP)

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

### Required Common Core

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

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

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

### Curriculum Requirements

MMA 100 Foundations of Digital Graphic Design	3
MMP 200 Multimedia Design.....	3
MMP 210 Multimedia Programming I.....	3
MMP 240 Web Design.....	3
MMP 310 Multimedia Programming II.....	3
MMP 350 Advanced Web Design.....	3
MMP 460 Multimedia Project Lab .....	4
CED 345 Multimedia Internship I .....	2
XXX xxx Advised Elective <sup>5</sup> .....	3
XXX xxx General Elective <sup>6</sup> .....	3
<hr/>	
Total Curriculum Credits .....	30
Total Program Credits.....	60

### FOOTNOTES

- <sup>1</sup> Students are required to take MAT 150, MAT 160 or MAT 206.
- <sup>2</sup> Students are required to take AST 110, PHY 110, or PHY 400.
- <sup>3</sup> No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- <sup>4</sup> Students are required to take MMP 100 and CSC 110.
- <sup>5</sup> Choose three credits from: ART 103, ART 113, ART 166, ART 234, ART 236, CIS 100, CIS 155, CIS 385, CIS 395, CSC 210, MMA 215, MMA 225, MMP 260, VAT 100, VAT 171, VAT/MMP 301, VAT/MMP 401, ANI 401, MEA 300.
- <sup>6</sup> These credits can be satisfied by taking STEM variants in the Common Core

## Nursing (NUR)

The Nursing Department (Accredited by the National League for Nursing Accrediting Commission [NLNAC] and registered by the New York State Education Department [HEGIS CODE 5208.10]) offers a program that prepares students to become competent members of the healthcare team, qualified to render effective nursing care in health service agencies, hospitals, and community and long-term care facilities. The nursing program is a combination of classroom theory and practice of clinical skills in selected health care facilities and in the College nursing skills and simulator laboratories. Graduates are well prepared to be collaborative health care participants responsible for facilitating maintenance of health, improvement of health status, prevention of illness and alleviation of suffering.

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

### Admission Policy

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

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

*Students must meet the following criteria:*

- Pass the CUNY Assessment Tests in reading, writing and mathematics.
- Complete the four required courses (ENG 101, PSY 100, MAT 104, and BIO 425) with a minimum Grade Point Average (GPA) of 2.5; the lowest acceptable grade in any one of the required prerequisite courses is "C". The department has a limit on the number of matriculants allowed into the nursing program. While a GPA of 2.5 in the required prerequisite courses and an overall GPA of 2.5 are the minimum requirements for consideration of an application, these do not guarantee admission into the nursing program.
- The Department accepts CUNY's policy in reference to the "F" and "C-" grade (policy adopted 9/1/90) for non-nursing courses. Effective Spring 1995, the "F" and "C-" policy does not apply to Nursing courses and the four prerequisite courses (ENG 101, PSY 100, MAT 104 and BIO 425). Source: CUNY "F" grade policy (revised 9/1/94).
- Attain an overall college cumulative average of 2.5 minimum. This average includes grades for ALL courses applicable to the Nursing Curriculum taken at or transferred into BMCC *before admission* into the Nursing Program.

- Attain a successful score on the Kaplan Admission Assessment Examination taken at the College. Kaplan exam scores from other nursing schools will not be accepted. This examination may be taken for a maximum of two times but NOT in the same semester. As of the fall 2009 semester, in order to advance into the clinical nursing sequence, students must provide documentation for one of the following categories:

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

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

*The College does not maintain a waiting list for admission into the nursing program. Some students have found it*

necessary to apply two or three times before being admitted to the nursing program. However, other eligible students with a lower GPA than the aforementioned students in the four required prerequisite courses, have not been admitted in successive years.

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

**NOTE:** Twelve seats per semester are allocated to students who are sponsored and qualified members of the 1199 SEIU Training and Upgrading Fund.

### Transfer Credit Policy

- a. Students who receive transfer credit in one or more of the required prerequisite courses (ENG 101, PSY 100, and BIO 425) have the option to request one time only during the first semester of enrollment the removal of transfer credits in one or more of the required prerequisite courses. Students must first see the Academic Advisor in the nursing department (Room S730) to be advised regarding the current GPA in the required prerequisite courses for entrance into the nursing program. Students may then make the request for removal of transfer credit in the required prerequisite courses in the Admissions Office (Room S310). The decision to remove transfer credit in required prerequisite courses is not reversible. The New York State Tuition Assistance Program (TAP) may not cover a repeated required prerequisite course.
- b. Transfer students are held to the same criteria as all other students applying to the Nursing Program. (Thus, the inclusion of grades earned in the required prerequisite courses ensures equal standing among all students applying for admission into Nursing Program.) Transfer students must ensure that the BMCC Office of Admissions has accepted their transfer credits. Students who are requesting credit to be applied to the Nursing curriculum must also submit transcripts from former colleges to the Academic Advisor in the Department of Nursing.
- c. Transfer grades in ENG 101, PSY 100, and BIO 425 will be computed into the average of the required prerequisite courses. A transferred grade of "C" in all three courses will make the student automatically ineligible for entry into the Nursing Program.
- d. The College will grant credit for ENG 101 to students who receive a score of 4 or 5 on Advance Placement (AP) in English. However, the nursing department cannot accept ENG 101 or PSY 100 without a letter grade of "C" or better, since the department computes the letter grade into the average of the required prerequisite courses as part of the criteria for

determining the eligibility for the Nursing Program.

- e. A grade of "D" is not transferable into the Nursing Program, although it is transferable into the College. Therefore, if a grade of "D" in a required prerequisite course is transferred into the College for credit, the student is automatically ineligible for entry into the Nursing Program.

### Change of Curriculum Policy

The following is the current policy of the Nursing Department regarding a change of curriculum into nursing for students enrolled in another major:

- a. All remedial requirements must be completed before a change of curriculum into nursing will be considered by the Nursing Department.
- b. A change of curriculum into nursing is based on the competitive average in the in the four required prerequisite courses (ENG 101, PSY 100, MAT 104, and BIO 425) and in the overall Grade Point Average (GPA) for admission into the Day and Evening/Weekend Clinical Nursing programs, respectively.
- c. The competitive average in the four required prerequisite courses is determined by the previous academic year's average for the four required prerequisite courses and overall GPA for admission.
- d. Students must wait one semester after completion of the four required prerequisite courses to apply for admission into the full-time Day Nursing Program.
- e. Students who work full-time during the day and want to apply to the part-time Evening/Weekend Nursing Program must complete in addition to the four required prerequisite courses: BIO 426, BIO 420, PSY 240 or SOC 100 to apply for admission into the Part-time Evening/Weekend Program.
- f. Attain a successful score on the Kaplan Admission Assessment Exam.

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

### Progression Policy

- a. All nursing (NUR) students must maintain a cumulative GPA of 2.0 or better in order to remain in the Nursing Program. Students who pass a nursing course, but whose overall (cumulative) GPA falls below 2.0 may not advance to the next semester. Non-nursing course grades are computed into the cumulative GPA every semester.
- b. The clinical laboratory is an integral part of the nursing program. Nursing students must pass the clinical laboratory

segment and attain a minimum grade of "C" (73-76%) in departmental course examinations.

- c. Students must pass both clinical and classroom components. Failure to pass in either area constitutes a failure in the course. Students who earn an "NC" grade (excluding NUR 112) may be eligible to repeat the course the following semester depending on the student's cumulative GPA.

### Repeat/Withdrawal Policy

Nursing students may not repeat NUR 112. After NUR 112, students may repeat only once one of the following nursing courses: NUR 211, NUR 313, NUR 411, and NUR 415 (depending upon the student's cumulative GPA). Students repeating a nursing course are required to earn a grade of "C+" (77-79%) in order to pass the course and continue in the nursing program. If after repeating the one allowed nursing course, the student receives a grade of less than "C+", the student receives the grade earned, but is automatically ineligible to continue in the Nursing Program.

Nursing students may withdraw only once from NUR 112 and be eligible to apply for re-entry into the Nursing Program. Students who withdraw twice from NUR 112 are ineligible to apply for re-entry into the Nursing Program. After NUR 112, students may withdraw only once from the Nursing Program and be eligible to apply for re-entry into the Nursing Program. According to the current Re-entry policy, students who withdraw from one nursing course twice or who withdraw from two nursing courses following NUR 112 are automatically out of the Nursing Program.

### Re-Entry Policy

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

Student Disciplinary Policy: The Nursing Department's guidelines for student behavior are consistent with that of the College. Students are expected to adhere to the American Nurses Association (ANA) Code of Ethics for Nurses and demonstrate

# Degree Programs

## PARAMEDIC • RESPIRATORY THERAPY

professional behavior. Students who do not adhere to departmental policies may be subject to formal disciplinary procedures as outlined in Articles 15.3 to 15.5 of the Board of Trustees' CUNY Bylaws.

### Part-Time Evening/Weekend Nursing Program

Borough of Manhattan Community College has established an evening/weekend Associate Degree in Nursing Program for part-time students. The BMCC program is designed to be completed by the part-time student in three years.

This program is intended to fulfill goals and aspirations of a large segment of New York City residents who have been denied access into nursing degree programs in the City University due to financial and/or family obligations that require them to engage in full-time employment during the day hours.

All students in the Evening/Weekend Nursing Program must complete the four required prerequisite courses plus BIO 426, BIO 420, and PSY 240 or SOC 100 before beginning nursing program.

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

*The NLNAC is located at 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326, Phone 404.975.5000, Fax 404.975.5020, www.nlnac.org.*

### Required Common Core

#### English Composition

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

### Flexible Core

#### Creative Expression

SPE 100 Fundamentals of Speech <sup>2</sup> .....	3
<i>Scientific World</i>	
BIO 426 Anatomy & Physiology II.....	4
PSY 100 General Psychology.....	3
Total Flexible Core .....	10
Total Common Core .....	2

### Curriculum Requirements

BIO 420 Microbiology.....	4
PSY 240 Developmental Psychology.....	3
OR	
SOC 100 Introduction to Sociology .....	3
NUR 112 Nursing Process I: Fundamentals of Patient Care .....	8
NUR 211 Nursing Process II: Obstetrical and Psychiatric Nursing Care .....	8
NUR 313 Nursing Process III: Pediatric and Basic Medical-Surgical Nursing Care ..	8

NUR 411 Nursing Process Level IV: Medical-Surgical Nursing.....	8
NUR 415 Nursing Today & Tomorrow .....	1
XXX xxx General Elective .....	2
Total Curriculum Credits .....	42
Total Program Credits.....	65

### FOOTNOTES

<sup>1</sup> No Pharmacology course (dosage and calculation preparation and administration of medications) is equivalent to MAT 104.

<sup>2</sup> For students, whose first language is not English, SPE 102 will satisfy this requirement.

## Paramedic (EMC)

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

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

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

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

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

### Required Common Core

#### English Composition

ENG 101 English Composition .....	3
ENG 201 Introduction to Literature.....	3
<i>Mathematical and Quantitative Reasoning</i>	
MAT 104 Mathematics for Health Sciences .....	3

#### Life & Physical Sciences

CHE 118 Fundamentals of Chemistry.....	4
OR	
CHE 121 Fundamentals of General, Organic & Biological Chemistry .....	4
Total Required Common Core.....	13

### Flexible Core

#### Creative Expression

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

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

EMC 101 Emergency Medical Care/ Paramedic I .....	6
EMC 102 Emergency Medical Care/ Paramedic II .....	6
EMC 201 Emergency Medical Care/ Paramedic III .....	6
EMC 202 Emergency Medical Care/ Paramedic IV .....	6
EMC 301 Emergency Medical Care/ Paramedic Clinical Internship I .....	1
EMC 302 Emergency Medical Care/ Paramedic Clinical Internship II .....	2
EMC 303 Emergency Medical Care/ Paramedic Clinical Internship III .....	3
BIO 426 Anatomy and Physiology II.....	4
XXX xxx Elective .....	3
OR	
EMC 100 Emergency Medical Care .....	4
Total Curriculum Credits .....	37
Total Program Credits.....	60-61

### FOOTNOTES

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

<sup>2</sup> All students must be New York State Certified as Emergency Medical Technician/Ambulance prior to entering into the Emergency Medical Care/Paramedic sequence. If an applicant is not certified, he/she must satisfactorily complete EMC 100, Emergency Medical Care.

<sup>3</sup> Students enrolled in clinical field work course are required to obtain liability insurance. Moderate group rates are available. Students are responsible for their own transportation expenses when fulfilling clinical practice requirements. Students receive no monetary compensation when fulfilling clinical practice requirements.

## Psychology (PSY)

The Social Science, Human Services and Criminal Justice Department offers a major in Psychology which will lead to an Associate in Arts degree.

The program will enable students to transfer into Psychology programs at senior colleges. It will also prepare students for a competitive and evolving job market. An Articulation agreement between the proposed Psychology degree at BMCC and the B.A. degree in Forensic Psychology at John Jay College has been finalized.

### Required Common Core

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

# Degree Programs

SCHOOL HEALTH EDUCATION • SCIENCE

when fulfilling clinical practice requirements.

## School Health Education (SHE)

BMCC's School Health Education (SHE) Associate in Science (A.S.) Degree Program provides students with sound knowledge and practical skills. It also prepares students to continue in a teacher education program at a senior college in order to become certified in School Health Education (Pre-K to 12th Grade). BMCC has an articulation agreement currently in place that allows students in the School Health Education A.S. Degree Program to transfer seamlessly to York College's School Health Education Bachelor in Science (B.S.) Degree Program.

### Required Common Core

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

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

Creative Expression.....	6
World Culture & Global Issues.....	3
U.S. Experience in its Diversity.....	3
Individual and Society.....	3
Scientific World <sup>2</sup> .....	3
<b>Total Flexible Core.....</b>	<b>18</b>
<b>Total Common Core.....</b>	<b>20</b>

### Curriculum Requirements

HED 110 Comprehensive Health Education.....	3
HED 202 Drug Use in American Society.....	3
HED 220 Human Sexuality.....	3
HED 230 Consumer Health Survey.....	3
HED 235 Nutrition for Health.....	3
HED 302 Health Counseling.....	3
EDS 201 Adolescent Learning and Development.....	3
EDU 202 Urban Schools in a Diverse American Society.....	4
XXX xxx Program Elective <sup>4</sup> .....	5
<b>Total Curriculum Credits.....</b>	<b>53</b>
<b>Total Program Credits.....</b>	<b>73</b>

### FOOTNOTES

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

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

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

<sup>4</sup> Choose a minimum of 5 credits from: HED 210, HED 240, HED 225, EDU 201, ECE 201.

## Science (SCI)

The Department of Science offers a Science program leading to an Associate in Science (A.S.) degree. This program is appropriate for students whose education goals require a Bachelor's Degree in a basic or applied science, or students

Life and Physical Sciences <sup>1</sup> .....	3
<b>Total Required Common Core.....</b>	<b>12</b>

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

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

### Curriculum Requirements

PSY 240 Developmental Psychology.....	3
OR	
PSY 250 Child Psychology.....	3
PSY 230 Psychology of Personality.....	3
OR	
PSY 260 Abnormal Psychology.....	3
PSY 265 Research in Psychology.....	3
<i>Choose 9 credits from the following:</i>	
PSY 200 Social Psychology.....	3
PSY 210 Psychology of Death and Dying.....	3
PSY 220 Behavioral Statistics.....	3
PSY 230 Psychology of Personality.....	3
PSY 240 Developmental Psychology.....	3
PSY 245 Psychology of Women.....	3
PSY 250 Child Psychology.....	3
PSY 255 Cognitive Psychology.....	3
PSY 260 Abnormal Psychology.....	3
PSY 271 Foundations of Black Psychology.....	3
SOC 100 Introduction to Sociology.....	3
OR	
ANT 100 Introduction to Anthropology.....	3
XXX xxx Liberal Arts Elective.....	3
XXX xxx General Electives.....	6
<b>Total Curriculum Credits.....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

### FOOTNOTES

<sup>1</sup> These credits can be satisfied by taking STEM variants in the Common Core.

<sup>2</sup> No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

<sup>3</sup> Students are strongly advised to take PSY 100.

## Respiratory Therapy (RTT)

The Respiratory Therapy Program, administered by the Allied Health Sciences Department, provides students with the necessary skills and experience to become competent respiratory therapists. Students receive specialized training in the clinical care of patients with cardio-respiratory problems. Upon completing the requirements listed below, students receive the Associate in Applied Science (A.A.S.) degree and are eligible to take the Certification and Registry Examinations given by the National Board for Respiratory Care, Inc.

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

**NOTE:** Admission to the RTT sequence occurs in Fall only. All students must complete any remedial requirements prior to admission to the RTT sequence. All students are required to show proof of physical examination, per New York State Department of Health requirements for hospital personnel.

### Required Common Core

<i>English Composition</i>	
ENG 101 English Composition.....	3
ENG 201 Introduction to Literature.....	3
<i>Mathematical and Quantitative Reasoning</i>	
MAT 109 Mathematics for Respiratory Therapy...3	
<i>Life &amp; Physical Sciences</i>	
CHE 118 Fundamentals of Chemistry.....	4
OR	
CHE 121 Fundamentals of General, Organic & Biological Chemistry.....	4
<b>Total Required Common Core.....</b>	<b>13</b>

### Flexible Core

<i>Scientific World</i>	
BIO 425 Anatomy & Physiology I.....	4
PSY 100 General Psychology.....	3
<b>Total Flexible Core.....</b>	<b>7</b>
<b>Total Common Core.....</b>	<b>20</b>

### Curriculum Requirements<sup>1</sup>

RTT 100 Fundamentals of Respiratory Therapy ..4	
RTT 101 Introduction to Respiratory Therapy Equipment.....	1
RTT 201 Respiratory Therapy I.....	4
RTT 202 Respiratory Therapy Clinical Practicum I.....	3
RTT 210 Respiratory Therapy Summer Clinical Practicum.....	6
RTT 301 Respiratory Therapy II.....	3
RTT 302 Respiratory Therapy Clinical Practicum II.....	4
RTT 310 Cardio- Respiratory Physiology.....	2
RTT 320 Pulmonary Function Testing.....	2
RTT 401 Respiratory Therapy III.....	3
RTT 403 Respiratory Therapy Clinical Practicum III.....	4
RTT 410 Fundamentals of Clinical Medicine.....	2
BIO 420 Microbiology.....	4
BIO 426 Anatomy and Physiology II.....	4
PHY 110 General Physics.....	4
SCI 530 Pharmacology.....	3
<b>Total Curriculum Credits.....</b>	<b>53</b>
<b>Total Program Credits.....</b>	<b>73</b>

### FOOTNOTES

<sup>1</sup> Students enrolled in clinical field work courses are required to obtain liability insurance. Moderate group rates are available. Students are responsible for their own transportation expenses when fulfilling clinical practice requirements. Students receive no monetary compensation

# Degree Programs

SCIENCE FOR FORENSICS • SMALL BUSINESS/ENTREPRENEURSHIP • SOCIOLOGY • THEATRE

who desire a background in science for a health profession education.

## Required Common Core

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

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

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

## Curriculum Requirements

XXX xxx Modern Foreign Language <sup>5</sup> .....	3
XXX xxx General Elective <sup>6</sup> .....	3
<i>(Choose one sequences from the following introductory science sequences)</i>	
BIO 210 Biology I.....	4
BIO 220 Biology II.....	4
OR	
CHE 201 College Chemistry I.....	4
CHE 202 College Chemistry II.....	4
OR	
PHY 210 Physics I.....	4
PHY 220 Physics II.....	4

Choose 16 credits from the following:

BIO 210 Biology I.....	4
AND	
BIO 220 Biology II.....	4
CHE 201 College Chemistry I.....	4
AND	
CHE 202 College Chemistry II.....	4
PHY 210 Physics I.....	4
AND	
PHY 220 Physics II.....	4
BIO 230 Principles of Microbiology.....	4
BIO 240 Genetics.....	4
BIO 270 Plant Biology.....	4
CHE 120 Fundamentals of Organic Chemistry.....	4
CHE 205 Quantitative Analysis.....	4
CHE 230 Organic Chemistry I.....	5
AND	
CHE 240 Organic Chemistry II.....	5
ENV 250 Environmental Science.....	4
MAT 301 Analytic Geometry & Calculus I.....	4
AND	
MAT 302 Analytic Geometry & Calculus II.....	4
PHY 240 Modern Physics.....	3
SCI 120 Computer Methods in Science.....	4
SCI 140 Introduction to Microprocessors.....	4
SCI 430 Scientific Instrumentation.....	4
<b>Total Curriculum Credits.....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

## FOOTNOTES

- <sup>1</sup> Students are required to take MAT 206.
- <sup>2</sup> Students are required to take BIO 210, CHE 201, PHY 210 or PHY 215.
- <sup>3</sup> No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- <sup>4</sup> Students are required to take BIO 220, CHE 202, PHY 220

or PHY 225.

<sup>5</sup> Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern Foreign Language requirement.

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

## Science for Forensics (FSC)

The Department of Science offers an A.S. Science for Forensics/B.S. Forensic Science joint degree program with John Jay College of Criminal Justice. At BMCC, students complete the A.S. Science for Forensics degree. The lower division curriculum includes the biology, chemistry, mathematics and physics courses that are prerequisites for the upper division forensic science courses. Liberal Arts courses completed in the A.S. degree meet core requirements for the B.S. at the John Jay College of Criminal Justice. Students complete the upper division courses to earn the B.S. in Forensic Science at John Jay College of Criminal Justice. The major in Forensic Science is designed to provide academic and professional training for students seeking to work in forensic science laboratories as either researchers or administrators.

## Required Common Core

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

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

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

## Curriculum Requirements

CHE 201 College Chemistry I.....	4
CHE 202 College Chemistry II.....	4
BIO 210 Biology I.....	4
BIO 220 Biology II.....	4
PHY 215 University Physics I.....	4
PHY 225 University Physics II.....	4
XXX xxx General Electives <sup>5</sup> .....	6
<b>Total Curriculum Credits.....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

## FOOTNOTES

- <sup>1</sup> Students are required to take MAT 206 or MAT 301. Students who are strong in math can take the MAT 206 test and if they pass it, they can go directly into MAT 301.
- <sup>2</sup> Students are required to take CHE 230.
- <sup>3</sup> No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- <sup>4</sup> Students are required to take CHE 240 and CHE 205.
- <sup>5</sup> These electives can be granted by taking STEM variants in the Common Core.

## Science for Health Professions (SHP)

The Department of Science offers an A.S. degree in Science for Health Professions to prepare students to transfer to bachelor degree programs leading to careers in practitioner professions, i.e. dietitians, nutritionists, and exercise practitioners.

## Required Common Core

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

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

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

## Curriculum Requirements

CHE 122 Fundamentals of General, Organic, and Biological Chemistry II.....	4
PHY 110 General Physics.....	4

Choose 7 credits from the following:

BIO 420 Microbiology.....	4
CHE 125 Fundamentals of Biochemistry.....	4
SCI 150 Nutrition.....	3
OR	
HED 235 Nutrition for Health <sup>5</sup> .....	3
SCI 151 The Science of Food.....	3
SCI 510 Pathophysiology.....	3
SCI 151 Pharmacology.....	3
XXX xxx General Electives <sup>5</sup> .....	15
<b>Total Curriculum Credits.....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

## FOOTNOTES

- <sup>1</sup> Some of these credits can be satisfied by taking STEM variants in the Common Core. Students are advised to take the MAT 150 course.
- <sup>2</sup> Students are required to take CHE 121.
- <sup>3</sup> No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- <sup>4</sup> Students are required to take BIO 425 and BIO 426.
- <sup>5</sup> These credits can be satisfied by taking STEM variants in the Common Core.

## Small Business/Entrepreneurship (SBE)

The Small Business/Entrepreneurship program is a two-year program leading to the Associate in Applied Science (A.A.S.) degree. The program is designed to prepare students with the necessary skills to start their own

# Degree Programs

## VIDEO ARTS AND TECHNOLOGY • WRITING AND LITERATURE

business or to be a successful employee of a small business. The program features four courses specifically designed to help students begin their own business.

### Required Common Core

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

### Flexible Core

<i>Creative Expression</i>	
SPE 100 Fundamentals of Speech <sup>1</sup>	3
Total Flexible Core	3
Total Common Core	17

### Curriculum Requirements

BUS 104 Introduction to Business	3
BUS 110 Business Law	3
BUS 150 Business Communication	3
BUS 210 Business Methods	3
ACC 122 Accounting Principles I	3
CED 365 Small Business/ Entrepreneurship I	2
CIS 100 Introduction to Computer Applications	3
ECO 201 Macroeconomics	3
OR	
ECO 202 Macroeconomics	3
FNB 100 Introduction to Finance	3
MAR 100 Introduction to Marketing	3
MAR 320 Retail Organization, Operation & Buying	3
SBE 100 Product & Service Creation	3
SBE 201 International Business	3
SBE 400 Small Business Management	3
XXX xxx General Elective	2
Total Curriculum Credits	43
Total Program Credits	60

### FOOTNOTES

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

## Sociology (SOC)

The Social Sciences, Human Services and Criminal Justice department offers a program in Sociology leading to an Associate in Arts (A.A.) degree. This program offers a comprehensive general education preparation, as well as a solid foundation for continuing on to a four-year institution to pursue a bachelor's degree in sociology. In addition, this program fully articulates with Brooklyn College's bachelor degree program in sociology.

### Required Common Core

<i>English Composition</i>	6
<i>Mathematical and Quantitative Reasoning</i>	3

<i>Life and Physical Sciences</i>	3
Total Required Common Core	12

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

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

### Curriculum Requirements

SOC 100 Introduction to Sociology	3
SOC XXX Sociology Electives <sup>2</sup>	9
SOC 350 Sociology Capstone:	
Race and Ethnicity	4
SOC XXX Social Science Electives <sup>3</sup>	6
XXX XXX Liberal Art Electives	8
Total Curriculum Credits	30
Total Program Credits	60

### FOOTNOTES

<sup>1</sup> No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

<sup>2</sup> Choose nine credits from: Any SOC course, SSC 150, SSC 253, or SSC 475.

<sup>3</sup> Choose two social science courses from the following disciplines: anthropology, economics, geography, history, human services, philosophy, political science or psychology.

## Theatre (THE)

The Theatre Program at BMCC offers a competitive edge to students who are considering a career in the entertainment field as well as for students who want to continue their education toward a baccalaureate degree at a four-year college. BMCC offers the only performance-based theatre major at a community college in New York. Students study acting, technical theatre, and theatre history. Students produce a play, taking it from page through final production. In addition, they have an opportunity to intern with the Tribeca Performing Arts Center and other New York theaters. BMCC Theatre students graduate with an Associate in Science degree (A.S.) and a solid foundation in the liberal arts and sciences, and with real life experience in the theatre.

### Required Common Core

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

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

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

### Curriculum Requirements

THE 100 Introduction to Theatre	3
THE 110 Acting I	3
THE 115 Voice and Movement for the Actor	1
THE 121 Elements of Production	3
THE 140 Stage Management	3
OR	
THE 141 Theatre Management	3
THE 220 Page-to-Stage	3
THE 300 History of Theatre	3

### Choose 2 courses (2 credits) from:

THE 125 Production Practicum I	1
THE 126 Production Practicum II	1
THE 127 Production Practicum III	1
THE 128 Production Practicum IV	1

### Choose 2 courses (6 credits) from:

COM 250 Conflict Resolution	3
COM 260 Small Group Communication	3
SPE 103 Voice and Diction	3
SPE 240 Interpersonal Communication	3
THE 140 Stage Management	3
THE 141 Theatre Management	3
THE 210 Acting II	3
THE 258 Theatre Externship	3
THE 280 Acting for the Camera	3

### Choose 1 course (3 credits) from:

ENG 315 Playwriting	3
OR	

ENG 373 Introduction to Shakespeare	3
Total Curriculum Credits	30
Total Program Credits	60

### FOOTNOTES

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

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

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

## Video Arts and Technology (VAT)

The Video Arts and Technology Program, administered by the Media Arts and Technology Department, provides a dynamic education in video, audio and television production. The program prepares students for positions in the entertainment industry, electronic journalism, audiovisual production companies, broadcast and cable networks, and corporate communications departments. It combines extensive hands-on experience with theoretical coursework in a comprehensive academic program.

VAT students work in a digital environment in BMCC's state of the art television studios, audio studio, and postproduction laboratories. Students learn the entire process for creating professional video and audio programs from writing a script and creating a budget, to shooting a scene and editing a final cut. All VAT students do an internship at a professional media facility.

Upon successful completion of the requirements listed below, students earn an Associate in Science

# Degree Programs

## WRITING AND LITERATURE

(A.S.) degree. Most courses in the Video Arts and Technology program (VAT courses) are restricted to students enrolled in the program.

### Required Common Core

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

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

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

### Curriculum Requirements

VAT 100 Introduction to Video Technology.....	2
SPE 240 Interpersonal Communications.....	3
OR	
SPE 245 The Mass Media.....	3
VAT xxx Program Elective <sup>5</sup> .....	3
CED 371 Video Arts and Technology Internship I.....	2
XXX xxx Production Courses.....	12
XXX xxx Advised Elective <sup>6</sup> .....	3
XXX xxx General Elective <sup>6</sup> .....	5
Total Curriculum Credits.....	30
Total Program Credits.....	60

### FOOTNOTES

<sup>1</sup> Students are required to take MAT 100, MAT 150, or MAT160.

<sup>2</sup> Students are required to take PHY110 or PHY400.

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

<sup>4</sup> Students are required to take MMP 100.

<sup>5</sup> Choose 1 from VAT 300, VAT 301, VAT 302, VAT 303, VAT 306, VAT/MMP 401 or ANI 401.

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

Note: This program has received a waiver to specify particular courses students must take in some areas of the Common Core. If students take different courses in these areas, they will be certified as having completed the Common Core areas, but it may not be possible for them to finish their degree program within the regular number of credits.

## Writing and Literature (ENG)

The English Department offers an A.A. degree in Writing and Literature. The program is designed for students who wish to major or minor in English at four-year colleges and are considering careers demanding special proficiency in writing and reading, such as journalism, creative writing, professional writing, or teaching English. The Writing and Literature Program may also benefit students who wish to pursue majors other than English but intend to enter professions, such as law

or business, in which advanced literacy and writing ability are valuable. Students in the program will receive the first two years of a broad liberal arts education with special attention to their development as writers and to their knowledge of literature.

### Required Common Core

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

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

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

### Curriculum Requirements

ENG 250 Introduction to Literary Studies.....	3
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Choose 1 course from 3 of the following 4 categories:

Writing Courses.....	
ENG 303 Journalism: News Writing.....	3
ENG 304 Journalism: Feature Writing.....	3
ENG 311 Creative Writing Workshop.....	3
ENG 314 Advanced Composition.....	3
ENG 315 Playwriting.....	3
OR	
ENG 335 Autobiography.....	3

American Literature.....	
ENG 338 Latino/a Literature in the U.S.....	3
ENG 339 Asian American Literature.....	3
ENG 358 Contemporary Urban Writers.....	3
ENG 360 Italian American Literature.....	3
ENG 381 American Literature I.....	3
ENG 382 American Literature II.....	3
ENG 383 The American Novel.....	3
ENG 384 Modern American Theatre.....	3
OR	
ENG 393 Comparative Literature I: Survey of Judaic Literature (in English).....	3

British Literature.....	
ENG 371 English Literature I.....	3
ENG 372 English Literature II.....	3
OR	
ENG 373 Introduction to Shakespeare.....	3
Transnational or Multi-ethnic Literature.....	
ENG 336 Postcolonial Literature.....	3
ENG 340 Middle Eastern Literature.....	3
ENG 391 World Literature I: From Homer to Dante.....	3
ENG 392 World Literature II: From the Renaissance to Contemporary Times ..	3
OR	
ENG 394 Modern European Novel.....	3
ENG xxx English III Electives <sup>3</sup> .....	6

XXX xxx Modern Foreign Language.....	3-6
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*Cultural Studies - Choose from: ART 103, ART 113, ART 220, ART 250, ART 801, ART 802, ENG 321, MUS 103, MUS 106, MUS 108, MUS 110, MUS 220, MUS 230, MUS 881, SPE 245 or Social Science course.....*3-4

*Language, Performance & Design Connections - Choose from: BUS 150, ECE 102, LIN 100, MMA 100, MMP 100, SPE 103, SPE 210, SPE 220, SPE 240, THE 100, THE 121, VAT 153, Studio Art or Studio Music.....*3  
 XXX xxx General Elective.....0-3  
 Total Curriculum Credits..... 30  
 Total Program Credits..... 60

### FOOTNOTES

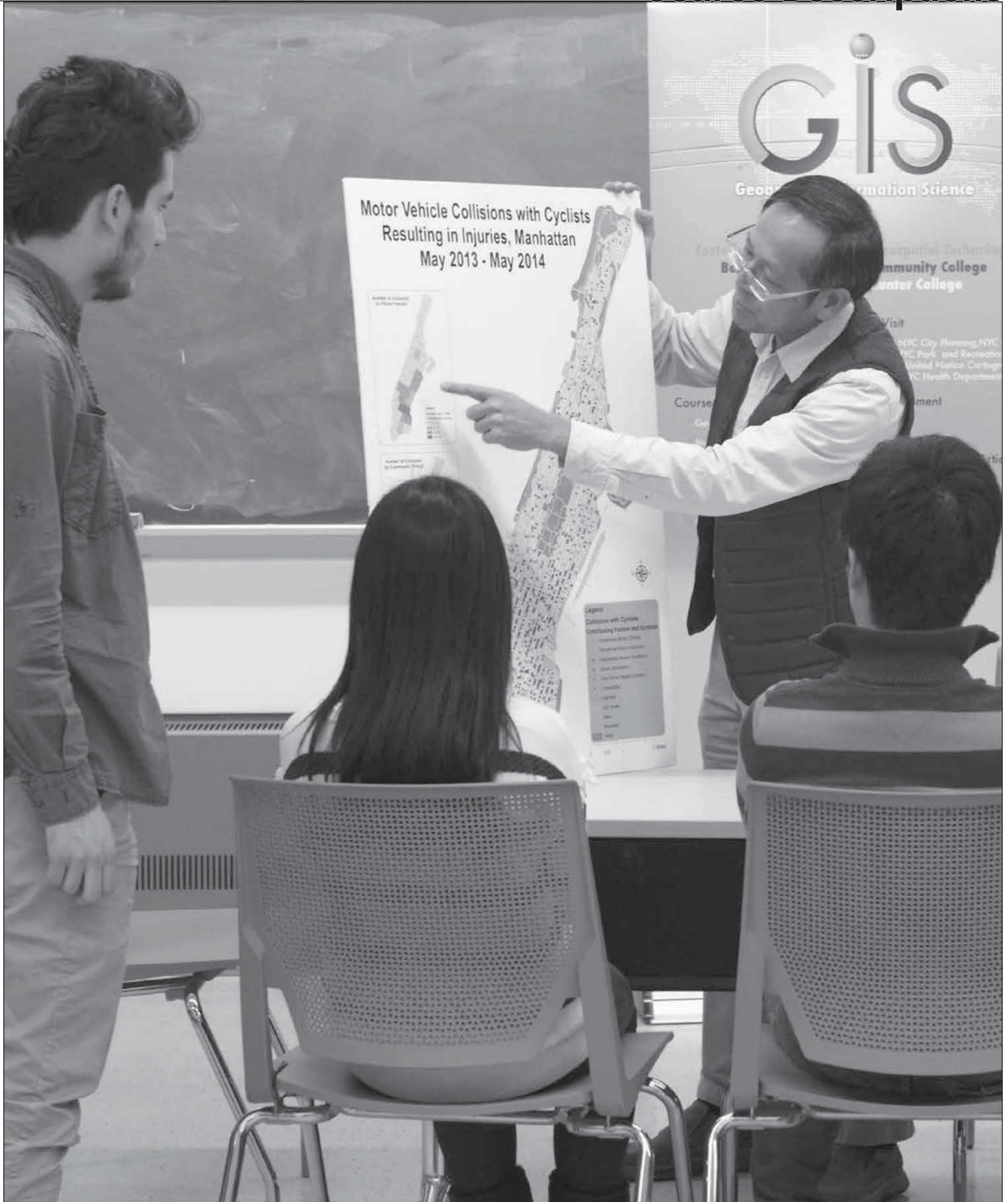
<sup>1</sup> These areas can be satisfied by taking a STEM variant.

<sup>2</sup> No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

<sup>3</sup> Choose two 300-level English courses.



# Course Descriptions





# Course Descriptions

## ACADEMIC LITERACY AND LINGUISTICS

### Academic Literacy and Linguistics

Room N499 Telephone: (212) 220-1396  
dev@bmcc.cuny.edu

The Academic Literacy and Linguistics offers courses in English as a Second Language (ESL), and Academic and Critical Reading (ACR). The courses help students in developing skills essential to continued academic progress.

In order to determine whether a student has a need for these courses, placement examinations in reading and writing are given. As a result of these examinations, students may be assigned to ESL and/or reading courses at the appropriate levels. An ESL course is required for all students whose placement examination in writing receives a non-passing score and whose core problems with writing stem from a foreign language background.

*Chairperson:* Kenneth Levinson

*Deputy Chairpersons:* Judith Resnick, Mary Sepp, Katherine Figueroa

*Professors:* Edward M. Bostick, Lanny Lester, Kenneth Levinson, Susan Price

*Associate Professors:* Yeghia Aslanian, John Beaumont, Paul Camhi, Juliet Emanuel, Maureen Matarese, Gabriella Morvay, Tajpertab Rajkumar, Mary Sepp, Yong Wei, Cynthia Wiseman

*Assistant Professors:* Mabel Asante, Sharon Avni, Shoba Bandi-Rao, Cheryl Comeau-Kirschner, Megan Dunphy, Heather Finn, Saniye (Deniz) Gokcora, Christine Jacknick, Brian Kelley, Elisa Koniski, David Seiple, Nicholas Smith, Rosario Torres, Terry Voorhees, Oksana Vorobel

*Lecturers:* Shaunte Allen, Laszlo Arvai, Katherine Figueroa, Mark Hoffman, Katherine Johnson, Matthew Marcus, Shane McConnell, Roselie McNair, James Michel, Theresa Suraci, Kate Walter, Ann (Judith) Yancey

*College Laboratory Technicians:* Joshua Belknap, Joseph Johnson

*Adjunct Faculty:* There are approximately 90 adjuncts in the Department.

### ACADEMIC & CRITICAL READING

**Academic and Critical Reading I**      **ACR 94**  
0 cr. 6 hrs.

This introductory college level reading course emphasizes improved reading comprehension through the practice of literal, inferential and critical reading skills, vocabulary development, writing, flexible reading rates, and study skills. A variety of materials is used to enrich students' basic understanding of reading.

**Academic and Critical Reading II**      **ACR 95**  
0 crs. 6 hrs.

This advanced reading course is designed to help students master a full range of college-level reading and related skills, including critical comprehension, vocabulary, writing, flexible rates of reading, and study strategies. A variety of college-level materials is used.

**Accelerated Academic and Critical Reading**      **ACR 96**  
0 crs. 3 hrs.

This advanced level reading course is designed to help students master and apply a full range of college level reading, and related skills, including critical comprehension, vocabulary, writing, flexible rates of reading, and study strategies. A variety of college-level materials is used.

### CRITICAL THINKING

**Critical Thinking (Same as PHI 115)**      **CRT 100**  
3 crs. 3 hrs.

Critical Thinking (Same as PHI 115) is designed to develop the mind and help students learn to think clearly and effectively. Through substantive readings, structured writing assignments and ongoing discussions, students will examine concrete examples from their own experience and readings and contemporary issues in the media to learn how to analyze issues, solve problems, and make informed decisions in their academic, professional, and personal lives.

### ENGLISH AS A SECOND LANGUAGE

**English as a Second Language**      **ESL 49**  
0 cr. 3 hrs.

**English as a Second Language**      **ESL 54**  
0 cr. 9 hrs.

These two Intensive English courses are designed in their combined form to improve the reading/writing and aural/oral skills of the beginning and low-intermediate student. These two courses must be taken concurrently and are obligatory for one semester for all incoming ESL students whose placement examinations show a need for instruction at this level.

**English as a Second Language**      **ESL 62**  
0 cr. 6 hrs.

This is a high-intermediate level course that combines listening, speaking, reading, and writing skills. Narrative and descriptive writing are emphasized and expository writing is introduced.

**English as a Second Language**      **ESL 94**  
0 crs. 6 hrs.

This advanced level course emphasizes writing and reading skills; however, oral skills are not neglected. In writing, students focus on introducing, developing, supporting, and organizing their ideas in expository essays as well as in narrative and descriptive writing.

**Intensive Writing**      **ESL 95**  
0 crs. 6 hrs.

This intensive writing course for ESL students focuses on basic components of effective writing, including paragraph development and structure, sentence structure, word choice, and content. Students read and respond to a variety of texts and use argumentation, narrative, and description as modes of developing ideas in writing.

**Intensive Writing**      **ESL 96**  
0 crs. 6 hrs.

ESL 96 is an intensive reading and writing course for ESL students. It focuses on basic components of effective writing, including essay organization, paragraph development, sentence structure, word choice, and content. Students read and respond to a variety of texts and use argumentation, narrative, and description as modes of developing ideas in writing. This course is designed to help students master and apply a full range of college-level reading, and related skills, including critical comprehension, vocabulary, writing, flexible rates of reading, and study strategies. A variety of college-level materials is used.

# Course Descriptions

ACADEMIC LITERACY AND LINGUISTICS

## LINGUISTICS

### Language and Culture (same as ANT 115)

LIN 100

3 crs. 3 hrs.

This course will introduce students to linguistics, the study of language, and language in multicultural urban settings, including topics such as children's language acquisition, bilingual families and bilingual education, language and gender, different varieties of English and contemporary language use. The readings will draw on works in linguistics, literature, sociology, anthropology, and related topics. Students will improve critical reading and thinking skills and produce reflective and expository writing based on the readings in connection with their own experiences and backgrounds.

### The Structure of English

LIN 110

3 crs. 3 hrs.

This course is designed to provide students with an understanding of the grammatical structures of standard American English, allowing them to read, write, and interpret written texts critically and efficiently. Through analysis and discovery, students will learn to evaluate the grammaticality of the written work they produce in their academic coursework. In addition, students will explore a variety of writing genres and styles, and learn to manipulate language more effectively, enriching both their production and understanding of written texts.

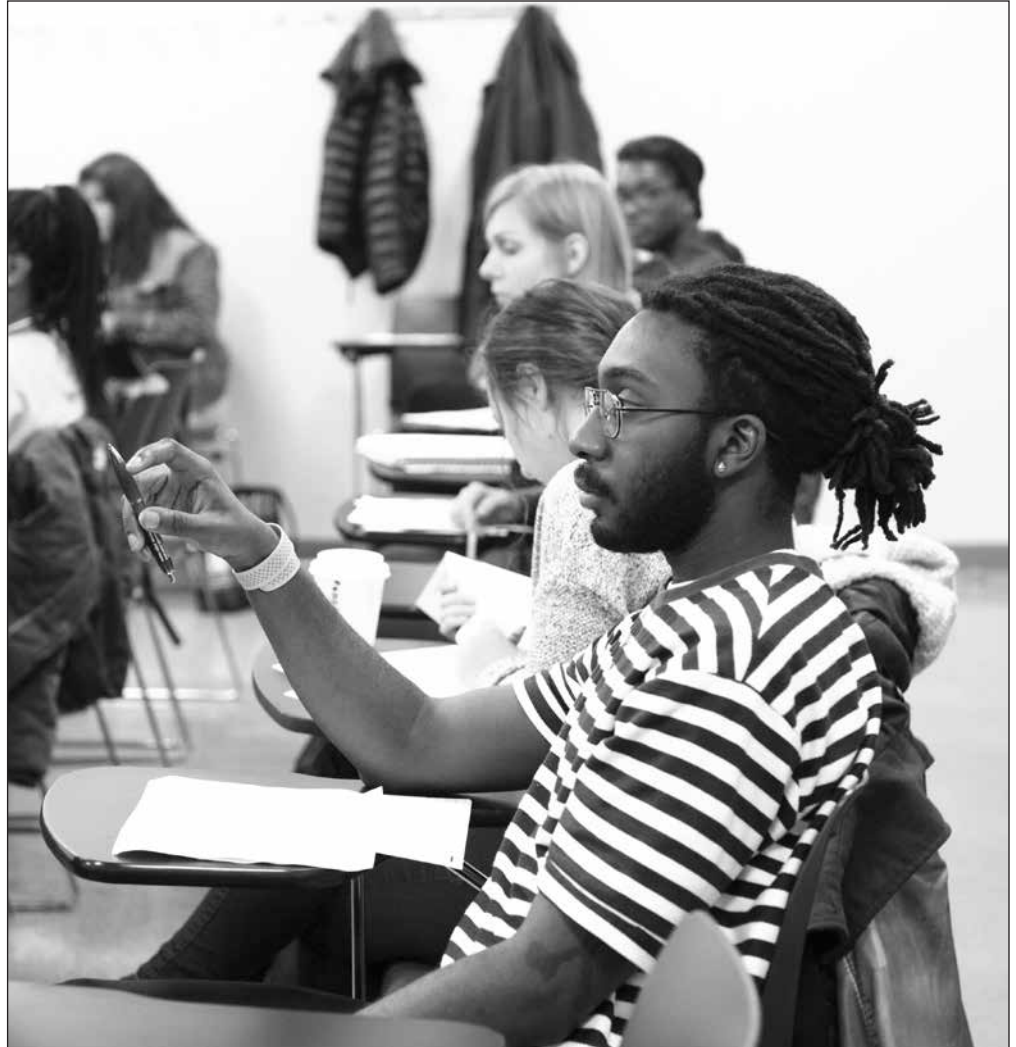
### Forensic Linguistics

LIN 250

3 crs. 3 hrs.

This three credit, 200-level course will explore the complex relationship between language and the law. The course critically considers the role of language and its power in the legal process. Three branches of forensic linguistics (handwriting, phonology, and discourse analysis) will be discussed. We will examine the work of dialectologists, creolists, and graphologists who have used linguistic evidence to interpret evidence (e.g., blackmail and ransom notes), and voice and spectrogram analysis will also be discussed. The course will also examine how linguists are involved in the legal process when they serve as expert witnesses.

*Prerequisite: ENG 201*



# Course Descriptions

## ACCOUNTING

### Accounting

Room F530, Telephone: (212) 220-8185  
accounting@bmcc.cuny.edu

The Accounting curriculum is designed to provide students with a strong foundation in accounting. Accounting is called “the language of business” as all businesses use accounting to run their enterprises and report their financial performance. The accounting curriculum offers a full array of accounting courses that provide students with the skills and knowledge necessary to begin an entry level career in accounting or to continue their education by pursuing a four-year accounting degree. Upon completion of the program requirements students are awarded the Associate of Applied Science degree in accounting (A.A.S.).

*Chairperson:* Josh Wolfson

*Deputy Chairperson:* Yvonne Phang

*Professors:* Lloyd Carroll, Manuel Hernandez, Frank Navas, Yvonne Phang, Josh Wolfson

*Associate Professors:* Sidney Askew, Barry Cooper, Corinne Crawford, Wilbert Donnay, Harry Kleinman, David Knight

*Assistant Professors:* Joel Barker, Sharon Brickman, Angela Jervis, Acte Maldonado, Harvey Man, Connet Powell, Acheaf Seyam

*Lecturer:* La-Dana Jenkins

*Instructor:* Clive Nair

*Adjunct Faculty:* There are approximately twenty adjuncts in the department.

#### **Accounting Principles I** **ACC 122** 3 crs. 4 hrs.

The course covers the fundamental principles of accounting and the practical use of accounting tools and techniques. Topics covered include the definition and scope of accounting, accounting records and processes, books of original and subsequent entry, work sheets, adjusting and closing entries, accounting for cash, accounting for negotiable instruments, and accounting for plant assets. An investigation is made of accounting for service businesses and trading concerns.

#### **Personal Accounting and Financial Literacy** **ACC 150** 3 crs. 4 hrs.

This introductory course provides a practical and interactive approach to understanding and analyzing the major components of financial literacy such as taxation, credit and debt management, budgeting, spending and investment strategies for individuals and the family. Using research obtained from the JumpStart Coalition for Personal Financial Literacy and standards developed by the American Institute of Certified Public Accountants (AICPA), the student will be exposed to strategies for personal financial planning and personal risk and asset management. Students will create their own personal financial plan and will present the plan as a final project. Students completing the course will have life-time access to educational materials and coaching to make informed financial decisions and to develop effective behavioral patterns. Students will also compete in either an investment or financial literacy competition. This course has 1 hour lab component in which students will learn to use financial planning and tax software along with Excel to build personal financial plans and other course material. Financial literacy as defined by the Government Accountability Office (GAO) is “the ability to make informed judgments and to take effective actions regarding the current and future use and management of money. It includes the ability to understand financial choices, plan for the future, spend wisely, and manage the challenges associated with life events such as a job loss, saving for retirement, or paying for a child’s education.”

#### **Accounting Principles II** **ACC 222** 3 crs. 4 hrs.

This continuation of Accounting I progresses from elementary to more advanced accounting concepts and conventions, including the use of accounting data in managerial decision making. Among topics covered are voucher system, partnership accounting, payroll preparation and taxes, and accounting for corporations. Study is made of accounting involved in the interpretation

of financial statements, budgetary control, statement of cash flows, and management reports and analyses.  
*Prerequisite:* ACC 122

#### **Accounting Applications on Microcomputers** **ACC 231** 3 crs. 4 hrs.

This course provides accounting students with the opportunity to solve accounting problems through the use of microcomputers. Areas in which students will prepare computerized accounting records and reports include journals, ledgers, trial balance, accounts receivable, accounts payable, and payroll. The course will introduce students to basic accounting documentation, and processing flowcharts of different accounting functions.  
*Prerequisites:* ACC 222

#### **Taxation: Federal** **ACC 241** 3 crs. 4 hrs.

Students are provided with fundamental knowledge of the Federal taxation laws and preparation of related tax returns. Federal income taxes for individuals, partnerships, and corporations are studied, and actual returns are prepared. Various items of payroll withholding and reporting procedures are discussed, and basic tax planning is explored.

#### **Taxation of Business Entities** **ACC 242** 3 crs. 4 hrs.

This course outlines the basic tax structure of the corporation and the partnership entity. Coverage includes the organization of the corporate and partnership entity, the capital structure, the determination and distribution of income, redemptions, liquidations, and reorganizations. Coverage also includes the taxation of the small business corporations. This course is designed to provide theoretical and practical experience with tie-ins to applicable tax forms. The case study method will be used where applicable. A class project or research paper will be required.  
*Prerequisite:* ACC 222 and ACC 241

#### **Intermediate Accounting I** **ACC 330** 3 crs. 4 hrs.

The course begins with a review of the accounting process. Topics covered include balance sheet presentation, the time value of money, accounting for cash, receivables, inventory cost and valuation procedures, plant and equipment accounting, including acquisition use, retirement and special valuation problems, accounting for intangible assets, current liabilities, and contingencies. Attention is given to the theory pronouncements issued by the Financial Accounting Standards Board and other standard-setting bodies.  
*Prerequisite:* ACC 222

**Accounting Information Systems ACC 331**  
3 crs. 4 hrs.

The course provides accounting students with the opportunity to become familiar with accounting information systems, systems and documentation flowcharts, information concepts, and applications to the different areas in the transaction processing system. The course also covers accounting control procedures that are commonly used to detect, correct, and prevent deficiencies in internal control, administrative control and in the transaction processing system for both the manual and computerized accounting processing systems. The course will include basic analysis and design of accounting information systems.

*Prerequisite: ACC 321*

**Cost Accounting I ACC 350**  
3 crs. 4 hrs.

Emphasis is placed on the conceptual, analytical and practical aspects of cost accounting as a tool for planning and controlling the operations of a business.

Topics studied include the cost accounting cycle, the job order cost system, process costing, allocation of costs, joint and by-product costs, payroll accounting and budgeting.

*Prerequisite: ACC 231*

**Government and Not-for-Profit Accounting ACC 360**  
3 crs. 4 hrs.

This course introduces the theory and concepts underlying financial accounting, control and reporting in governmental and not-for-profit organizations. It covers fund accounting, budget and control issues, revenue and expense recognition, financial reporting, accounting procedures and issues of reporting for both governmental and not-for-profit entities.

*Prerequisite: ACC 222*

**Forensic Accounting & Fraud Analysis ACC 370**  
3 crs. 4 hrs.

The course is an introduction to Forensic Accounting and Fraud Analysis. Topics include the nature of fraud, fraud prevention, fraud detection, financial statement fraud, revenue and inventory fraud, liability and asset fraud, inadequate disclosure fraud and fraud in E-commerce.

*Prerequisite: ACC 222*

**Intermediate Accounting II ACC 430**  
3 crs. 4 hrs.

The course is a continuation of Intermediate Accounting I. A detailed study is made of the accounting for long term debt, investments in stocks and bonds, leases, pensions, accounting for income taxes, and inflation accounting. Other topical coverage includes EPS, revenue recognition, preparation of

the income statement, and the statement of cash flows. The stockholders' equity section of the balance sheet is examined, with particular reference to the accounting for capital stock, additional paid-in capital, and retained earnings. Attention is given to pronouncements issued by the Financial Accounting Standards Board and other standard-setting bodies.

*Prerequisite: ACC 330*

**Cost Accounting II ACC 451**  
3 crs. 4 hrs.

The uses of cost accounting concepts and methods that are used to guide management in controlling operations and in making decisions are studied. Topics covered include cost-profit-volume analysis, standard cost, flexible and capital budgeting, inventory planning and control, direct costing, and the contribution margin approach to product costing.

*Prerequisite: ACC 350*

# Course Descriptions

## ALLIED HEALTH SCIENCES

### Allied Health Sciences

Room N799B, Telephone: (212) 220-8335  
hlt@bmcc.cuny.edu

The Department of Allied Health Sciences offers three professional programs: Paramedic Program, Health Information Technology, and Respiratory Therapy. Students successfully completing these programs are awarded the Associate in Applied Science (A.A.S.) degree and are qualified to work as technicians or therapists in a variety of health care agencies.

*Chairperson:* Everett Flannery

*Deputy Chairperson:* Lynda Carlson

*Professors:* Lynda Carlson, Everett Flannery, Michael Nazzaro, Neil Rodia

*Assistant Professors:* Cheryl Christopher, Gene Iannuzzi

*Senior College Laboratory Technician:* Juana Rodriguez

*Adjunct Faculty:* There are approximately twenty adjuncts in the department.

#### PARAMEDIC PROGRAM

**Emergency Medical Care** **EMC 100**  
4 crs. 2 lecture 8 lab hrs.

This course is a training program to provide the students with the necessary basic skills and knowledge to deal with a broad spectrum of illness and injuries in the pre-hospital care phase of emergency medicine. Upon successful completion of the course, students will take the New York State Emergency Medical Technical Certification Examination. Once certified, and upon completion of certain fundamental core courses, the student will be eligible to take the advanced paramedic level courses of the program. The course will be offered in the fall and spring semesters only.

**Emergency Medical Care/Paramedic I** **EMC 101**  
6 crs. 6 hrs. 3 lab. hrs.

This course provides students with the knowledge of human anatomy and physiology as required for the understanding of assessing and treating victims of sudden illness or injury. Pathophysiology and management of problems, patient assessment, and techniques of management of the cardiovascular system and respiratory system, as well as all other systems, are introduced.

*Prerequisite:* New York State Certification as an Emergency Medical Technician

*Corequisites:* EMC 102, EMC 301

**Emergency Medical Care/Paramedic II** **EMC 102**  
6 crs. 6 hrs. 3 lab hrs.

This course provides students with the knowledge of assessing victims of sudden illness or injury with the understanding of the underlying anatomy and physiology of the affected tissue, organ, or system. Students will also be given an understanding of appropriate treatment modalities for certain disease entities and injuries. Students will also be provided with the knowledge and skills required for treating victims of sudden illness or injury as pre-hospital care givers.

*Corequisites:* EMC 101, EMC 301

**Emergency Medical Care/Paramedic III** **EMC 201**  
6 crs. 6 hrs. 3 lab hrs.

This course provides students with the knowledge of appropriate assessment of the cardiac patient, the knowledge and skill to read normal electrocardiograms, recognize cardiac arrhythmias on same, operate and interpret electrocardiograms. It also provides students with the skills to use a defibrillator, and to perform defibrillation and synchronized cardioversion. Students are also provided with knowledge of local, general, and systemic effects of specific drugs, as well as the absorption rates via intravenous, subcutaneous, oral, transtracheal, and intramuscular routes of administration.

Students are provided with the knowledge of the effects of alpha and beta receptors in the heart, lungs, and arteries, as well as beta blockers. Students are also provided with the knowledge of dose, dilution, action, indications and use, precautions, incompatibility, contraindications, side effects, antidotes of specific drugs, and skills of administering drugs.

*Prerequisites:* EMC 101, EMC 102  
*Corequisites:* EMC 202, EMC 302

**Emergency Medical Care/Paramedic IV** **EMC 202**  
6 crs. 6 hrs. 3 lab hrs.

This course provides students with the knowledge and skills required to perform physical examination on patients with suspected injury to the head, spinal cord, cervical spine, neurologic problems, and general seizures. It also provides students with the knowledge and skills to recognize symptoms of diabetes mellitus, insulin shock, hypoglycemia, hyperglycemia, and treatment of same. In addition, students are provided with the knowledge of appropriate treatment of a patient who has ingested poison. Students are provided with the knowledge and skill required to catheterize both male and female urinary bladders. Students are also provided with the knowledge and skills required to arrive at a decision to transport patients in labor or to prepare for delivery, as well as functioning in all childbirth possibilities. Students are provided with the knowledge and skills of management in mass casualty situations, situations involving a battered or sexually abused child, and situations involving emotionally disturbed patients who are combative.

*Prerequisites:* EMC 101, EMC 102  
*Corequisites:* EMC 201, EMC 302

**Emergency Medical Care/Paramedic Clinical Internship I** **EMC 301**  
1 cr. 5 lab hrs.

Students are provided with clinical training experience at the Cardiac Catheterization Laboratory, City Morgue, and with the Hospital Phlebotomy team. Students will also perform clinical service in the Emergency Department, Operating Room, and with the Paramedic Ambulance. Students will acquire further experience in the Labor and Delivery Suite, Intensive Care Unit, Pediatric Department, and Psychiatric Emergency Department.

*Corequisites:* EMC 101, EMC 102

# Course Descriptions

## ALLIED HEALTH SCIENCES

### Emergency Medical Care/ Paramedic Internship II

EMC 302

2 crs. 10 lab hrs.

In this second EMC/Paramedical clinical rotation course students continue their work in the hospital emergency room. In addition, clinical rotations are provided for experiences on the paramedical (advance life support) ambulance, in the operating room, and in the New York City Medical Examiner's Office.

*Prerequisites:* EMC 101, EMC 102, EMC 301  
*Corequisites:* EMC 201, EMC 202

### Emergency Medical Care/ Paramedic Internship III

EMC 303

3 crs. 15 lab hrs.

In this final EMC/Paramedic clinical rotation course students complete their required hours in the hospital emergency room and on the Paramedic (A.L.S.) ambulance. Additional development of knowledge and skills is provided in the labor and delivery rooms, psychiatric facilities, ICU/CCU, Cardiac Catheterization laboratory, pediatric neonatal clinic and well baby clinic.

*Prerequisites:* EMC 201, EMC 202, EMC 302

## HEALTH INFORMATION TECHNOLOGY

### Medical Terminology I

HIT 103

3 crs. 3 hrs.

This is the first part of a two-semester course that includes a development of medical terminology in a logical sequence. Medical terms are used in a limited number of body systems. Special attention is given to presenting medical terms in their proper context as related to: anatomy and physiology, pathology, clinical procedures, laboratory tests, and abbreviations. Students are introduced to the current official ICD-CM Coding Guidelines and given a brief history of reimbursement for health care services.

*Corequisites:* HIT 106, HIT 107, HIT 108, CHE 118/121, BIO 425

### Pathology of Diseases I

HIT 106

3 crs. 4 hrs.

This is the first of two courses that focuses on the diagnosis and treatment of body systems. Students will learn the cause, risk factors, treatment, and prevention of diseases of the body. Students are required to review medical charts and identify diseases and procedures relevant for billing purposes according to the current official ICD-CM coding guidelines.

*Corequisites:* HIT 103, HIT 107, HIT 108

### Health Record Systems

HIT 107

2 crs. 3 hrs.

This course prepares the student to identify an incomplete medical record. The various hospital departments (e.g. finance, risk management, quality assurance) and regulating agencies (e.g. JCAHO), as they relate to the medical record will be covered. Students will also be exposed to alternate sites for medical charts (e.g. prison).

*Prerequisites:* HIT 103, HIT 104, HIT 105, BIO 425, CHE 118/125

*Corequisites:* HIT 203, HIT 204, HIT 206, BIO 426

### Health Data Information, Storage and Retrieval

HIT 108

3 crs. 4 hrs.

This course begins with an overview of the Health Information Management (HIM) profession. Topics include contents of different types of medical records, required standards for chart documentation, divisions within the HIM department, and chart flow throughout the department. It also covers the development and use of primary and secondary indexes and registries, numbering and filing systems, and methodologies utilized for the retention, retrieval, and destruction of medical documents. Utilizing the internet, students will learn to access health-related databases and evaluate the different vendors offering filing systems and storage, including microfilm and computer hardware/software. Utilizing materials in the classroom, students will create patient charts.

*Corequisites:* HIT 103, HIT 106, HIT 107

### Medical Terminology II

HIT 203

3 crs. 3 hrs.

This course is a continuation of HIT 103 and advanced study of medical terms. Basic fundamentals of word analysis are applied in a continued study of medical terms by body systems. Medical terminology is applied in case reports, X-ray reports, operative and diagnostic lists, and drug descriptions.

*Prerequisites:* HIT 103, HIT 106, HIT 107, HIT 108, BIO 425, CHE 118/125

*Corequisites:* HIT 204, HIT 207, HIT 208, BIO 426

### Health Statistics

HIT 204

2 crs. 3 hrs.

This course provides an in-depth coverage of statistical computations relevant to hospital inpatient and outpatient services (e.g. budget). Common statistical collection and display methodologies used for administrative decisions are covered. Utilizing data from a variety of sources (e.g. death registry), students will perform computations (e.g. average daily census) using Excel.

*Prerequisites:* HIT 103, HIT 106, HIT 108, BIO 425, CHE 118/125

*Corequisites:* HIT 203, HIT 207, HIT 208, BIO 426

### Coding and Classifications Systems I

HIT 207

2 crs. 3 hrs.

This course covers the historical development and current medical coding systems for diagnoses, procedures, and reimbursement systems. Students will gain entry-level competency in the use of the current ICD-CM coding system by coding inpatient charts and assigning a diagnostic related group (DRG), utilizing an internet based coding program. Students will also complete coding exercises within and outside of the classroom covering specific diseases (e.g., AIDS, Neoplasms) to learn applicable coding guidelines.

*Prerequisites:* HIT 103, HIT 106, HIT 107, HIT 108

*Corequisites:* HIT 203, HIT 204, HIT 208

### Pathology of Diseases II

HIT 208

3 crs. 4 hrs.

This is a continuation of HIT 106, Pathology of Diseases I, that focuses on the diagnosis and treatment of body systems. Students will learn the cause, risk factors, treatment, and prevention of diseases of the body. Students are required to review medical charts and identify diseases and procedures relevant for billing purposes according to the current official ICD-CM coding guidelines.

*Prerequisites:* HIT 103, HIT 106, HIT 107, HIT 108

*Corequisites:* HIT 203, HIT 204, HIT 207

### Professional Practice Experience I

HIT 210

3 crs. 32 hrs.

This is a supervised learning experience in affiliated clinical sites that enables the student to acquire competence in health information management procedures directly related to the course content of all previous HIT courses. Students are required to complete three projects assigned from the

# Course Descriptions

## ALLIED HEALTH SCIENCES

clinical site. Each student completes a coding software program that contains six learning modules. Students are also introduced to the “Encoder” software program, pharmacology, and reimbursement systems (e.g., prospective payment).

*Prerequisites:* HIT 203, HIT 204, HIT 207, HIT 208, BIO 426

### **HIM Medical/Legal Applications HIT 331** 2 crs. 3 hrs.

This course covers all federal and state laws (e.g., HIPAA) that are applicable to the HIM profession. It will also cover the legal principles applicable to malpractice, New York State statutes, different types and completeness of consent forms requirements, legally acceptable release of confidential medical information including special situations (e.g., mental, drug dependence or AIDS diagnoses), and legal terms utilized within the profession.

*Prerequisites:* HIT 203, HIT 204, HIT 207, HIT 208

*Corequisites:* HIT 332, HIT 333, CIS 106

### **Quality Management and Improvement HIT 332** 2 crs. 3 hrs.

This course covers the use of review methodologies required by third party reimbursement agencies to insure that patients receive appropriate medical care. The principles of form design and quality control procedures will be examined. Students will design and create a quality evaluation form, then complete an evaluation of the quality and completeness of inpatient charts and submit a written report with graphs to illustrate and support their findings. An assessment exam of previous HIT courses is given the first week of classes as per accreditation requirements.

*Prerequisites:* HIT 203, HIT 204, HIT 207, HIT 208

*Corequisites:* HIT 331, HIT 333, CIS 106

### **Coding and Classifications Systems II HIT 333** 2 crs. 3 hrs.

This course is a continuation of HIT 207, Coding and Classifications Systems I, and covers the historical development and current medical coding systems for diagnoses, procedures, and reimbursement systems. Students will gain entry-level competency in the use of the current ICD-CM coding system by coding inpatient charts and assigning a diagnostic related group (DRG), utilizing an internet based coding program. Students will also complete coding exercises within and outside of the classroom covering the coding of procedures, diagnostic, and therapeutic options applicable to all body systems.

*Prerequisites:* HIT 203, HIT 204, HIT 205, HIT 207, HIT 208, HIT 210, BIO 426

*Corequisites:* HIT 331, HIT 332, CIS 106

### **Coding and Classifications Systems III HIT 421** 2 crs. 3 hrs.

This course is a continuation of HIT 330 in further learning the current ICD-CM coding system and Current Procedural Terminology

(CPT) coding system. Students are required to code ambulatory and inpatient charts utilizing the Encoder software to assign a Diagnostic Related Group. Students will be introduced to other coding systems (HCPCS, ICD-CM) and perform in class activities of each coding system. An assessment exam of previous HIT courses is given the first week of classes as per accreditation requirements.

*Prerequisites:* HIT 331, HIT 332, HIT 333, CIS 106

*Corequisites:* HIT 422, HIT 423, HIT 430, CIS 206

### **Health Care Delivery Systems HIT 422** 1 cr. 1 hr.

This course covers facility and Health Information Management (HIM) department requirements to function legally and properly. Topics include the organization and function of a cancer registry, responsibilities of medical staff committees, the requirements of health care accrediting agencies as related to the HIM department, and additional agencies that impact the department (e.g., Office of Inspector General), and health insurance.

*Prerequisites:* HIT 330, HIT 331, HIT 332, CIS 106

*Corequisites:* HIT 421, HIT 423, HIT 430, CIS 206

### **Management in the HIM Department HIT 423** 2 crs. 2 hrs.

This course covers the theories and techniques of management in the HIM profession. Students demonstrate their knowledge and understanding through laboratory exercises and a group project that focuses on a fictional hospital and HIM department that will be presented to the class. An assessment exam of previous HIT courses is given the first week of classes as per accreditation requirements.

*Prerequisites:* HIT 331, HIT 332, HIT 333, CIS 106

*Corequisites:* HIT 421, HIT 422, HIT 430, CIS 206

### **Professional Practice Experience II HIT 430** 4 crs. 12 lab hrs.

This is a supervised learning experience in affiliated clinical sites that enables the student to perform health information management (HIM) functions related to all previous HIT courses. The focus of this practice experience is on management and coding functions. Students are required to complete three projects assigned from the practice site.

*Prerequisites:* HIT 331, HIT 332, HIT 333, CIS 106

*Corequisites:* HIT 421, HIT 422, HIT 423, CIS 206

## RESPIRATORY THERAPY

### **Fundamentals of Respiratory Therapy RTT 100** 4 crs. 2 hrs. 6 lab hrs.

Students are given the knowledge, skills, and attitudes basic to all patient care, with special emphasis on the basic science principles applicable to medical gases, pressure breathing devices, gas exchange, artificial ventilation, and respiration. This course also involves the study and operation of basic respiratory therapy equipment such as cannulae, masks and tents, nebulizers, flowmeters and regulators, oxygen analyzers, and oxygen supply systems.

*Prerequisite:* Matriculation in the RTT Program

*Corequisites:* RTT 101, MAT 109

### **Introduction to Respiratory Therapy Equipment RTT 101** 1 cr. 2 lab hrs.

This laboratory course gives the student the opportunity for hands-on learning of equipment found in Respiratory Therapy departments of affiliated hospitals. The student observes, operates, disassembles and reassembles equipment until fully competent at setting up, operating, and trouble shooting. Students become familiar with equipment used in respiratory care prior to use in direct patient contact.

*Corequisites:* RTT 100, MAT 109

### **Respiratory Therapy I RTT 201** 4 crs. 4 hrs.

This continuation of applied science principles is fundamental to Respiratory Therapy. Special emphasis is placed on the theory of airway management, respiratory diseases, introductory pharmacology, ventilators used in IPPB therapy, acid-base chemistry, and a knowledge of emergency care.

*Prerequisites:* RTT 100, RTT 101, CHE 118

*Corequisites:* RTT 202, BIO 426

### **Respiratory Therapy Clinical Practicum I RTT 202** 3 crs. 9 lab hrs.

This is a supervised clinical experience in Respiratory Therapy hospital affiliations. Students work with patients utilizing equipment such as oxygen catheters and cannulae, masks, tents, nebulizers, flowmeters and regulators, oxygen analyzers, and oxygen supply systems.

*Prerequisites:* RTT 100, RTT 101, CHE 118

*Corequisites:* RTT 201, BIO 426

### **Respiratory Therapy Summer Clinical Practicum RTT 210** 6 crs. 40 lab hrs.

This course is a 10-week, 40-hour-per-week practicum required of students registered in the Respiratory Therapy curriculum. The Respiratory Therapy Summer Clinical Practicum is a continuation of the clinical training and experience introduced during the

second semester of the program (RTT 201 and RTT 202). The schedule is structured to rotate groups in the class through various participating clinical facilities where students will have patient bedside instruction and practice in oxygen therapy, aerosol treatment and ventilation, and bedside intensive care for adults and pediatric patients.

*Prerequisites: RTT 201, RTT 202*

**Respiratory Therapy II** **RTT 301**  
3 crs. 4 hrs.

Skills in patient care are further developed and emphasis is placed on continuous ventilation and acid-base chemistry. The physiology of the cardio-pulmonary system, the ethical and legal implications, and responsibilities relating to Respiratory Therapy services are discussed.

*Prerequisites: RTT 210, BIO 426*

*Corequisites: RTT 302, RTT 310, RTT 320*

**Respiratory Therapy Clinical Practicum II** **RTT 302**  
4 crs. 16 lab hrs.

This is a continuation of the supervised hospital Respiratory Therapy clinical experiences dealing with complex patient equipment such as ventilators, resuscitators, respirators, use of blood-gas analyzers, and aerosol apparatus.

*Prerequisites: RTT 210, BIO 426*

*Corequisites: RTT 301, RTT 310, RTT 320*

**Cardio-Respiratory Physiology** **RTT 310**  
2 crs. 2 hrs.

This course exceeds the scope of Anatomy and Physiology I & II, and stresses physiological properties of the heart, blood vessels and lungs, particularly as they are interrelated and as they contribute to preserving the integrity of the human nervous system. The material is taught in a clinically-oriented manner to reinforce those aspects of cardio-pulmonary physiology most relevant to the care of patients.

*Prerequisites: RTT 202, BIO 426 or departmental approval*

*Corequisites: RTT 301, RTT 302, RTT 320*

**Pulmonary Function Testing** **RTT 320**  
2 crs. 1 hr. 2 lab hrs.

This course introduces students to the most common tests of pulmonary function in adults and children. Students will be required to perform these tests and interpret their significance.

*Prerequisites: RTT 202, BIO 426, MAT 109 departmental approval*

*Corequisites: RTT 301, RTT 302, RTT 310*

**Respiratory Therapy III** **RTT 401**  
3 crs. 3 hrs.

This course provides students with a knowledge of the various methods of sterilization, diseases and problems resulting in respiratory failure, cardio-pulmonary function testing and diagnosis, pediatric respiratory care, percussive therapy and

postural drainage, and administrative responsibilities of the therapist. Preparation is included for the Credentialing Examinations.

*Prerequisites: RTT 301, RTT 302, RTT 310, RTT 320*

*Corequisites: RTT 403, RTT 410*

**Respiratory Therapy Clinical Practicum III** **RTT 403**  
4 crs. 16 lab hrs.

This last course of supervised hospital Respiratory Therapy clinical experience continues emphasis on administration of respiratory therapy care to patients with additional work in hospital departmental operation, including patient record-keeping, reporting, and charting. Interdisciplinary team relationships are also stressed.

*Prerequisites: RTT 301, RTT 302, RTT 310, RTT 320*

*Corequisites: RTT 401, RTT 410*

**Fundamentals of Clinical Medicine** **RTT 410**  
2 crs. 2 hrs.

This course is an assimilation of the basic and clinical sciences from several areas of medicine, to help students develop a deeper understanding of the patho-physiological consequences of such diseases as asthma, atelectasis, pneumonia, pulmonary embolism, infant respiratory distress syndrome, and others. Independent study and student participation in teaching are encouraged.

*Prerequisites: RTT 301, RTT 302, RTT 310, RTT 320*

*Corequisites: RTT 401, RTT 403 or departmental approval*



# Course Descriptions

## BUSINESS MANAGEMENT

### Business Management

Room F730, Telephone: (212) 220-8205  
bec@bmcc.cuny.edu

The Business Management Department administers the Business Administration program, the Business Management program, and the Small Business/Entrepreneurship Program.

*Chairperson:* Mahatapa Palit

*Deputy Chairpersons:* Francisca Campos, Ronald Clare, Shirley Zaragoza

*Professors:* Katherine Conway, Chaim Ginsberg, Percy Lambert

*Associate Professors:* Nikolaos Adamou, Seung Mo (Jeff) Hong, Mary Padula, Mahatapa Palit, Ioannis Tournas, Michelle Wang

*Assistant Professor:* Anne Marie Basic, Francisca Campos, Hung (David) Chu, Ronald Clare, Orlando Justo, Shamira Malekar, Sahana Sen

*Instructors:* Robert, Allen, Marybeth Bergen, Gary Smoke, Arnold Young

*Lecturers:* Kenneth Anderson, Guadalupe Campos, Joel Evans, Andrea Garraway, Shirley S. Zaragoza

*Senior College Laboratory Technicians:* William Guttenplan, Iona Samuels

*College Laboratory Technician:* Monica Nunez, Jocelyn Samuel

*Adjunct Faculty:* There are approximately forty adjuncts in the department.

#### BUSINESS

##### Introduction to Business

**BUS 104**

3 crs. 3 hrs.

Business and industry in the United States are surveyed broadly in this course. Emphasis is placed on the historical development, objectives, methods of operation, and the interrelationships of management, labor and government. Included is the study of new developments and trends in business administration and the problems they engender in the total management process. Required of all Business Management Students.

##### Business Law

**BUS 110**

3 crs. 3 hrs.

This course surveys briefly the American legal system and the basic law of contracts. Reference is made to typical business transactions and, by a study of pertinent cases, how the various principles of contract law apply to them.

##### Personal Finance

**BUS 121**

3 crs. 3 hrs.

Discusses the problems involved in efficient handling of personal finance and consumption expenditure, including consumer protection, taxation, insurance, home financing, and methods of borrowing and investing money. Topics covered will include: goal setting; budgeting; banking and basic financial transactions; building, maintaining and repairing credit; credit report and scores; home/auto ownership; current regulations and practices governing consumer financial transactions, potential risks faced by individuals and families, banking services and products, insurance and investment, and planning for retirement.

##### Business Communication

**BUS 150**

3 crs. 3 hrs.

This course is designed to present principles common to all communicating situations but which apply predominately to business. The applicability and construction of letters, memos, reports, telephone messages, and E-mails are considered. Relationships of creative, logical, and critical thinking of the problem solving nature of business communication are explored. The course is directed to helping students develop their ability to think, to express themselves in business situations and to use the most effective methods in the most effective way.  
*Prerequisites:* ENG 101, ENG 201, SPE 100

##### Business Organization and Management

**BUS 200**

3 crs. 3 hrs.

This course covers the total structure and character of modern business from initial organization through grouping of essential functions into operating departments. Management and the decision-making process, financing, operations, and marketing considerations are studied, with actual cases used to illustrate problems in small and big businesses.

##### International Business (Same as SBE 201)

**BUS 201**

3 crs. 3 hrs.

The world environment of business enterprise is surveyed broadly in this course. Emphasis is placed on foreign trade and investment problems, patterns and opportunities. The performance of business functions in an international context and basic terminology of international business are examined.

*Prerequisite:* BUS 104 and ECO 201

##### Business Methods

**BUS 210**

3 crs. 3 hrs.

A survey of the fundamental quantitative concepts and tools used in the field of business is presented in this course. Topics in the course include annuities, present value, compound interest, markup and markdown, graphing, equations, inventory, depreciation, breakeven cost, revenue, elasticity, inequalities, and certain aspects of linear-programming.

*Prerequisite:* MAT 150, MAT 200 or MAT 206 (for Business students only)

##### Managerial Decision Making

**BUS 220**

3 crs. 3 hrs.

This course is designed to develop the student's ability to make decisions as a manager. Cases are used to present the student with a variety of management problems. Students participate in oral and written case analysis which requires identification of the problem, proposal of alternative solutions to it, and the choice of one solution based on criteria of profitability and productivity. Students also participate in a management simulation game.

*Prerequisite:* BUS 210

##### Operations Management

**BUS 225**

3 crs. 3 hrs.

This course has been designed to prepare the students for further work in decision-making either on the job or in other institutions. The course will make use of computer programs in the construction and solutions of problems such as: production and inventory models; cost volume profit analysis; queuing theory and markov process; and resource allocation, scheduling, and simulation.

# Course Descriptions

## BUSINESS MANAGEMENT

### **Human Resources Management**      **BUS 311** 3 crs. 3 hrs.

This course is a survey treatment of human resources management attempting to acquaint students with the various aspects of Human Resources Management. It introduces the student to the realm of the Human Resources Manager.

### **Social Entrepreneurship in India**      **BUS 476** 3 crs. 3 hrs.

This is a study abroad course in which students will understand the unique nature, challenges, resources, and opportunities that affect social ventures in developing economies. Students will earn first-hand the very different environmental conditions under which people live and work in a different part of the world, as well as experience the spirit of social entrepreneurs who find innovative ways to solve social problems within a market economy. Through class meetings, discussions with social entrepreneurs, and on-site visits to different social ventures in India, students will experience both the structural as well as the motivational factors that need to be considered to address these social problems. This class will encourage students to reflect on the social problems that exist in the United States and consider how the innovative organizational models that they have been exposed to in this study abroad program can be applied to the problems.

## **FINANCE AND BANKING**

### **Introduction to Finance**      **FNB 100** 3 crs. 3 hrs.

This course focuses on the three general areas of 1) money and financial institutions, 2) business financial management, and 3) investments. These areas are surveyed by covering such topics as value and creation of money, the Federal Reserve System, commercial banks, short and medium term financing, and the behavior of securities markets in relation to financing the business enterprise.

*Prerequisites: MAT 051 or exemption from Elementary Algebra.*

### **Commercial Credit and Collections Management**      **FNB 220** 3 crs. 3 hrs.

Students are introduced to the principles and practices involved in the extension of credit in the business world. The course covers operation of the credit department, including the duties of the credit manager and credit investigators, credit analysis of financial statements, bases for credit judgment, collection procedures, legal problems, accounts receivable, financing, and factoring.

*Prerequisite: ACC 122 or departmental approval*

### **Financial Management**      **FNB 230** 3 crs. 3 hrs.

This course surveys principles and practices followed in the financial organization and operation of a corporation. Also considered are the financing of new and growing businesses, sources of capital, banking, and credit accommodations as well as the handling of other financial matters.

*Prerequisites: FNB 100, ACC 122*

### **Consumer Credit Management**      **FNB 240** 3 crs. 3 hrs.

This course emphasizes the principles, policies and practices followed in the granting of consumer and retail credit, bases for credit judgment, collection policies and procedures, government regulations, retail revolving and installment credit, charge accounts, bank credit card and non-bank credit, and the management of a consumer or retail credit department.

*Prerequisite: BUS 104 or departmental approval*

### **Money and Banking**      **FNB 250** 3 crs. 3 hrs.

This course is an analysis of the organization and operation of our financial system, including money and capital markets, commercial banking, and other financial institutions such as commercial finance companies. The relationship between financial and economic activity including monetary and fiscal policy is demonstrated.

*Prerequisites: FNB 100; ECO 100 or ECO 201 or ECO 202*

### **Investments**      **FNB 300** 3 crs. 3 hrs.

The principles and practices of investments are analyzed during this course. Students learn to recognize the quantitative and qualitative tests used in judging security values. Attention is given to the legal and financial characteristics of various types of investment securities. Personal portfolio problems and policies are considered in terms of objectives and investment decisions.

*Prerequisites: FNB 100, ACC 122*

## **MARKETING**

### **Introduction to Marketing**      **MAR 100** 3 crs. 3 hrs.

The marketing system is described, analyzed and evaluated, including methods, policies, and institutions involved in the distribution of goods from producer to consumer. Emphasis is placed on the means of improving efficiency and lowering distribution costs.

### **Consumer Motivation**      **MAR 210** 3 crs. 3 hrs.

This course develops the student's understanding of the relevance of consumer motivation and behavior to modern marketing techniques and strategies. It offers insight and information vital to the consumer-oriented firm. The economic, social, and psychological aspects of consumer behavior are explored.

*Prerequisite: MAR 100*

### **Essentials of Advertising**      **MAR 220** 3 crs. 3 hrs.

This course is designed to provide an introduction to and an overview of advertising, its use as a management tool and its place in the marketing picture. Included are: the approach to creativity, media mathematics, planning and strategy, campaign concepts, research, and media selection.

*Prerequisite: BUS 104*

### **Sales Principles and Practices**      **MAR 300** 3 crs. 3 hrs.

This course is an overview of the process and management of direct selling. Topics include analyzing a product, evaluating customer needs and buying motives, handling objections, closing sales, and developing the sales-person's personality. Organization and presentation of selling proposals are required.

*Prerequisite: MAR 100*

### **Retail Organization, Operation and Buying**      **MAR 320** 3 crs. 3 hrs.

This course studies the management and operations of retail stores. Current practices in store layout, organization, personnel management, service to customers, expense budgeting and control, receiving, and marketing are analyzed. Methods and techniques employed by buyers in selecting new lines, assortment planning, placing orders, pricing and handling, and other phases of the buying job are investigated.

*Prerequisite: MAR 100*

# Course Descriptions

## BUSINESS MANAGEMENT

### SMALL BUSINESS/ ENTREPRENEURSHIP

#### Product and Service Creation **SBE 100** 3 crs. 3 hrs.

This course examines the fundamentals of entrepreneurship, including an analysis of the entrepreneur and exploration of business opportunities, and an investigation of the technical/conceptual creation of products and services. The emphasis will be on the acquisition of knowledge and the analysis of small business creation for the present and future entrepreneur.

*Corequisite: BUS 104*

#### International Trade and Export **SBE 200** 3 crs. 3 hrs.

This course is a survey of selected fundamental areas of international trade. The student is exposed to theory, policy, and enterprise issues of international trade, behavior of the international money environment, multinational enterprises and governments.

*Prerequisite: BUS 104*

#### International Business (Same as BUS 201) **SBE 201**

3 crs. 3 hrs.

The world environment of business enterprise is surveyed broadly in this course. Emphasis is placed on foreign trade and investment problems, patterns and opportunities. The performance of business functions in an international context and basic terminology of international business are examined.

*Prerequisite: BUS 104 and ECO 201*

#### Independent Research in Small Business **SBE 300**

2 crs. 2 hrs.

Based on the student's interest, the student takes the initiative and major responsibility for developing a comprehensive, holistic view of a specific small business sector or industry and specific small business within that sector. The course aids the student in preparation for the business plan required in SBE 400.

Approximately 30-50 hours of library research will be necessary.

*Prerequisites: SBE 100, SBE 200*

#### Small Business Management **SBE 400** 3 crs. 3 hrs.

This course covers the scope and trends of small business in the economy. The general functions of management, factors in business success and failure, and the entrepreneur's qualifications are covered. Case studies, mathematical decision making, and microcomputer applications are integral parts of the creation of a usable business plan.

*Prerequisite: SBE 300*

### TRAVEL AND TOURISM

#### Tour Management **TTA 100** 3 crs. 3 hrs.

Tour Management will introduce the students to the international aspects of tour planning and implementation. They will learn how to develop international travel programs including tour design, development and budgets, guiding, escorting, tour management and organization, ecotourism and adventure tourism. Students will travel to a country with travel and tourism professionals from the private and public sectors of this country. They will experience the cultural diversity of other countries and understand how they relate to tour management. This is a study abroad course.

#### Introduction to Travel & Tourism **TTA 200** 3 crs. 3 hrs.

This course provides the student with a basic knowledge of travel and its various purposes: business, educational, cultural, therapeutic, recreational, and family reasons. The factors affecting demand and supply are studied in detail. The final objective is for a student to acquire a thorough knowledge of "tourism" embracing the foundations of transportation, accommodations, business, and special activities which lure a person away from home.

#### Travel Operations **TTA 201** 3 crs. 3 hrs.

This course is designed to qualify individuals to obtain employment in airlines and steamship companies as travel consultants, reservation agents, and account representatives. In addition, this course is designed for students interested in working and eventually owning their own travel agency. Topics include air, rail and ship transportation systems; ticketing; sales methods; and travel agency financing.

*Prerequisite: TTA 200*

#### World Markets **TTA 301** 3 crs. 3 hrs.

This course is designed to analyze the environment within which international travel, tourism, and commerce take place. The major purpose of this course is to study the markets of the world in order to develop marketing strategies and methods for travel and tourism. Differences among countries and peoples are presented in this context. Some of the specific topics covered are map study, international marketing, marketing research, logistics, and economic profiles of countries.

*Prerequisite: TTA 201*

#### Introduction to Hotels, Travel and Tourism (Same as TTA 200) **HTT 200**

3 crs. 3 hrs.

This course introduces students to the backroom operations of the hotel, travel and tourism industry. Students will learn about career opportunities in airlines/airports; cruise ships and terminals; convention centers and symphony halls, travel agencies and tour operations; leisure and recreational sports activities; travel e-zines and magazines, as well as meetings and special events.

#### Hotels, Travel and Tourism Technology (Same as TTA 201) **HTT 201**

3 crs. 3 hrs.

This course is designed for students to learn the operations of the hotel, travel and tourism industry as impacted by information technology (IT). Students will learn the IT needs of this global business and study the digitization of the back-office processes and value chains in the hospitality, travel and tourism industries that enable organizations to maximize their efficacy and effectiveness.

*Prerequisite: HTT 200*

#### World Markets (Same as TTA 301) **HTT 301**

3 crs. 3 hrs.

This course is designed to analyze the global environment of the hospitality, travel and tourism industry including the current economic, social, competitive, political-legal and technological environment that determines demand. The major purpose of the course is to provide students with a methodology to study the marketing of products and services in the hospitality, travel and tourism industry at a strategic level.

*Prerequisite: HTT 200*

## Center for Ethnic Studies

Room S623, Telephone: (212) 220-1370

The Center for Ethnic Studies offers courses in the following areas: Asian Culture (ASN), Africana Studies (AFN), Latino Studies (LAT), Africana/Latino Studies (AFL). The courses can be used to satisfy liberal arts requirements in literature, the social science disciplines, music and art, or as electives. Courses in the Center for Ethnic Studies are articulated for transfer credit. The educational objectives of the courses include enhancement of critical thinking processes and refinement of written communication skills. The pedagogical approach is interdisciplinary in concept. Students interested in subjects related to career, liberal arts or pre-professional programs should consult members of the faculty in the Center for Ethnic Studies.

*Director:* Patricia Mathews

*Associate Professor:* Kwasi Konadu, Patricia Mathews

*Assistant Professor:* Judith Anderson, Hsing Lih Chou, Daly Guilamo, Segundo Pantoja, Andrew Smallwood

*Instructors:* Rigoberto Andino Jr.,

*Adjunct Faculty:* There are approximately 22 adjuncts in the Center.

### ASIAN CULTURE (ASN)

#### Chinese Culture and Heritage (Same as ANT 111)

ASN 111

3 crs. 3 hrs.

In this course students will inquire into the nature of classical traditions of Chinese culture. A range of Chinese texts in translation and associated materials will be explored to develop knowledge of the literary and philosophical foundations of Chinese culture. Lectures and readings are in English.

#### Asian American History (Same as HIS 114)

ASN 114

3 crs. 3 hrs.

The Asian American presence from the mid-nineteenth century to the present is studied. Three periods, 1848 to 1943, 1943 to 1965, and 1965 to the present are examined. Topics are designed to focus on the impact of historical processes on the cultural, economic, and political experiences of diverse Asian American groups in urban and rural communities. The multi-ethnic aspects of Asian American communities are explored.

#### An Introduction to the Middle East (Same as HIS 129)

ASN 129

3 crs. 3 hrs.

This course aims to introduce students to the Middle East, from the rise of Islam to contemporary times. It takes a cross-disciplinary approach, designed to allow students the chance to examine the region from a number of different perspectives; not only an historical one, but also those of literature, religion, economics, politics and international relations. It is hoped that, at minimum, the course will provide a sound basis by which students might better frame their understanding of the region; at maximum, that it might stimulate a desire to further explore the region in greater depth. Particularly, given the tendency of the media to view the region largely in terms of current events, it is hoped that by taking a cross-disciplinary approach, students will come to conceive of the region as a multi-dimensional; as a region with rich and varied cultural, historical and intellectual traditions; most importantly, as a region made up of people, of individuals who have many of the same desires and aspirations, the same fears and concerns, as ourselves. Given that the course constitutes a broad cross-disciplinary survey of the Middle East, it will, at times, be necessarily selective, focusing in depth on specific but representative aspects of Middle Eastern civilization. Students are thus encouraged to make reference to the "additional reading list" towards the end of the syllabus. An additional goal of the course is to consider in a more critical way the manner in which the region is portrayed in the media. Thus, periodically, we will be examining issues of topical interest.

### LITERATURE

CROSS LISTED WITH ENGLISH

#### Asian American Literature (Same as ENG 339)

ASN 339

3 crs. 3 hrs.

Representative works reflecting the collective experiences of Asian American writers are analyzed. Fiction, poetry, drama, and non-fiction written from Chinese, Filipino, Asian Indian, Japanese, Korean, and Southeast Asian cultural perspectives are discussed.

*Prerequisite:* ENG 201 or ENG 121

*NOTE:* ASN 339 satisfies requirements for a third semester of the English sequence.

# Course Descriptions

## CENTER FOR ETHNIC STUDIES

### AFRICANA STUDIES (AFN)

**African Art (Same as ART 801) AFN 101**  
2 crs. 2 hrs.

This is a survey course examining the function and form of African art in its past and present relationships to African cultures. The influence of African art forms on Western art is studied. Lectures, slides and visits to museums and galleries are included.

**African-American Art (Same as ART 802) AFN 102**  
2 crs. 2 hrs.

The aesthetic, cultural, and social contexts of African American art are studied. Comparative studies of the art created by Haitian and African-American artists are included in the course.

**History of African Civilization (Same as HIS 121) AFN 121**  
3 crs. 3 hrs.

African civilizations from the pre-historic cultures in East Africa to the decline of the West African kingdom of Songhai in 1596 are examined.

**Africa 1500 to Present (Same as HIS 122) AFN 122**  
3 crs. 3 hrs.

Africa from the beginnings of the Atlantic slave trade to the end of Colonialism in the late twentieth century is examined. The effect of Colonialism on economic and cultural patterns in the African diaspora is explored.

**African-American History, 17th Century to 1865 (Same as HIS 123) AFN 123**  
3 crs. 3 hrs.

This course is a systematic examination of the participation of African American people in the political, economic and cultural history of the United States. The involvement of African Americans in abolitionism and in the development of social and cultural institutions in free black communities is analyzed.

**African-American History, 1865 to Present (Same as HIS 124) AFN 124**  
3 crs. 3 hrs.

Reconstructions I and II, the social Darwinist years, Civil Rights activism of the 1960's, and the cumulative effects of institutionalized racism are set in an historical framework for comparative study. The course examines the impact of urbanization, institutional racism, economic, and political policies on the life experiences of African-Americans. The dynamics of cultural, social, and political interactions within the social structure of the nation since 1865 are analyzed.

**Caribbean History (Same as HIS 126) AFN 126**  
3 crs. 3 hrs.

This course is a survey of the economic, political and cultural institutions which characterize the present nations of the Caribbean, their antecedents in the post-Emancipation period and the prospects for the future.

**Haitian History and Culture (Same as ANT 127) AFN 127**  
3 crs. 3 hrs.

This course explores the role of economics, culture, and world diplomacy in the development of the Republic of Haiti since the Revolution of 1791. The impact of Haitian intellectual and popular thought on prose, poetry, and art is examined.

**Black Women in the Americas and the Caribbean (Same as ANT 128) AFN 128**  
3 crs. 3 hrs.

The changing status of women in African traditional societies is compared with changes in the status of Black women in the United States, the Caribbean, and Brazil.

**The Black Man in Contemporary Society (Same as SOC 129) AFN 129**  
3 crs. 3 hrs.

The effects of economic and social factors on socialization, status, and levels of achievement among Black men are analyzed. The impact of institutional racism and underachievement on urbanized populations is explored in terms of access, social status, and economic differentials.

**Modern Black Political Thought (Same as POL 152) AFN 152**  
3 crs. 3 hrs.

The origins of nationalist ideologies, and political and social action in the United States, Caribbean, and Africa are examined. Political and economic developments since the late 19th century are analyzed.

**Sociology of the Black Urban Community (Same as SOC 154) AFN 154**  
3 crs. 3 hrs.

Current theories of socialization, cultural transformation, and poverty are assessed. Field visits to recognized agencies and institutions are arranged under supervision of the instructor.

*Prerequisite: Permission of the center*

**The Black Experience in Africa (Same as SSC 253) AFN 253**  
3 crs. 3 hrs.

Current theories of socialization, cultural transformation, and poverty are assessed.

Field visits to recognized agencies and institutions are arranged under supervision of the instructor.

*Prerequisite: Permission of the center*

**The Contemporary Black Family (Same as SOC 256) AFN 256**  
3 crs. 3 hrs.

The Black family in current urban/suburban settings and the effects of changing value systems, the single-parent family, crises in education, and economic stability are examined. Field visits to selected agencies and institutions are required.

**African-American Writing From 18th Century to 1940 AFN 321**  
3 crs. 3 hrs.

This course is a survey of fiction, poetry, and commentary by African American writers from the 18th century through the Harlem Renaissance to 1940.

*Prerequisite: ENG 201*

**Contemporary Black Writers AFN 322**  
3 crs. 3 hrs.

This course is a survey of fictional and non-fictional writing by African Americans from 1940 to the present.

*Prerequisite: ENG 201*

**Black Literature of the Caribbean AFN 338**  
3 crs. 3 hrs.

The course examines the emergence and growth of a distinct regional literature in English and French speaking nations.

*Prerequisite: ENG 201*

# Course Descriptions

CENTER FOR ETHNIC STUDIES

## AFRICANA/LATINO STUDIES (AFL)

**Economics of Urban Communities**  
(Same as ECO 111) **AFL 111**  
3 crs. 3 hrs.

This course introduces the subject of urban economics in historical and social contexts rather than as a strict analytical discipline. The causes and existence of poverty in cities, the management of federal, state and local government programs, the financing of Black enterprises, and conditions of social welfare are considered. Solutions toward developing neglected economics of urban communities are proposed.

**Economic Development in the Dominican**  
(Same as ECO 112) **AFL 112**  
3 crs. 3 hrs.

This course analyzes the economic policies of the different political regimes in the Dominican Republic from the end of the 19th century to the present. It studies the application and results of these policies; changes brought about by these regimes in trade, industry, agriculture and population. It also examines the influence of the United States on developments in the Dominican economy during this century.

**African Development**  
(Same as ECO 113) **AFL 113**  
3 crs. 3 hrs.

Problems of African economic and political development since 1900 are analyzed. The emergence of conditions contrary to the goals of independence and African participation in world affairs is explored.

**Comparative Ethnic Studies I**  
(Same as SOC 125) **AFL 125**  
3 crs. 3 hrs.

This course surveys the long history of cross-racial and inter-ethnic interactions among immigrants, migrants, people of color and working people in the United States and the wider world from the era of mercantile capitalism in the sixteenth century to the present. By making inroads into the dynamic worlds that indigenous people, people of African and Latin American descent, European Americans, and Asian Americans made and remade, the course aims to reach across borders of all kinds, including national boundaries, to cultivate global, transnational and comparative perspectives on race and ethnicity. In particular, it places emphasis on relationships and conflicts between these diverse groups, especially how they were treated and defined in relation to each other. Broadly, this course is concerned with how these groups struggle to stake out their place in a highly unequal world.

**Political Economy of the Caribbean**  
(Same as ECO 151) **AFL 151**  
3 crs. 3 hrs.

This is a study of the factors affecting the economies of the English and French speaking countries of the Caribbean region. The effects of international diplomacy, multinational corporate policies, educational and social determinants, and economic policies are evaluated.

**Health Problems in Urban Communities**  
(Same as SOC 161) **AFL 161**  
3 crs. 3 hrs.

This course analyzes the relationships between economic and social factors, and the delivery of health care services in urban communities. Attention is given to community needs related to HIV/AIDS, tuberculosis, mortality rates, prevention, and education. Guest lecturers and workshops are presented.

**The Roles of Women in a Changing World**  
(Same as ANT 210) **AFL 210**  
3 crs. 3 hrs.

This course analyzes the status and roles of women in cross-cultural perspective. Particular emphasis is given to the socio-cultural forces underlying the women's rights movements in the 19th century and the present resurgence of feminism.

## LATINO STUDIES (LAT)

**Latin American Theatre and Performance**  
(Same as THE 124) **LAT 124**  
3 crs. 3 hrs.

This survey course will look at major trends and directions in Latin American theatre by drawing on plays and performance ensembles of the mid-twentieth century to the present. We will look at the work of some of the most influential playwrights, directors, and ensembles as they grapple with their political, national, and cultural contexts, and discuss these artists' dual commitment to social conscience and artistic expression. We will read manifestoes and plays by many of Latin America's major playwrights and performing artists, as well as critical writing by scholars and historians. We will also engage with documentary films and videos of performances. *Prerequisite: SPE 100 or THE 100 or LAT 100*

**Puerto Rican Culture and Folklore**  
(Same as ANT 125) **LAT 125**  
3 crs. 3 hrs.

This course studies the emergence of a national culture, folklore and identity. Topics include the Taino, Spanish and African contributions to the creation of a criollo personality and character and the Puerto Rican family, race relations, the jibaro, religion, and the arts. It reviews customs, traditions, celebrations, dances, legends, songs, proverbs, and hero/underdog stories as well as the impact of the United States culture.

**History of Puerto Rico: Discovery through 19th Century** (Same as HIS 127) **LAT 127**  
3 crs. 3 hrs.

This course studies the history of Puerto Rico from the pre-Columbian period to the end of the 19th century. Consideration will be given to political, social, cultural and economic factors contributing to the emergence of national consciousness in the 19th century and to the events leading to the Spanish-American War in 1898.

**History of Puerto Rico: 1900 to Present**  
(Same as HIS 128) **LAT 128**  
3 crs. 3 hrs.

This course studies the historical conditions of Puerto Rico in the 20th century. The transition from a Spanish colony to an American possession is examined. The events and forces that created the present Puerto Rico are studied and analyzed in perspective. The alternatives to the problem of status commonwealth, statehood and independence are studied.

# Course Descriptions

## CENTER FOR ETHNIC STUDIES

### **History of Latin America (Same as HIS 130)**

**LAT 130**

3 crs. 3 hrs.

Survey covering from the pre-Columbian cultures, the age of discovery and exploration, colonial structures, independence movements, to contemporary Latin America, with special emphasis on the countries of the mainland (i.e., North, Central, and South America). Students will learn about the traditions and institutions of Latin American Civilization including the Iberian conquest and colonization, the role of the Catholic Church, economic and social structures, as well as problems related to government, nation-building, race and class relations, wars and Latin America's position in the world.

### **History of the Dominican Republic (Same as HIS 131)**

**LAT 131**

3 crs. 3 hrs.

This course studies the history of the Dominican Republic from the pre-Columbian and Colonial periods to the present. It deals with the geographical, political, social and economic factors that form the Dominican nation. Emphasis is given to relations with Haiti and North America. The course also analyzes the position of the Dominican Republic in the community of Latin American nations as well as its place in today's world.

### **Puerto Rican Music (Same as MUS 881)**

**LAT 141**

2 crs. 2 hrs.

This course studies the history and development of Puerto Rican music, beginning with an analysis of the role of music in each of the three cultures (Arawak, Spanish and West African) that comprise the Puerto Rican society. The characteristics of each one of these musics, the relationship between music and social organization, and the presence of these characteristics in the music of the Colonial period are examined. The growth of the Puerto Rican society during the 18th and 19th centuries and its resulting social divisions are studied as the groundwork to analyze the relation between music and social class. The marked influence of West African rhythms in the contemporary music of the Caribbean and the connection between music and national identity are also studied. Lectures are supplemented with tapes, phonograph records and live performances.

### **The Latino Experience in the U.S. (Same as SOC 150)**

**LAT 150**

3 crs. 3 hrs.

This course studies the varied experiences of Latinos in the United States of America. Through readings, lectures, discussions and fieldwork, students will become familiar with the group and its diverse components from

North, Central and South America as well as the Caribbean, while covering representative nationalities such as Mexicans, Salvadorians, Cubans, Colombians, Ecuadorians, Puerto Ricans and Dominicans. The course will survey the history and evolution of Latinos at the same time that it explores issues of culture and identity. Other topics include family, race relations, religion, education, economic incorporation and political participation. Key issues of contemporary interest will also be explored, such as Latinos and immigration, and the impact they have on local, state and nationwide elective office.

### **Politics of Puerto Rican Communities (Same as POL 151)**

**LAT151**

3 crs. 3 hrs.

This course is an analysis of the political movements and parties of Puerto Rican communities in the U.S.A.; the relationships of these movements and parties toward political development in Puerto Rico; the role of the Puerto Rican in both traditional and radical political movements in the U.S.A.; and how political participation in the American process has come to contribute to a sense of community identity among Puerto Ricans in the U.S.A.

### **Puerto Rican Experience in Urban U.S. Settings (Same as SOC 152)**

**LAT 152**

3 crs. 3 hrs.

This course studies the peculiar characteristics of the Puerto Rican migration to the U.S. It analyzes the processes of assimilation and adaptation to the American society as opposed to the identity and preservation of Puerto Rican cultural values. The problems of education, housing, health services, family and community, employment, and economic development are given special attention as they relate to the unique experience of the Puerto Rican in the U.S.A.

### **Peoples & Cultures of Latin America and the Caribbean (Same as ANT 200)**

**LAT 200**

3 crs. 3 hrs.

This course examines the diverse peoples and cultures that have populated Latin American and the Caribbean region since pre-Columbian times. It discusses the legacy of European colonization and the subsequent struggles for independence, formation of national identities and the quest for modernization today. The course will place particular emphasis on the production of social movements that respond to social inequality, and conflicting ideologies around ethnicity, race and gender among other factors. The readings illustrate case studies that examine a wide range of topics - ecological adaptation,

food production, kinship and local politics, medical and religious beliefs and artistic expressions - from small-scale rural society to large complex urban centers throughout the continent. It will also explore how globalization, intense migration, and transnationalism have generated new notions of identity in the US today.

### **Representative Puerto Rican Writers LAT 233**

3 crs. 3 hrs.

This is an intensive study of a group of Puerto Rican writers and their reactions to different periods in the history of their country. The course includes both oral and written analyses of the important works of Eugenio Maria de Hostos, Jose de Diego, Antonio S. Pedreira, Julia de Burgos, J. L. Gonzalez, Luis R. Sanchez, and other selected writers. Each writer is studied as a man/woman reflected in his/her works; his/her unique reactions to the circumstances in which he/she has lived. Note: This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.

*Prerequisite: SPN 210 or departmental approval*

### **The Puerto Rican Family (Same as SOC 234)**

**LAT 234**

3 crs. 3 hrs.

This course studies the Puerto Rican family as the primary unit of Puerto Rican society, reflecting the patterns and dynamics of that society. It examines the variations in family structure that have evolved from the Taino, Spanish and African cultures. The historical and economic changes that have transformed Puerto Rican society are analyzed with emphasis on their effect on the family structure. The experience of migration and its impact on the Puerto Rican family are considered. Attention is given to the problems facing the family as the unit of migration.

### **Puerto Rican Theatre**

**LAT 235**

3 crs. 3 hrs.

This course is a study of the drama written in Puerto Rico during the Spanish Colonial period, its relation to the development of a national identity and its links to the developing drama in Latin America. The course also studies the contemporary dramatic expression both on the island and in the U.S.A., and analyzes the different aspects and problems of a dramatic production. Actors, directors and playwrights are invited for discussions and students are required to see and study local productions. Note: This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.

*Prerequisite: SPN 210 or departmental approval*

**Puerto Rican Economic Development  
(Same as ECO 236)**

**LAT 236**

3 crs. 3 hrs.

This course analyzes the history and effects of American economic policies on contemporary Puerto Rico. Economic conditions before the American occupation are examined with the objective of comparing them with the conditions and changes after 1898. The period of sugar as a monoculture is studied as well as the great depression and its impact on Puerto Rico. The coming to power of the Popular Party, with its politics of land reform and economic development, are examined. The economic and social planning that have brought about modern Puerto Rico are analyzed.

**Puerto Rican Literature: Early Colonial LAT 237**

3 crs. 3 hrs.

This course is a survey of Puerto Rican literature from the Spanish colonial period through the 19th century. It includes a study of the first literary expressions (both in prose and verse), a history of the various literary movements, and representative authors and their works. Written critical analyses and oral reports on selected work are required. Note: This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.

*Prerequisite: SPN 210 or departmental approval*

**Contemporary Puerto Rican Literature LAT 238**

3 crs. 3 hrs.

This course covers the contemporary literary expression in Puerto Rico. Authors such as Luis Pales Matos, Julia de Burgos, Diaz Alfaro, and other short story writers are studied and evaluated. The course studies and analyzes the modern novel as a reflection of the present Puerto Rican society. Note: This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language. *Prerequisite: SPN 210 or departmental approval*

**The Short Story in the Spanish Speaking  
Caribbean (Same as SPN 439)**

**LAT 239**

3 crs. 3 hrs.

This course studies the short story as major form of literary expression in the Spanish speaking countries of the Caribbean: Colombia, Cuba, the Dominican Republic, Puerto Rico, and Venezuela. It studies the development of the short story beginning with Indian legends recreated by Spaniards during the early Colonial period. Examples of short stories written during the different literary movements are studied and analyzed. The relationship between the writer and society is analyzed as well as the common history, culture, and socio-economic problems which are reflected in each story. Note: This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.

*Prerequisite: SPN 210 or departmental approval*

**Latino/a Literature in the U.S.**

**LAT 338**

3 crs. 3 hrs.

In this course, works reflecting the experiences of U.S. Latino/a writers in English are analyzed. Students will read, discuss, and write about fiction, nonfiction, poetry and drama by writers such as Julia Alvarez, Rudolfo Anaya, Gloria Anzaldua, Roberto Fernandez, Tato Laviera, Achy Obejas, Abraham Rodriguez Jr., and Piri Thomas. *Note: Crosslisted with ENG 338*

*Prerequisite: ENG101 and ENG201 or ENG121*

**Latin American & Caribbean Society LAT 475**

3 crs. 3 hrs.

This is a summer course taught abroad in a Latin American or Caribbean country. It offers the student the opportunity to travel, to share, to live and to study in another country. From a global perspective, this course explores the history and culture of a selected Latin American or Caribbean country by focusing on religion, homeland, art, family, identity, film, economic development, social and political movements and environment as they are presented as major themes of current research and in the tangible appreciation of the student.

*Prerequisite: A functional knowledge of the language of the country or countries visited may be required.*



# Course Descriptions

## COMPUTER INFORMATION SYSTEMS

### Computer Information Systems

Room F930, Telephone: (212) 220-1476  
cis@bmcc.cuny.edu

The Computer Information Systems Department offers programs in Computer Operations and Computer Programming leading to the Associate in Applied Science (A.A.S.) degree. Both programs provide students with technical competence in the field of computer information systems and a basic understanding of business organization and the role of computer information systems in support of the management process. Students may prepare for a variety of entry-level positions and for transfer to senior colleges. In addition, the department offers a program in Computer Science and Geographic Information Science leading to the Associate in Science (A.S.) degree which is intended for the student who is interested in a more theoretical course of study. Students in this program are prepared for transfer to baccalaureate degree programs in computer science.

*Chairperson:* Toby Ginsberg

*Deputy Chairpersons:* Carlos Linares, Colin Persaud

*Professors:* Albert Errera, Yakov Genis, Toby Ginsberg, Ahmet M. Kok, Lin Leung, Ching Song Don Wei

*Associate Professor:* Yan Chen, Carlos Linares, Manawendra Roy

*Assistant Professors:* Matthew Chan, Colin Persaud, Chigurupati Rani, Anna Salvati, Hao Tang, Hua Yan

*Instructors:* Mohammad Azhar, Rachel Nossa

*Lecturers:* Robert Greer, Jose Vargas

*Senior College Laboratory Technician:* Louis Rivera

*College Laboratory Technicians:* Tak Yuen

*Adjunct Faculty:* There are approximately twenty-two adjuncts in the department

#### COMPUTER INFORMATION SYSTEMS

**Introduction to Computer Applications CIS 100**  
3 crs. 4 hrs.

This course develops an understanding of computer technology through the exploration of software packages on personal computers. The applications include word processing, spreadsheet, and database management. Students will also learn computer terms and concepts as well as the historical, social and economic implications of computer technology for our society.

**Introduction to Computer and Information Security CIS 115**  
3 crs. 2 hrs.

This course provides an introduction to computer and information security. The significance of information integrity, availability and confidentiality are presented to demonstrate the importance of computer and information security. Students will gain practical skills on how to recognize threats and correct vulnerabilities. Techniques of detection, prevention and recovery from intrusions by malicious software will be taught with emphasis on concepts of organizational security through the institution of policies and procedures, and establishment of business and continuity planning.

**Introduction to Data Base Applications CIS 120**  
2 crs. 3 hrs.

This course introduces the student to data base concepts and applications using state-of-the-art data base packages. The student not only studies the theory of data bases, but also implements and tests complete data base applications.

*Prerequisite:* CSC 110 or CIS 100

**Introduction to Spreadsheet Applications CIS 140**  
2 crs. 3 hrs.

This course introduces the student to spreadsheet concepts and applications using state-of-the-art spreadsheet packages. Emphasis is placed on the use of the package to solve a wide range of business problems, including, but not limited to, accounting, scheduling and statistical applications. Students will develop and test a series of projects.

*Prerequisite:* CSC 110 or CIS 100

**Computer Hardware CIS 155**  
4 crs. 3 hrs.

This course introduces students to computer hardware. Computer components such as motherboards, memory chips, disk drives, printers, scanners, storage devices, and keyboards will be covered. Students will learn how to install, maintain, upgrade

and configure such hardware components. Students will also be introduced to binary, octal, and hexadecimal number systems as used in computer hardware. Students will be introduced to industry ethics, professional certifications, and career paths in the computer industry.

**Desktop Publishing Packages CIS 160**  
2 crs. 3 hrs.

This course teaches students to use desktop publishing software to prepare a variety of documents in different page layouts including alphanumerics (in assorted fonts), graphics in various file formats or a combination of both. Students will learn the basic concepts of desktop publishing and how to organize and compose a document. Not open to students from the Office Administration department.

*Prerequisite:* CSC 110 or CIS 100

**Introduction to the Internet CIS 180**  
3 crs. 4 hrs.

This course introduces basic concepts of the Internet and Internetworking. The subjects covered include basic networking concepts of transmission, topology and switching; highlights of TCP/IP protocol; hardware and software needed, and Internet applications of sending and receiving e-mail, navigating through gopher holes, accessing newsgroups, and accessing other computers through telnet and World Wide Web.

*Prerequisites:* CIS 100 or MMP 100 or CSC 110

**Introduction Systems and Technologies CIS 200**  
3 crs. 2 hrs.

This course introduces students to the use of information systems in business. The dramatic changes in Information Technologies (IT) impact the ways in which companies operate and compete in local and global economies. Students will explore the global and ethical issues that have developed with the use of information systems. Working individually and in teams, the students will complete case studies on the following topics: Management Information Systems (MIS), systems analysis and design, hardware and software concerns, and telecommunications.

*Prerequisites:* Any ACC course or any BUS course and pass computer competency test or CIS 100

**Healthcare Information Technologies and Management Systems CIS 207**  
4 crs. 2 hrs.

This course will introduce the important components of Health Information Technologies (HIT) and elements, functions and operational environment of modern Health Information Systems (HIS) and their role in delivery and management of health care services, with specific emphasis on Electronic Health Records (HER). The

# Course Descriptions

## COMPUTER INFORMATION SYSTEMS

students will apply personal productivity software and internet tools to explore their impact on healthcare delivery systems and will be introduced to the components of a Health Information System with focus on database, networking and security concepts that govern it. The students will also be exposed to handling and processing patient information, tracking patient diagnostics and results, creating patient billing, maintaining medical documentation, and managing workflow. Examples of HIS applications such as Personal Health Records (PHR) and Health Information Exchanges (HIE) will be used as case studies to highlight the design and implementation considerations of Health Information Systems.

*Prerequisites:* HIT 203, HIT 204, HIT 207, HIT 208 and HIT 210  
*Corequisites:* HIT 331, HIT 332 and HIT 333

### **Visual BASIC** **CIS 220**

3 crs. 4 hrs.

This course covers a full range of BASIC language elements. A series of programs are completed to cover typical business, scientific, graphics, gaming and simulation applications.

*Prerequisite:* CSC 210

### **Computer Operations I** **CIS 235**

4 crs. 5 hrs.

This course presents a detailed and practical study of the operation of the mainframe computer. Students learn the command language and control statements for the IBM VM/CMS system. In addition, utility programs, disk concepts and terminal concepts along with operations in a networked environment are introduced. Students are familiarized with file handling techniques and how to compile, store, and load programs for various languages supported by the hardware.

*Prerequisite:* CSC 110

### **Computer Software** **CIS 255**

4 crs. 3 hrs.

This course will introduce students to computer software. The topics covered will include Installation, configuration, security, maintenance, administration, and troubleshooting of the operating system and other software. Students will review binary, octal, hexadecimal numbering systems used in computer systems. Industry ethics and career paths will be reviewed.

*Prerequisite:* CIS 155

### **Advanced Internet Applications** **CIS 280**

3 crs. 4 hrs.

This course builds upon the knowledge acquired in CIS 180 and introduces the students to the applications of World Wide Web. It teaches how to produce home pages and build hyperlinks to other pages through HTML language; how to configure and install

a World Wide Web server; how to use WAIS and other search engines; and to interface with other servers. Students will also be introduced to videoconferencing over the Internet.

*Prerequisite:* CIS 180

### **Introduction to Digital Forensics** **CIS 316**

3 crs. 2 hrs.

This course introduces students to the purpose of digital forensics and investigations. Using industry standard software and hardware tools, students will learn the fundamentals of computer forensics and effective investigative strategies to acquire and analyze digital evidence for use in criminal and civil proceedings. Incident response techniques, the chain of custody for proper handling of digital evidence, guidelines for digital evidence collection and forensic reporting for law enforcement and investigations will be discussed.

*Prerequisite:* MAT 150 or MAT 160 or MAT 200 or MAT 206 and CIS 255 or departmental approval

### **Systems Analysis** **CIS 325**

3 crs. 4 hrs.

This course teaches the student how to analyze systems of programs and how to document these analyses. The student will learn case (computer assisted systems engineering) tools that are currently used in the field of systems analysis. Students are required to complete a semester project to analyze a complex computer system. This project will require the use of case tools to document the input and output requirements, data dictionaries, database design and normalization, ERD (entity relationship diagrams), DFD (data flow diagrams), systems flowcharts, run charts, and PERT (program evaluation review technique) charts.

*Prerequisite:* CSC 210

### **Computer Operations I / JCL** **CIS 335**

3 crs. 5 hrs.

This course introduces the student to practical experience operating a mainframe computer through the use of OS/MVS Job Control Language (JCL). The background, purpose and the concepts of operating systems as implemented through OS/MVS JCL are taught through a series of practical assignments. Also covered are the creation and execution of utility and sort/merge programs in the IBM 30XX environment.

*Prerequisite:* CIS 235 or any CIS 300-level course

### **Telecommunication Networks I** **CIS 345**

4 crs. 5 hrs.

This course is an introductory course in telecommunications networks. It covers the fundamentals of networking concepts, such as networking media, topology, switching, and management. It will also include an

introduction to Open System Interface (OSI) layered organization and the functionality of each layer.

*Prerequisite:* CIS 155 or CSC 110 or Departmental Permission

### **Business Systems I** **CIS 365**

4 crs. 5 hrs.

This course is an introductory business programming course. It introduces the students to business programming concepts such as analysis, implementation, and documentation of business systems. The students write business programs using a currently used program development language. The programming assignments include report generation, data validation, sort programs and single and multidimensional tables. The students are required to test and document all programs using standard business programming methods.

*Prerequisite:* CSC 210

### **Database Driven Website Programming** **CIS 370**

3 crs. 2 hrs.

This course will familiarize students with approaches for creating web pages that interact with a database. In this course, students will learn how to use the following technologies: SQL statements to create database queries, HTML forms to realize user interface, and a programming language to implement common gateway interface (CGI).  
*Prerequisite:* CSC 210

### **Web Programming I** **CIS 385**

3 crs. 2 hrs.

This course will introduce students to client-side web programming. Emphasis is placed on HTML/XHTML, JavaScript, Java Applets and CSS in order to solve elementary level application problems. Students will be assigned web projects that facilitate understating of design and programming concepts. The final project is to create a complete online web-based sales application system.  
*Prerequisite:* CSC 210 or department approval.

### **Wireless Programming** **CIS 390**

3 crs. 2 hrs.

This course provides an introduction to programming in wireless networking environment. After a brief background of wireless technologies and their applications, a comprehensive survey of wireless application development environments will be presented. Issues and considerations of wireless application development will be discussed with emphasis on: Wireless Application Protocol (WAP) used to establish communicating between devices and scripting languages and libraries such as Wireless

# Course Descriptions

## COMPUTER INFORMATION SYSTEMS

Manipulation Language (WML) and Extensible Hypertext Markup Language (XHTML) to develop applications that use those protocols. Students will learn to design, implement and test a wireless application as a term project that is representative of commercial wireless application.

*Prerequisite: CSC 210*

### **Database Systems I** **CIS 395** 4 crs. 3 hrs.

This course introduces the design, implementation, testing, and manipulation of database management systems. The design techniques include conceptual data modeling, entity relational modeling and normalization techniques. The databases are then implemented using structured query languages. Testing strategies verify data integrity, security, and privacy. Manipulation activities include insert, update, and delete operations.

*Prerequisite: CSC 110 or department approval.*

### **Systems Implementation** **CIS 420** 3 crs. 5 hrs.

Students continue from the realm of theory taught in CIS 320, Systems Analysis, to realities of practical applications. The class is divided into teams. A system is developed as a joint effort by each team as it analyzes, systematizes, programs, and writes documentation to implement its projects. In addition to the team projects, topics relevant to current computing techniques are discussed and where applicable, demonstrated to, or practiced by the class.

*Prerequisites: CIS 365 and CIS 325*

### **UNIX** **CIS 440** 3 crs. 4 hrs.

Students are introduced to the UNIX operating system, its external commands, internal structures, and text processing capabilities.

*Prerequisite: CSC 110 or CIS 150 level or above or Departmental Permission*

### **Telecommunications Networks II / LAN** **CIS 445** 4 crs. 5 hrs.

This course is a second course in telecommunications networks with special emphasis on Local Area Networks (LAN). It covers the fundamentals of LAN technology, such as wiring and topology as well as implementation and management of LANs. Advanced topics include LAN connectivity and future LAN directions.

*Prerequisite: CIS 345*

### **Network Security** **CIS 455** 4 crs. 3 hrs.

This course provides a comprehensive overview of network security. The topics

covered are: general security concepts including authentication methods, common network attacks; and methods for safeguarding against attacks; communication security including remote access, e-mail, the World Wide Web, directory and file transfer, and wireless data; infrastructure security that explores various network devices and media, and the proper use of perimeter topologies such as DMZs, extranets, and intranets to asymmetric and symmetric algorithms, and the types of PKI certificates and their uses; operational/ organizational security is discussed as it relates to physical security, disaster recovery, and business continuity, as well as coverage of computer forensics.

*Prerequisite: CIS 345*

### **Business Systems II** **CIS 465** 3 crs. 5 hrs.

This course is a second course in business programming where the students are introduced to advanced programming concepts. Individual programming projects include creation and use of files, interactive screen design and generation for online input and modification, and documentation of existing systems modules through analysis of maintenance requests.

*Prerequisite: CIS 365*

### **Wireless Information Networks** **CIS 475** 4 crs. 3 hrs.

This course provides a comprehensive introduction to wireless networking technologies. It presents the hardware and software components of wireless communications with respect to transmission techniques, medium access, encoding and decoding of signals, methods of Digital Signal Processing (DSP) and routing. Different types of existing and emerging wireless networking technology standards and their applications will be examined with emphasis on their design, implementation, security and maintenance in a business environment.

*Prerequisite: CIS 345*

### **Operating Systems Concepts** **CIS 480** 3 crs. 3 hrs.

This course covers the main operating systems that are being used in the computer industry today. Emphasis is placed on OS and its libraries, systems generation, linkage, editor, JCL, and data management techniques. The course reviews other operating systems and compares them to OS.

*Prerequisite: CIS 365 or CIS 235*

### **Web Programming II** **CIS 485** 3 crs. 2 hrs.

This course will introduce students to server-side web programming. Emphasis is placed on database connectivity in order to solve

intermediate level application problems. Students will be assigned web projects that facilitate understanding of design and programming concepts. The final project of this course will be to create an online sales application with full input, output and database components.

*Prerequisite: CIS 385 or departmental approval*

### **Database Systems II** **CIS 495** 3 crs. 2 hrs.

This advanced course builds upon the design, implementation, testing, and manipulation concepts and techniques learned in CIS 395. The course starts with a review of the relational model, entity relational diagrams, normalization, and basic SQL. Database administration topics presented include security, back-up and recovery. Advanced topics in design techniques include indexing structures and data storage. Advanced implementation topics include SQL programming, store procedure and triggers. Advanced manipulation topics include transaction processing concurrency control.

*Prerequisite: CIS 395 or departmental approval*

# Course Descriptions

## COMPUTER INFORMATION SYSTEMS

### COMPUTER SCIENCE

**Principles in Information Technology and Computation** **CSC 101**  
3 crs. 2 hrs.

This course introduces the student to the principles and theories of computation and information processing. The topics include hardware and software organization, data representation, algorithm development and networking principles. Special emphasis will be placed on creation of knowledge from data; the impact of computation on daily life; role of abstraction in solving problems; and implementation of algorithms on a variety of platforms including the Internet.

**Computer Programming I** **CSC 110**  
4 crs. 5 hrs.

This course introduces the student to the theoretical and practical aspects of computers. The major laboratory experience is the completion of programming projects using Polya's four-step method. These projects have been carefully selected and ordered to provide the student with experience in fundamental control and data structures. All practical programming work is done on microcomputers.

**Computer Programming II** **CSC 210**  
4 crs. 5 hrs.

This course is a continuation of CSC 110. Students are introduced to elementary data structures, string processing, and searching and sorting techniques. Students are expected to complete several complex programs.  
*Prerequisite: CSC 110*

**Discrete Structures** **CSC 230**  
3 crs. 3 hrs.

This course focuses on discrete structures and techniques which have direct applications in computer science. Topics include the use of monoids, groups, finite automata and Turing machines in understanding and implementing simulations, circuitry, and the encoding and decoding of information.  
*Prerequisite: CSC 110* *Corequisite: MAT 206*

**Assembler Language and Architecture I** **CSC 310**  
3 crs. 4 hrs.

This course focuses on discrete structures and techniques which have direct applications in computer science. Topics include the use of monoids, groups, finite automata and Turing machines in understanding and implementing simulations, circuitry, and the encoding and decoding of information.  
*Prerequisites: CSC 110, MAT 056, and MAT 200*

**Data Structures I** **CSC 330**

3 crs. 4 hrs.

This course is an introduction to abstract data structures, their use and implementation. Storage allocation techniques, including stacks, queues, and linked lists and recursive programming will be discussed. Students will be expected to complete several programming assignments illustrating the basic concepts.  
*Prerequisites: CSC 210 and CSC 230*

**Assembler Language and Architecture II** **CSC 410**  
3 crs. 4 hrs.

The students enhance their knowledge of Assembler Language and machine architecture by writing sophisticated programs utilizing indexing, subroutines and linkage conventions. User and system macros, conditional assembly and file input/output operations are covered.  
*Prerequisite: CSC 310*

**Data Structures II** **CSC 430**  
3 crs. 4 hrs.

This course introduces the student to more complex data structures. Topics include: the manipulation of trees, graphs and multi-linked structures, design and analysis of searching and sorting algorithms with emphasis on complexity and efficiency and memory management.  
*Prerequisite: CSC 330*

**Computer Graphics** **CSC 450**  
3 crs. 4 hrs.

This course is an introduction to the principles of interactive computer graphics, including input techniques and devices, display files, and two-and-three-dimensional computer graphics.  
*Prerequisites: CSC 210 and CSC 230*

**Mathematical Foundations of Computer (Same as MAT 470)** **CSC 470**  
4 crs. 3 hrs.

This course presents the mathematical concepts underlying computer networks. The course introduces probability and stochastic process, queuing analysis, and basic graph theory and relates these topics to various layers of the seven layer Open Systems Interface (OSI) organization model of computer networks. Practical laboratory projects provide concrete illustration of theoretical concepts.  
*Prerequisites: MAT 302*

### GEOGRAPHIC INFORMATION SYSTEMS

**Introduction to Geographic Methods** **GIS 201**  
4 crs. 3 hrs.

This course introduces the means by which geographers analyze the world to better understand geography and geographical processes. It teaches the students various methods for interpreting and analyzing spatial data including cartography, Geographic Information Systems (GIS), remote sensing, spatial statistics and survey research.  
*Prerequisite: GEO 100 & MAT 56 or departmental approval*

**Introduction to Geographic Information Science** **GIS 261**  
3 crs. 2 hrs.

This course focuses on the basic principles and operation of geographic information systems (GIS). Students will study how to use computerized systems for the capture, storage, management, analysis and display of geographically referenced data and their attributes. Professional GIS software packages will be used in lab exercises to provide students with hands-on experience.  
*Prerequisite: GIS 201 & CSC 110*

**Advances Geographic Information Science** **GIS 361**  
3 crs. 2 hrs.

This is an advanced course on Geographic Information Science that builds upon the concepts covered in GIS 261. It starts with review of the principles and operation of Geographic Information Systems (GIS). Then, it discusses the topics including geoprocessing, 3-D GIS, geostatistics, map design, map label, and map annotation. Laboratory exercises provide hands-on experience with professional GIS software. The basic programming concepts and skills in GIS application are covered. Students implement a major GIS project for a real world geography issue, which includes processes of system requirement, design, architecture, implementation, and installation.  
*Prerequisite: GIS 261 & CIS 395*

# Course Descriptions

## COOPERATIVE EDUCATION

### Cooperative Education

#### **Career Planning (Classroom Course) CED 201** 2 crs. 2 hrs.

Designed to help students creatively plan their careers, the course covers self-assessment, career exploration and practical job search skills. Typically, the course includes the following topics: identifying and classifying needs, interests, values and skills; researching occupational and organizational alternatives; job search techniques and resources for employment; resume and cover letter preparation; and job interviewing and follow-up. Students who are required to register for the classroom course CED 201, Career Planning, should do so after completing all remedial requirements and accumulating more than 12 credits. After accumulating 30 credits, including 9 credits in their major, students who are matriculated with a 2.0 GPA or higher may register for Internship I (See CED 3XX).

#### **Cooperative Education Internships CED 300, 400, 500** 2 crs. 15 hrs.

The following internships are offered by the Department:

- CED301 Accounting Internship I
- CED401 Accounting Internship II\*
- CED501 Accounting Internship III\*
- CED305 Liberal Arts Internship I
- CED405 Liberal Arts Internship II\*
- CED315 Computer Information Systems Internship I
- CED345 Multimedia Internship I\*\*
- CED415 Computer Information Systems Internship II\*
- CED371 Video Arts and Technology Internship I
- CED471 Video Arts and Technology Internship II\*
- CED351 Office Administration Internship I
- CED451 Office Administration Internship II\*
- CED551 Office Administration Internship III\*
- CED361 Business Management Internship I
- CED365 Small Business/Entrepreneurship Internship I
- CED461 Business Management Internship II\*
- CED561 Business Management Internship III\*

Business Management Internships are in the following areas of study: Finance and Banking, General Management, Marketing, and Travel and Tourism.

*\*Registration in the CED 4XX and CED 5XX series requires special approval by the Cooperative Education Coordinator.*

*\*\*Please note that the prerequisites for CED 345 are MMP 200 and (MMP 220 or VAT 171 or ART 354).*

#### **The Internship**

Each student intern is assigned to an internship coordinator who is knowledgeable about the student's field. The coordinator helps the student secure internship placement and serves as the student's instructor and advisor during the field experience. In addition, the student has a unique opportunity to discuss and evaluate broader goals and career objectives on an individual basis.

Cooperative Education interns are expected to work fifteen hours a week, complete a term project assigned by the faculty coordinator, and be evaluated by the worksite supervisor. Most students work part-time, fifteen hours per week, for the length of the academic semester – longer for summers – in internships related to their majors while remaining full-time students, and receive two academic credits. Internships may be paid or unpaid.

#### **Special Situations:**

Students who are working complete a special version of the Internship tailored to meet their particular circumstances. Students currently working must contact their academic department to discuss how the internship requirement can be fulfilled.

Other conflicts and problems can be resolved only by discussing them with the appropriate faculty coordinator. Students should resolve all problems and concerns by the time they have accumulated 45 credits in order to avoid delaying graduation.

*For complete information visit [www.bmcc.cuny.edu/cooperative-ed/internships/](http://www.bmcc.cuny.edu/cooperative-ed/internships/).*

*It is the policy of the College to utilize employers who hire workers without regard to sex, race, color, national origin, handicap, sexual preference, or age.*

## English

Room N751, Telephone (212) 220-8270  
 english@bmcc.cuny.edu

The English Department prepares students who have various levels of proficiency to reach an optimum level of performance in writing. The courses offered by the department enable students to qualify for graduation and to perform successfully in four-year colleges.

All entering students are required to take the CUNY Assessment Test in Writing (CAT-W) for placement. Students who score below 56 will enroll in an appropriate remedial writing course and will not be permitted to enroll in English 101 until they complete their remedial requirements.

The English Department also offers the Writing and Literature degree, a program of classes that trains students how to think and write critically about literature, write journalism, and compose poems, plays, and stories.

*Chairperson:* Joyce Harte

*Deputy Chairpersons:* Margaret Barrow, Jan Stahl, Zhana Yablokova

*Professors:* Steven Belluscio, Maria DeVasconcelos, Cheryl Fish, Joyce Harte, Robert Lapides, Bernardo Pace, Elizabeth Primamore, Diane Simmons, James Tolan, Erwin Wong, Joyce Zonana, Robert Zweig

*Associate Professors:* Christa Baiada, Margaret Barrow, Joseph Bisz, Page Delano, Carlos Hernandez, Dexter Jeffries, Geoffrey Klock, Andrew Levy, Holly Messitt, Stephanie Oppenheim, Margaret Pamplin, Caroline Paripfisterer, Marguerite Rivas, Rochelle Rives, Jan Stahl, Manya Steinkoler, William Wright, Zhanna Yablokova

*Assistant Professors:* David Bahr, Tracy Bealer, Trisha Brady, Jami Carlacio, Julie Cassidy, Keridiana Chez, Nancy Derbyshire, Daniel DePaulo, Jeffrey Gonzalez, Racquel Goodison, James Hoff, Rolando Jorif, Timothy Keane, Jungah Kim, Adele Kudish, Leigh LaBerge, Cynthia Lam, Chamutal Noimann, Michael Odum, John Reder, Jill Richardson, Jason Schneiderman, Kelly O. Secovnie, Nettie Vinsonhaler, Jaime Weida

*Lecturers:* Domenick Acocella, Elizabeth Berlinger, Catherine Cammillieri, Erica Campbell, Miriam Delgado, Elizabeth Fow, Robert Masterson, Benita Noveno, Aimee Record, Lara Stapleton, Rebecca Weiner

*Instructors:* Edward Diamond, Syreeta McFadden, Julie Vega

*Academic Resource Specialist:* John Short  
*Adjunct Faculty:* There are approximately 120 adjuncts in the department.

### Intensive Writing

0 crs. 6 hrs.

This is a lower-level remedial writing course in which students are introduced to the fundamentals of writing, including punctuation, spelling, grammar, word choice, sentence structure, and paragraphing. Students are given frequent in-class writing exercises that focus on narration and description as modes of developing ideas. Conferences with instructors are frequent. This course is for students who score below 43 on the CATW, and it prepares them for English 095.

### Intensive Writing

0 crs. 6 hrs.

This is an upper-level intensive developmental writing course for students scoring between 43 and 55 on the CATW. Students are instructed in basic components of effective writing, including word selection, punctuation, spelling, grammar, sentence structure and paragraph development. Students are given frequent in-class writing exercises that focus on argumentation, narrative, and description as modes of developing ideas. Individual conferences with instructors are frequent.

### Intensive English Composition (Same as ENG 101)

3 crs. 6 hrs.

This course combines ENG 95 and ENG 101 in one semester. It accelerates students' learning of the basic reading, writing and critical thinking skills necessary to pass the CAT-W and strengthens their composing and research skills so that they will be able to produce the increasingly complex essay required in ENG 101. ENG 100.5 provides extensive expository writing practice using readings from the ENG 101 curriculum. As required in ENG 101, students will submit four revised essays in modes such as description, narration, comparison/contrast, argumentation, and cause and effect and take the ENG 101 Departmental Final Exam. They will be introduced to MLA formatting, the use of print and online secondary sources and complete a research project. Successful completion of this course is equivalent to passing ENG 101.

### English Composition

3 crs. 4 hrs.

English Composition is the standard freshman writing course. The course introduces students to academic writing. By its conclusion, students will be ready for English 201 and for the writing they will be asked to do in advanced courses across the curriculum. Students completing ENG 101 will have mastered the fundamentals of college-level reading and writing, including

### ENG 88

developing a thesis-driven response to the writing of others and following the basic conventions of citation and documentation. They will have practiced what Mike Rose calls the "habits of mind" necessary for success in college and in the larger world: summarizing, classifying, comparing, contrasting, and analyzing. Students will be introduced to basic research methods and MLA documentation and complete a research project. Students are required to take a departmental final exam that requires the composition of a 500 word thesis-driven essay comparing and contrasting two essays.

*Prerequisite:* Pass the CATR and CATW tests.

### English Composition & Introduction to Literature in Tandem

6 crs. 6 hrs.

This course combines English 101 and 201 into a one-semester course. It is designed for students with a high level of reading and writing proficiency. Departmental permission is required.

*Prerequisite:* Pass the CATW and CATR tests

### Introduction to Literature

3 crs. 3 hrs.

This is a course that builds upon skills introduced in English 101. In this course, literature is the field for the development of critical reading, critical thinking, independent research, and writing skills. Students are introduced to literary criticisms and acquire basic knowledge necessary for the analysis of texts (including literary terms and some literary theory); they gain proficiency in library and internet research; and they hone their skills as readers and writers. Assignments move from close readings of literary texts in a variety of genres to analyses that introduce literary terms and broader contexts, culminating in an independent, documented, thesis-driven research paper. By the conclusion of English 201, students will be prepared for the analytical and research-based writing required in upper-level courses across the curriculum; they will also be prepared for advanced courses in literature.

*Prerequisite:* ENG 101

### Introduction to Literary Studies

3 crs. 3 hrs.

Introduction to Literary Studies is an inquiry into what it means to study literature, involving close reading, critical and creative analysis of a wide variety of prose fiction, drama, and poetry, and informed by an introduction to some of theoretical issues currently invigorating literary studies. In addition to works of literature, students will read critical and theoretical works. This course combines a study of literature with continued training in clear and effective expression. It is designed for prospective

### ENG 121

### ENG 201

### ENG 250

# Course Descriptions

## ENGLISH

Writing and Literature majors and other interested students.

*Prerequisite: ENG 101 or 121**Corequisite: ENG 201*

### **Journalism: News Writing** **ENG 303**

3 crs. 3 hrs.

This course covers the basic principles and practices of news reporting and writing. Students are taught to write single-incident news stories, conduct balanced interviews and edit their own copy, employing standard copy editing symbols and format. Emphasis is also given to the theoretical side of journalism with an overview of its history, present legal controls, ethical issues and rapidly expanding technology.

*Prerequisite: ENG201 or ENG121*

### **Journalism: Feature Writing** **ENG 304**

3 crs. 3 hrs.

This course provides further opportunities for students to explore journalism. Students conduct interviews, cover stories around the city and write journalistic articles. Opportunities are provided for specialized coverage in areas such as politics, consumerism, science, education, finance, the arts, social change and family life. Topics include layout, headline composition and basics of journalism law.

### **Creative Writing Workshop** **ENG 311**

3 crs. 3 hrs.

The objective of this course is to sharpen students' creative writing skills in the genres of the short story, poetry and drama, depending on students' interests and ability.

*Prerequisite: ENG121 or ENG201*

### **Advanced Composition** **ENG 314**

3 crs. 3 hrs.

This course teaches the writing of formal and informal essays, articles, and reviews in a personal voice. Through the reading of modern and contemporary essayists students learn to identify the unique qualities of writers in order to develop an individual style applicable to the various disciplines of public and personal writing.

### **Playwriting** **ENG 315**

3 crs. 3 hrs.

The objective of ENG 315? Playwriting is to sharpen students' creative writing skills and to teach them the elements of playwriting and character development. Through the reading of one-act plays and practice writing exercises each week, students will learn the craft of playwriting. They will write scenes and create their own one act plays.

*Prerequisite: ENG101 and ENG201 or ENG121*

### **Film** **ENG 321**

3 crs. 3 hrs.

This is a film history and appreciation course, with special emphasis on style, techniques, genres and themes. During one double period in which a full-length film is shown, students are encouraged to take notes. In the next class the film is discussed and analyzed. Students will read about the development of the cinema and write essays about well-known films.

*Prerequisite: ENG101 and ENG201 or ENG121*

### **Fiction into Film** **ENG 322**

3 crs. 3 hrs.

In this course film adaptations of 19th and 20th #century fiction are compared to their original versions to determine differences and similarities between literary and cinematic technique. Films based on novels include such award-winning movies as *One Flew Over The Cuckoo's Nest*, *Clockwork Orange*, and *To Kill A Mockingbird*. Also included are film adaptations of stories by writers such as Richard Wright, William Faulkner, Willa Cather, F. Scott Fitzgerald, Ambrose Bierce and Ernest Gaines. Students will learn terms to describe cinematic effects and techniques.

*Prerequisite: ENG101 and ENG201 or ENG121*

### **The Art of the Detective Story** **ENG 332**

3 crs. 3 hrs.

In this course film adaptations of 19th and 20th century fiction are compared to their original versions to determine differences and similarities between literary and cinematic technique. Films based on novels include such award-winning movies as "One Flew Over The Cuckoo's Nest," "Clockwork Orange," and "To Kill A Mockingbird". Also included are film adaptations of stories by writers such as Richard Wright, William Faulkner, Willa Cather, F. Scott Fitzgerald, Ambrose Bierce, and Ernest Gaines. Students will learn terms to describe cinematic effects and techniques.

*Prerequisites: ENG 101 and 201, or ENG 121*

### **The Short Story** **ENG 333**

3 crs. 3 hrs.

This course acquaints students with the wide range and varied forms of the short story as it developed in America, Europe, and other continents. Readings will include works by male and female authors of different periods and nationalities, and some attention may be paid to the historical development of the short story as a genre, as well as the cultural contexts in which the assigned stories were written.

*Prerequisite: ENG101 and ENG201 or ENG121*

### **Children's Literature** **ENG 334**

3 crs. 3 hrs.

This course studies and analyzes outstanding classical, contemporary and multicultural literature for children and adolescents, arranged by genre. Students are given an overview of the evolution of the literature from its cultural roots in myth and legend to its present role as a reflector of modern society.

*Prerequisite: ENG 101 and ENG201 or ENG121*

### **Autobiography** **ENG 335**

3 crs. 3 hrs.

This course will introduce the student to autobiography in the context of literary debate: why do we read autobiography? How do we classify autobiography, as non-fiction or fiction? Works by both men and women of many cultural and socioeconomic backgrounds will be included. Students will examine the various styles, elements, as well as the recurring themes in autobiography, while working on their own "reflection of the self."

*Prerequisite: ENG101 and ENG201 or ENG121*

### **Postcolonial Literature** **ENG 336**

3 crs. 3 hrs.

This course will study and analyze selected novels, short stories, poems and plays of postcolonial writers from Africa, South Asia and Southeast Asia, the English speaking Caribbean, New Zealand, Canada and Australia. The course will examine the ways in which postcolonial writers transcend a British imperial legacy of colonialism to redefine their own distinctive social and cultural worlds.

*Note: This course is crosslisted as: AFL 336.*

### **Science Fiction** **ENG 337**

3 crs. 3 hrs.

This course examines how science fiction literature envisions the impact of machine technology on the individual and society. The human/machine interaction will be traced from early myths to contemporary science fiction, including works by Asimov, Clarke, Delaney, Gibson, Lem, Orwell, Vonnegut and Zelazny.

### **Latino/a Literature in the U.S.** **ENG 338**

3 crs. 3 hrs.

In this course, works reflecting the experiences of U.S. Latino/a writers in English are analyzed. Students will read, discuss, and write about fiction, nonfiction, poetry and drama by writers such as Julia Alvarez, Rudolfo Anaya, Gloria Anzaldúa, Roberto Fernandez, Tato Laviera, Achy Obejas, Abraham Rodriguez Jr., and Piri Thomas. *Note: Crosslisted with LAT 338*

# Course Descriptions

ENGLISH

## Asian American Literature

ENG 339

3 crs. 3 hrs.

Representative works reflective of the collective experiences of Asian American writers are analyzed. American writers are analyzed. Fiction, poetry, drama and non-fiction written from Chinese, Filipino, Asian Indian, Japanese, Korean and South-East Asian cultural perspectives are discussed

## Middle Eastern Literature

ENG 340

3 crs. 3 hrs.

This course surveys fiction, poetry, and drama from writers throughout the Middle East, beginning in the late 19th century and concluding in the present time. English translations of well-known literature from the Middle East, a region defined as the countries of southwest Asia and northeast Africa, are considered in the context of such recurring themes as cultural/national identity, colonialism religion (e.g. Islam, Judaism, Christianity), gender relations and class conflict.

*Prerequisites: ENG 101 and 201, or ENG 121*

## Modern Poetry

ENG 345

3 crs. 3 hrs.

The goals of this course are to stimulate an appreciation for, and an enjoyment of, poetic masterworks mainly of the 20th century.

This course includes critical reading and writing; its approach is an in-depth study of poetry which has universal significance.

Writers studied include T.S. Eliot, W.H.

Auden, Dylan Thomas, e.e. cummings, Pablo Neruda, Langston Hughes, Theodore Roethke, Gwendolyn Brooks and Sylvia Plath.

## Queer Literature

ENG 346

3 crs. 3 hrs.

This course focuses on 20th and 21st century texts within the area of Queer literature and by Queer literary artists. It covers a variety of literary and critical texts in order to introduce students to classics of Queer Literature as well as lesser-known masterpieces. The aim of this class is to expand students' conceptions about literature, sexuality, and gender and lead them to critically investigate socially-constructed ideas about gender and sexuality. Students will examine and analyze the manner in which the authors and texts subvert and challenge sexual and cultural norms.

*Prerequisite: ENG 101 and ENG 201 or ENG 121*

## Topics in Literature

ENG 350/351

3 crs. 3 hrs.

This course will focus on a specific theme, concept, cultural milieu, or major author to be announced in advance. Topics for the following semester will be made available by the English Department during registration. Each section of the course will cover in-depth a single special topic, such as one of the

following: the Harlem Renaissance, Literature and the Environment, Utopian and Dystopian Literature, Literature and Medicine, The Beat Generation, Literature of the Working Class, Satire in the 18th Century, Censorship and Literature, Literature of Immigration, War in Literature, Madness and Inspiration in Literature, Gay and Lesbian Literature, and Women in Shakespeare.

*Prerequisites: ENG 101 and 201, or ENG 121*

## Women in Literature

ENG 353

3 crs. 3 hrs.

This course focuses on the contributions of women literary artists from a variety of cultures and ethnic groups. It examines how some writers have both reflected the prevailing female stereotypes of their age and background, and also imagined the "New Woman." Enrollment is open to both women and men.

## Contemporary Urban Writers

ENG 358

3 crs. 3 hrs.

This course focuses on the literature of urban America since 1950 and in particular on how contemporary writers use the images and themes of the city.

## Italian American Literature

ENG 360

3 crs. 3 hrs.

A study of 20th century Chinese literary development, this course examines the literary writings, major authors and literary movements in cultural and historical contexts. The course also reviews the development of China's ethnic minority literature, the growth of popular literature, and the evolution of regional literature. Course readings include selected writings from four historical periods: 1900-16, 1917-49, 1949-85 and 1986-2000. Written projects and oral reports are required. Italian American literature surveys fiction, poetry, and drama throughout the history of Italian Americans in the United States beginning in the first half of the twentieth century and continuing into contemporary America. This literature will be considered in the context of recurring themes in the artistically framed experiences of Italian Americans beginning in the first half of the twentieth century and continuing into contemporary America: cultural-national identity conflict, anti-colonization by church and state, religion, gender relations, generational differences and relations, class conflict, for example working class vs. the bourgeois, or working class immigrant and sons and daughters vs. the dominant American culture, the problem of education in early Italian American history, the dilemma of cultural and linguistic loss,

intercultural conflict, intracultural conflict, family values, oppression, social dysfunction, and assimilation.

*Prerequisites: ENG 101 and 201, or ENG 121*

*Prerequisite: CHI 210 or departmental approval or any other 400-level Chinese course, except CHI 476*

## British Literature I

ENG 371

3 crs. 3 hrs.

This course surveys works of English literature from its origins in pre-Norman England to the eighteenth century. The objectives are three-fold: (1) to develop the student's appreciation for literature and an acquaintance with literary masterpieces written in English during the years of this survey; (2) to introduce the student to the major political and cultural events and ideals that shaped England during these years; (3) to illustrate how cultural and political ideals shape men's thinking and have their reflections in and are reflected by literature. Selections may include Beowulf, Chaucer's Canterbury Tales, Shakespeare's plays and Swift's writings.

## British Literature II

ENG 372

3 crs. 3 hrs.

This survey course is independent of English 371, which is not a prerequisite. It covers the principal figures, styles, themes and philosophies represented during three literary periods: the Romantic Era, the Victorian Age and the Twentieth Century. It exposes students to major works of literature including poetry, plays, short stories, novels and essays. It enables students to appreciate the thoughts and contributions of outstanding writers such as Keats, Wordsworth, Tennyson, Browning, Yeats and Eliot, as well as Dickens, Joyce and Lawrence.

## Introduction to Shakespeare

ENG 373

3 crs. 3 hrs.

This course provides careful, in-depth readings from Shakespeare's tragedies, histories and comedies. The course examines some of the main characteristics of his work, including his major themes, the development of character and plot, and the special worlds that he creates through his poetic language.

## American Literature I

ENG 381

3 crs. 3 hrs.

This course surveys American literature from its colonial beginnings to the American Renaissance of the nineteenth century—from Ann Bradstreet and Cotton Mather to Walt Whitman and Herman Melville. Students learn about the cultural milieu that influenced writers, read major and representative works and sharpen their critical abilities.



# Course Descriptions

## ENGLISH

### **American Literature II**

3 crs. 3 hrs.

Though English 381 is not a prerequisite, this course begins where 381 leaves off and covers select fiction and poetry from the Gilded Age of the late nineteenth century to the present. Students study major writers and literary movements; and an effort is made to place literature in its cultural context. Works by such writers as Mark Twain, Emily Dickinson, Henry James, T.S. Eliot, Richard Wright, F. Scott Fitzgerald and Toni Morrison may be included.

**ENG 382**

activities are designed to enhance students' appreciation of literature and their awareness of the ways it arises from, shapes, and reflects the world's cultures.

### **The American Novel**

3 crs. 3 hrs.

This course focuses on the gradual emergence of the American novel both as a literary form and as a reflection and reinforcement of patterns in the fabric of American life. Representative authors may include Hawthorne, Melville and Stowe from the 19th century; Lewis, Cather, Fitzgerald, Faulkner, Hemingway and Steinbeck from the 1920's to the 1950's; and Wright and Mailer of the 1960's and 1970's.

**ENG 383**

### **Comparative Literature I: Survey of Judaic Literature (in English)**

3 crs. 3 hrs.

This course aims to acquaint students with representative Judaic works translated from Hebrew or written in English and ranging from Biblical times to the present. The selections concentrate on those writings which have been most influential in the development of Western literature and which best convey Jewish thought, feeling, and experiences, especially in their universal application. The readings will be supplemented by exposure to Judaic music and art, including visits to museums and galleries, individual student projects, and guest lectures. No prior knowledge of the Hebrew language or Jewish culture or literature is required.

*Prerequisites: ENG 101 and 201, or ENG 121*

### **Modern American Drama**

3 crs. 3 hrs.

The development of the American theatre since the rise of realism is traced through 1920's dramas by O'Neill, Howard, and Rice; comedies of manners by Barry and Behrman; socially conscious plays of the 1930's by Odets, Sherwood, and Hellman; and post-war dramas by Williams and Miller.

*Prerequisites: ENG 101 and 201, or ENG 121*

**ENG 384**

### **Modern European Novel**

3 crs. 3 hrs.

European social and political ideas as they are reflected in the works of such novelists as Gide, Silone, Koestler, Camus, Sartre, Mann, and Kafka are examined and analyzed.

*Prerequisites: ENG 101 and 201, or ENG 121*

**ENG 394**

### **World Literature I: From Antiquity to the Early Modern Era**

3 crs. 3 hrs.

This course presents a global approach to literature by introducing prose, poetry and drama representative of different world cultures and historical periods, from antiquity to the early modern era. Students engage in close readings of individual texts and contextual/comparative analyses. Written and spoken activities are designed to enhance students' appreciation of literature and their awareness of the ways it arises from, shapes and reflects the world's cultures.

**ENG 391**

### **World Literature II: From Early Modern Era to the Present**

3 crs. 3 hrs.

This course presents a global approach to literature by introducing prose, poetry and drama representative of different cultures and historical periods, from the 17th century to the present. Students engage in close readings of individual texts and contextual/comparative analyses. Written and spoken

**ENG 392**

# Course Descriptions

## HEALTH EDUCATION

### Health Education

Room N798, Telephone (212) 220-1453  
ped@bmcc.cuny.edu

The Health Education courses provide undergraduates with the knowledge, skills, and models to enhance, promote and value their physical, emotional, social, intellectual, and spiritual health. The Health Education courses complement the other curricula in developing the whole person and focusing on individual health needs. The department offers degrees in Community Health Education and School Health Education leading to the Associate Degree in Science (A.S.) In addition, a Gerontology Program is jointly offered with the Social Sciences, Human Services & Criminal Justice department that leads to the A.S. degree.

**NOTE:** 200-level HED courses do not meet the Health Education (HED 100) requirement for degree programs.

*Chairperson:* Philip Belcastro

*Deputy Chairperson:* Yuliya Shneyderman

*Professors:* Michael Basile, Philip Belcastro, Olivia Cousins

*Associate Professor:* Lesley Rennis

*Assistant Professor:* Lisa Grace, Hardaye (Sharie) R. Hansen, Michael McGee, Gloria McNamara, Yuliya Shneyderman

*Instructors:* Sophia Aidiniou, Gregory Perry

*Lecturer:* Patricia DeFillippo

#### Health Education 2 crs. 2 hrs.

This is an introductory survey course to health education. The course provides students with the knowledge, skills, and behavioral models to enhance their physical, emotional, social, intellectual and spiritual health as well as facilitate their health decision-making ability. The primary areas of instruction include: health and wellness; stress; human sexuality; alcohol, tobacco and substance abuse; nutrition and weight management; and physical fitness. Students who have completed HED 110 - Comprehensive Health Education will not receive credit for this course.

#### Comprehensive Health Education 3 crs. 3 hrs.

This course in health educations offers a comprehensive approach that provides students with the knowledge, skills, and behavioral models to enhance their physical, emotional, social, intellectual and spiritual health as well as facilitate their health decision-making ability. Areas of specialization include: alcohol, tobacco and abused substances, mental and emotional health, human sexuality and family living, nutrition, physical fitness, cardiovascular health, environmental health and health care delivery. HED 110 fulfills all degree requirements for HED 100. Students who have completed HED 100 - Health Education will not receive credit for this course.

#### Health Education and Exercise 3 crs. 2 hrs. 2 lab hrs.

This course will develop positive health related attitudes, values, and habits to promote physical, mental and social wellness. The student will attain a broad spectrum of exercise information and skills and apply that knowledge to those skills in a laboratory fitness program, utilizing appropriate equipment to assess the function of muscular systems during physical performance. Individuals will explore the body's adaptations to aerobic, anaerobic, and resistance training.

#### Drug Use in American Society 3 crs. 3 hrs.

This course examines the use of licit and illicit drugs across cultures within the context of personal health and wellness. The historical, pharmacodynamics, psychological, emotional and social aspects of licit and illicit drug use, as well as drug abuse, will serve as the foundation for this examination.

#### HED 100 Contemporary Health Issues 2 crs. 2 hrs.

An advanced seminar in health education, this course concentrates on an in-depth investigation of selected health problems. Emphasis is placed on social aspects of health.

#### Habituation and Addiction and Their Prevention 3 crs. 3 hrs.

This course covers causes of alcoholism and drug abuse. It discusses ways people are introduced to harmful substances, social and personal effects of alcoholism and drug abuse, prevention, and rehabilitation techniques. Methods and materials for professional students are given special consideration.

#### Human Sexuality 3 crs. 3 hrs.

This course deals with the physiological, psychological and social aspects of human sexual development and functions.

#### Health Concerns of Women 3 crs. 3 hrs.

This health course is aimed to be a practical course for students and to affect their lives in a positive way. It provides an opportunity to gain information and insight into the physical, psychological, and social aspects of women's health concerns.

#### Consumer Health Survey 3 crs. 3 hrs.

Historical events and contemporary factors affecting the availability, control, and monitoring of American Health Care products and services are explored. Such factors include: the private and public financing of health care, public and private monitoring of health care; and the ethical issues of medical care in America. The purpose of the course is not to advocate any particular health care philosophy, product or service, but to provide the student with the skills and factual base for making informed decisions in the health care marketplace.

#### Nutrition for Health 3 crs. 3 hrs.

This course examines what the National Academy of Sciences recommends for meeting one's nutritional needs. It examines the food, beverages, and supplements that comprise one's diet and assesses their impact on health following digestion, absorption, and metabolism. The course is designed to help students make health informed choices regarding nutritional needs and goals.

# Course Descriptions

## HEALTH EDUCATION

### **First Aid, Safety and CardioPulmonary Resuscitation**      **HED 240** 3 crs. 3 hrs.

Students in this course acquire knowledge essential for safe living, including the causes and preventions of accidents. The student learns the practical skills of first aid and cardio pulmonary resuscitation. Students are eligible for certification provided they meet Red Cross standards.

### **Stress: Awareness, Understanding and Management**      **HED 250** 3 crs. 3 hrs.

This course is designed to provide students with a comprehensive overview of the psychological, physical, and social understanding of the stress response. The course will explore the divergent ranges of the human stress response, while emphasizing the use of positive stress in an academic setting. Opportunities will be provided for students to learn concrete scientific measures, gain practical insights, and adapt viable stress management techniques. The purpose of the course is not to advocate any one particular technique, but rather to enable students to make informed decisions about stress management approaches toward enhancing health.

### **Fitness & Cardiovascular Health**      **HED 260** 3 crs. 2 hrs. 2 lab hrs.

This course focuses on preventive heart care utilizing: nutritional plans, cardiovascular stress management, cardiovascular knowledge, and individualized cardiovascular fitness programs. In the classroom and fitness laboratory, students explore, devise and practice educational and fitness strategies to improve their overall cardiovascular health.

### **Health Perspectives of Death and Dying**      **HED 270** 3 crs. 3 hrs.

The course experience provides students, utilizing Dubos' Multidimensional Health Model, an understanding of death and dying from a physiological, emotional, spiritual, and behavioral perspective with additional emphasis on legal and ethical issues. Topics to be explored include: therapeutic care plans as they relate to diseases and disorders of the terminally ill; medical preparation for death, inclusive of DNI (do not intubate), DNR (do not resuscitate) and health proxy laws; an examination of the emotional and physiological impact on the health of the caregiver as well as that of the terminal patient; an examination of funeral rituals and grieving practices involved in the healing process of bereavement, as well as unique circumstances of death involving suicide and

euthanasia. Overall, the course explores death within the multiple dimensions of health and wellness on the continuum of the life cycle.

*Prerequisite: HED 110 or HED 100 for which a "B" grade or above has been earned.*

### **Introduction of Community Health Education**      **HED 301** 3 crs. 3 hrs.

Health educators promote, maintain, and improve individual and community health by assisting individuals and communities to adopt healthy behaviors. This is accomplished primarily through the planning, implementation, monitoring, and evaluation of programs designed to encourage healthy lifestyles, policies, and environments.

The purpose of this course is to provide students with an overview of the field of community health education and an opportunity to develop skills in needs assessment and program planning. We will review the importance of health behavior as a contributor to current public health problems. Students will learn how to use the planning frameworks for conducting needs assessments and designing and evaluating health promotion programs. Theories of health behavior will be introduced and their applications explored. Examples of health education and health promotion programs will be presented from health care, community, school and workplace settings.

*Prerequisite: HED 110 or HED 100 for which a "B" grade or above has been earned.*

### **Health Counseling**      **HED 302** 3 crs. 4 hrs.

This course is designed to provide health education students with an understanding of theories and models upon which behavior change is based and with strategies to impact health behavior change. Students will acquire basic health behavior counseling and coaching skills and practice principles involved in motivation and program adherence and retention. Each student will gain experience working in the field of community health education through a field placement assignment.

*Prerequisite: HED 110 or HED 100 for which a "B" grade or above has been earned.*

# Course Descriptions

## MATHEMATICS

### Mathematics

Room N599, Telephone (212) 220-1335  
math@bmcc.cuny.edu

Every student enrolled in a degree program is required to take at least one college-level course in mathematics. The courses are designed to help students appreciate the logical structure of mathematics and the scope of mathematics in modern society. Procedures and ideas are emphasized, as are the development of applications and skills. In general, the courses offered by the Department attempt to strengthen and enrich the student's basic understanding of mathematics. In addition, the Department offers courses for students who may be required to take remediation. (Placement in remedial courses is determined by scores obtained on the COMPASS Pre-algebra and Algebra exams.) There are two levels of remediation: 1) Arithmetic (MAT 8) and 2) Algebra/Quantway (MAT 12, MAT 14, MAT 41, or MAT 51).

*Chairperson:* Fred Peskoff

*Deputy Chairpersons:* Barbara Lawrence, Marcos Zyman

*Professors:* Nkechi Agwu, June Gaston, Michael George, Annie Yi Han, Leonid Khazanov, Elena Nogina, Fred Peskoff, Jean Richard, Abdramane Serme, Claire Wladis, Marcos Zyman

*Associate Professors:* Barbara Ashton, Chokri Cherif, Margaret Dean, Jenna Hirsch, Nadarajah Kirupaharan, Jaewoo Lee, Glenn Miller, Alla Morgulis, Kathleen Offenholley, Lucio Prado, Jason Samuels, Brett Sims, Klement Teixeira

*Assistant Professors:* David Allen, Bernard Beecher, Vladimir Bercov, Johannes Familton, Stephen Featherstonhaugh, Avraham Goldstein, Margaret Karrass, Michael Kent, Barbara Lawrence, Jae Ki Lee, Susan Licwinko, Sarah McAllister, Christopher McCarthy, Oleg Muzician, Lina Wu

*Instructors:* Joshua Dentz, Petruc Mancu, Yevgeniy Milman, Serine Ndiaye, Fatima Prioleau, Babul Saha, Naseef White, Dawei Xu

*Lecturers:* Theiry Agbotouedo, Daniela Bardac-Vlada, Sandra Boer, Julio Conte, Dale Dawes, Mahmoud Diarrassouba, Francki Elve, Liana Erstenyuk, Allan Felix, Ellen Inkelis, Mark Jagai, Karl Levy, Adam Zuming Li, Emmanuel Paki, Nancy Passantino, Dwight Pierre, Frederick Reese, Bruce Sanford, Shahin Uddin, Mildred Whitener, Ke Xin, Hong Yuan  
*Senior College Laboratory Technicians:* David Lorde

*College Laboratory Technicians:* Ning Bai, Yanli Liu, Alioune Seye, Shaoshao Yang

*Adjunct Faculty:* There are approximately 165 adjuncts in the department.

#### Basic Mathematics

0 crs. 4 hrs.

MAT 8

This is a course in arithmetic skills and the rudiments of algebra. Topics covered include whole numbers, fractions, decimals, percents, proportions, signed numbers, and solving simple linear equations.

*Pre/Corequisites:* Co-Requisite: ESL 62. Students who score less than 26 on the COMPASS Pre-algebra exam are eligible to take MAT 8.

#### Basic Arithmetic and Algebra

0 crs. 6 hrs.

MAT 12

This course is a combination of arithmetic and elementary algebra. It includes the arithmetic of integers, fractions, decimals, and percent. In addition, such topics as signed numbers, algebraic representation, operations with polynomials, factoring, the solution of simultaneous linear equations of two variables, and graphing are covered.

#### Mathematics Literacy with Computational Support

0 crs. 6 hrs.

MAT 14

This developmental course provides an alternative and accelerated pathway to the college-level liberal arts mathematics courses. The course will focus on applications of numerical reasoning to make sense of the world around us. Applications of arithmetic, proportional reasoning and algebra are emphasized. Lessons focusing directly on supporting students' computational skills are embedded in the course according to relevance to the following topic. This course cannot be used as a prerequisite for MAT 56 and is not suited for Science, Technology, Engineering or Math (STEM) students.

*Prerequisite:* ESL 62 *Corequisite:* ACR 94

#### Mathematics Literacy Quantway I

0 crs. 4 hrs.

MAT 41

This developmental course provides an alternative and accelerated pathway to the college-level liberal arts mathematics courses. The course will focus on applications of numerical reason to make sense of the world around us. Applications of arithmetic, proportional reasoning and algebra are emphasized. This course cannot be used as a prerequisite for MAT 56 and is not suited for Science, Technology, Engineering or Mathematics (STEM) students.

#### Elementary Algebra

0 crs. 4 hrs.

MAT 51

This course is the first algebra course offered at the College. It includes such topics as algebraic representation, signed numbers, operations with polynomials, factoring, the solution of linear equations, the coordinate system, the solution of simultaneous linear equations of two variables, and graphing. This course is designed to prepare students for

the CUNY Freshman Skills Assessment Test required for transfer to the upper division of CUNY, as well as for more advanced math courses. If a student passes MAT 12, the student should not register for MAT 51, since MAT 12 combines MAT 8 and MAT 51.

#### Intermediate Algebra and Trigonometry

0 crs. 6 hrs.

MAT 56

This course is the second algebra course offered at the college. It is open to students who have completed elementary algebra or its equivalent. It includes such topics as: factoring, solutions of linear and quadratic equations, trigonometric relationships, exponents, logarithms, and the graphs of quadratic equations.

#### Fundamentals of Mathematics I

4 crs. 4 hrs.

MAT 100

This course includes the study of several mathematical systems. The role of mathematics in modern culture, the role of postulational thinking in all of mathematics, and the scientific method are discussed. The course considers topics such as: the nature of axioms, truth and validity; the concept of number; the concept of set; scales of notation; and groups and fields.

#### Mathematics for Health Sciences

3 crs. 3 hrs.

MAT 104

This course covers computations and measurements essential in the health science professional fields. Topics include: units and measurements, ratios, solutions and dosages.

#### Mathematics for Respiratory Therapy

3 crs. 3 hrs.

MAT 109

This course covers topics in intermediate algebra and emphasizes problems and applications in respiratory therapy. It includes such topics as: algebraic representation, factoring, approximate numbers, significant digits and scientific notation, first and second degree equations with applications, ratio and proportions, square roots, radicals and exponents, logarithms, graphing linear equations, vectors and the metric system.

#### Fundamentals of Mathematics I

3 crs. 3 hrs.

MAT 110

This course includes the study of several mathematical systems. The role of mathematics in modern culture, the role of postulational thinking in all mathematics, and the scientific method are discussed. The course considers topics such as the nature of axiom truth and validity; the concept of number; the concept of sets; scales of notation, and groups and fields.

*Note:* This course satisfies the Pathways: Mathematical & Quantitative Reasoning requirement.

# Course Descriptions

## MATHEMATICS

### **Explorations In Scientific Mathematical Research (Same as SCI 111) MAT 111**

3 crs. 4 hrs.

This course will introduce the processes involved in research. Students will be designing and performing experiments and analyzing the results. Objectives are to understand the scientific method, interpret statistics, and appreciate mathematical research. Computers will be used for statistics, graphing, pattern recognition, and word processing. Recommended for mathematics- and science- oriented liberal arts students as a liberal arts elective. Not open to Science or Engineering Science majors.

*Prerequisite: One year of college science*

### **Modern Applied Mathematics MAT 125**

4 crs. 4 hrs.

This course is a survey of modern mathematics and its applications developed after the 18th century. The emphasis is on using mathematics to model the political, economic and aesthetic aspects of modern day society. Topics include graph theory, linear programming, game theory, number theory, and mathematical growth and patterns.

### **Introduction to Statistics MAT 150**

4 crs. 4 hrs.

This course covers basic statistics, including: measures of central tendency, measures of dispersion, graphs, correlation, the regression line, confidence intervals, the significance of differences, and hypothesis testing, including z-tests, t-tests, and chi-square tests.

### **Quantitative Reasoning MAT 160**

4 crs. 4 hrs.

The course aims to teach students how to think competently about quantitative information. Students learn how to take real world problems, translate them into mathematics, and solve them. Topics include thinking critically, numbers in the real world, financial management, statistical reasoning, probability, and mathematical modeling.

### **Topics in Quantitative Reasoning MAT 161**

3 crs. 3 hrs.

This course aims to teach students how to think competently about quantitative information. Students learn how to take real world problems, translate them into the language of mathematics, and solve them. Topics include thinking critically, numbers in the real world, financial management, statistical reasoning, probability, and mathematical modeling. This course satisfies the mathematics requirement for the CUNY Core. It is recommended for students who do not intend to pursue mathematics, science or

any curriculum requiring the students to take Calculus.

*Note: This course satisfies the Pathways: Mathematical & Quantitative Reasoning requirement.*

### **Introduction to Discrete Mathematics MAT 200**

4 crs. 4 hrs.

This course covers fundamental mathematical topics associated with computer information systems, including: numeration systems; sets and logic; Boolean algebra, functions, and elementary switching theory; combinatorics; mathematical induction; permutations; combinations; binomial coefficients; and distributions.

*Prerequisite: MAT 12 or MAT 51; and MAT 056.*

### **Fundamentals of Mathematics II MAT 202**

3 crs. 3 hrs.

This course covers an axiomatic approach to mathematical relations, operations, and the real number system.

*Prerequisite: MAT 100*

### **Precalculus MAT 206**

4 crs. 4 hrs.

This course covers basic algebraic and trigonometric skills, algebraic equations, and functions. Topics include: mathematical induction, complex numbers, and the binomial theorem.

### **Mathematical Problem Solving MAT 208**

2 crs. 2 hrs.

This is a Liberal Arts elective course. It will focus on the general steps in the problem-solving process and the use of problem-solving strategies espoused by Polya, et al. Problems will include non-routine exercises taken from mathematics journals and competitions, and famous problems from the history of mathematics.

*Prerequisites: MAT 12 or MAT 51, if needed; also MAT 56*

### **Statistics MAT 209**

4 crs. 4 hrs.

This course covers statistical concepts and techniques with applications. Topics include probability, random variables, the binomial distribution, the hyper-geometric distribution, measures of central tendency, the normal distribution, precision and confidence intervals, sample design and computer projects.

### **Mathematics for Elementary Education I MAT 214**

4 crs. 4 hrs.

This course covers the first half of the mathematics recommended by the National Council of Teachers of Mathematics (NCTM) for prospective elementary school teachers, including problem solving, sets, logic,

numeration, computation, integers, rational and real numbers, and number theory. This course meets the mathematics requirement only for students in the ECE program. Students who have taken MAT 100 may not receive credit for this course.

### **Mathematics for Elementary Education II MAT 216**

4 crs. 4 hrs.

This course covers the second half of the mathematics recommended by NCTM for prospective elementary school teachers, including probability, statistics, plane and transformational geometry, congruence, and similarity. This course meets the mathematics requirements ... for students in the ECE program. Students who have taken MAT 150 may not receive credit for this course.

*Prerequisite: MAT 214*

### **Introduction to Geometry MAT 300**

4 crs. 5 hrs.

An introduction to Euclidean geometry and some topics from Non-Euclidean Geometry. Topics to be covered in Euclidean geometry include foundations of geometry such as lines, angles, triangles, polygons, circles, solids as well as coordinate geometry and transformations. Non-Euclidean geometry will cover a brief introduction to axion systems, parallelism and hyperbolic geometry.

*Prerequisite: MAT206 or the equivalent with departmental approval*

### **Analytic Geometry and Calculus I MAT 301**

4 crs. 6 hrs.

This is an integrated course in analytic geometry and calculus, applied to functions of a single variable. It covers a study of rectangular coordinates in the plane, equations of conic sections, functions, limits, continuity, related rates, differentiation of algebraic and transcendental functions, Rolle's Theorem, the Mean Value Theorem, maxima and minima, and integration.

*Prerequisite: MAT 206*

### **Analytic Geometry and Calculus II MAT 302**

4 crs. 6 hrs.

This course provides an introduction to the concepts of formal integration. It covers the differentiation and integration of algebraic, trigonometric, and transcendental functions. Topics include the definite integral, the antiderivative, areas, volumes, and the improper integral.

*Prerequisite: MAT 301*

### **Analytic Geometry and Calculus III MAT 303**

4 crs. 6 hrs.

This course is an extension of the concepts of differentiation and integration to functions of two or more variables. Topics include partial

# Course Descriptions

## MATHEMATICS

differentiation, multiple integration, Taylor series, polar coordinates and the calculus of vectors in one or two dimensions.

*Prerequisite: MAT 302*

### **Linear Algebra**

**MAT 315**

3 crs. 3 hrs.

This course covers matrices, determinants, systems of linear equations, vector spaces, eigenvalues and eigenvectors, Boolean algebra, switching circuits, Boolean functions, minimal forms, Karnaugh maps.

*Prerequisite: MAT 302, or permission of the department*

### **Abstract Algebra**

**MAT 320**

3 crs. 3 hrs.

This course covers the standard material comprising an introduction to group and ring theory: set theory and mappings; groups, normal subgroups, and quotient groups; Sylow's Theorem; rings, ideals, and quotient rings, Euclidean rings, polynomial rings.

*Corequisite: MAT 315*

### **Finite Mathematics**

**MAT 402**

4 crs. 4 hrs.

This course covers compound statements, sets and subsets, partitions and counting, probability theory, vectors, matrices, and linear programming.

*Prerequisites: MAT 12 or MAT 51, if needed; also MAT 56*

### **Mathematical Foundations of Computer Networking (Same as CSC 470)**

**MAT 470**

4 crs. 3 hrs.

This course presents the mathematical concepts underlying computer networks. The course introduces probability and stochastic process, queuing analysis, and basic graph theory and relates these topics to various layers of the seven layer Open Systems Interface (OSI) organization model of computer networks. Practical laboratory projects provide concrete illustration of theoretical concepts.

*Prerequisites: MAT 302*

### **Ordinary Differential Equations**

**MAT 501**

3 crs. 3 hrs.

This is a first course in the theoretical and applied aspects of ordinary differential equations. Topics include: first-order equations, exact equations, linear equations, series solutions, Laplace transforms, Fourier series, and boundary value problems.

*Prerequisite: MAT 302*

### **History of Mathematics**

**MAT 505**

3 crs. 3 hrs.

The course follows the growth of mathematics from its empirical nature in Egypt and Babylonia to its deductive character in ancient Greece wherein the roots of the calculus will be identified. The concept of

number and the development of algebra, with Hindu, Arabic, and medieval contributions are discussed. The rise of analytic geometry, the calculus, and the function concept are examined. Finally, the trend towards greater rigor and abstraction is considered including formal axiomatic systems and Godel's Incompleteness Theorem.

*Prerequisite: MAT 302*

### **Advanced Calculus I**

**MAT 601**

4 crs. 4 hrs.

The course presents the logical structure on which the foundations of the calculus have been based: construction of the real number system, mathematical induction, limits and continuity in precise formulation, functions of several variables, point sets in higher dimensions; uniform continuity, and elements of partial differentiation.

*Prerequisite: MAT 303 or departmental approval*

# Course Descriptions

## MEDIA ARTS AND TECHNOLOGY

### Media Arts and Technology

Room N622, Telephone: (212) 346-8525

The Media Arts and Technology (MEA) Department provides a dynamic education in the fast growing field of digital design and communication technology. From computer graphics to web design, and from programming for games and animation to storytelling in HD video, the MEA Department offers a variety of courses and areas of study focused on the exciting future of media in the post digital age. MEA studies can lead students to positions in the film and television industry, electronic journalism, web design and development, audiovisual production, advertising design, game design, animation and the entertainment industry.

The MEA Department combines extensive hands-on experience with theoretical coursework in a comprehensive academic program. MEA students work in a state-of-the-art digital environment in BMCC's media labs, television studios, audio studio, and post-production laboratories.

Students choose a course of study from four areas:

Animation and Motion Graphics

Multimedia Art

Multimedia Programming

Video and Technology

All MEA students complete an internship, arranged through the College, at professional media facility. Students earn an Associate in Science (A.S.) degree and may transfer to a four-year college.

*Chairperson:* Christopher Stein

*Deputy Chairpersons:* Josephine Culkin, Shari Mekonen

*Professors:* Josephine Culkin, Cynthia Karasek, Shari Mekonen, Philip Weisman

*Associate Professors:* Christopher Stein

*Assistant Professors:* Carol Basuru, Janet Esquirol, Revital Kaiser, Anna Pinkas, Annastassios Rigopoulos, Own Roberts, James Sayegh, George Stevenson, Jamal Sullivan, Krista Whetstone

#### MULTIMEDIA

**Foundations of Digital Graphic Design** MMA 100  
3 crs. 4 hrs.

This image-based course will introduce graphic design as the foundation upon which effective visual communication is built. Investigation of the elements and principles of graphic design will lead to specific design problems and their solution. The development of ideas and the ability to communicate them effectively will be covered. Discussion of both vector and bitmap-based digital graphic platforms will begin progress toward industry-standard computer proficiency.

**Typography and Layout (same as ART 215)** MMA 215  
3 crs. 4 hrs.

This course will explore type design and its application in visual communication. Students will learn to manipulate type properties to design meaningful and effective graphic communication. The use of industry-standard desktop publishing software will be covered as well as will be applied to a range of typographic solutions.

*Prerequisite:* MMA/ART 100

**Digital Imaging for Graphic Design (Same as ART 225)** MMA 225  
3 crs. 4 hrs.

This course continues the study of digital imaging as it relates to graphic design. A course philosophy for this class is the introduction of photographic images as a basis for approaching 2D design concepts. During the semester, this course shall cover digital input, editing, archiving and the beginning of the study of digital output. Conceptual and technical digital shooting assignments will be assigned to expand students' skills and support topics covered in class. Reading and writing will focus on the use of technology in propelling digital imaging and design.

*Prerequisite:* MMA/ART 100

**Visual Communication and Design (Same as ART 235)** MMA 235  
3 crs. 4 hrs.

This class builds upon principles and skills learned in Foundations of Digital Design. Students will apply principles underlying effective visual communication to increasingly complex design problems. Projects may include poster design, symbols and logos, editorial design, information design, visual identity and branding and other design systems. Critical analysis of design problems and the creative design process will be emphasized. Students will complete reading and writing assignments in addition to problems in visual communications and design.

*Prerequisite:* MMA/ART 100

**Introduction to Multimedia MMP 100**  
3 crs. 4 hrs.

This course introduces students to the fundamentals of multimedia production. In a hands-on class, students will learn the essentials of program design and authoring software in an integrated computer environment. Students will learn how to combine graphics, audio and text to create programs for industrial and educational applications.

**Introduction to Multimedia MMP 100**  
3 crs. 4 hrs.

This course introduces students to the fundamentals of multimedia production. In a hands-on class, students will learn the essentials of program design and authoring software in an integrated computer environment. Students will learn how to combine graphics, audio and text to create programs for industrial and educational applications.

**Multimedia Design MMP 200**  
3 crs. 4 hrs.

Building on the principles learned in introduction to multimedia, students will learn to manipulate graphics and text in more sophisticated ways for use in print layout as well as multimedia. An emphasis will be placed on design concepts for the creation of pages.

*Prerequisite:* MMP 100

**Multimedia Design MMP 200**  
3 crs. 4 hrs.

Building on the principles learned in introduction to multimedia, students will learn to manipulate graphics and text in more sophisticated ways for use in print layout as well as multimedia. An emphasis will be placed on design concepts for the creation of pages.

*Prerequisite:* MMP 100

**Multimedia Programming I MMP 210**  
3 crs. 4 hrs.

This course introduces the basic concepts of programming for multimedia. Students will learn the principles of object-oriented programming and how to create scripts for the manipulation of graphics, audio and text to construct a web-based multimedia presentation.

*Prerequisite:* MMP 100

# Course Descriptions

## MEDIA ARTS AND TECHNOLOGY

### **Programming for Multimedia**

**MMP 220**

4 crs. 5 hrs.

This course introduces the basic concepts of programming for multimedia. Students will learn the principles of object oriented programming and how to create scripts for the manipulation of video, graphics, and text to construct a complete multimedia presentation.

*Prerequisite: MMP 100*

### **Interaction Design with Multimedia Programming**

**MMP 230**

4 crs. 5 hrs.

Students will learn to design interfaces and manipulate graphics, text, video and other multimedia elements through a scripting language such as Flash ActionScript. An emphasis will be placed on planning projects and using programming concepts for the development of games, e-commerce and dynamic multimedia applications.

*Prerequisite: MMP 100*

### **Web Design**

**MMP 240**

3 crs. 4 hrs.

This course will introduce students to the process and techniques of web design. Effective website design and site architecture will be explored through class assignments and critique of existing websites. Hands-on experience designing web pages while using web authoring software and coding HTML manually will be emphasized. Graphic, audio, and animation applications, which allow for image and sound development, will be introduced.

*Prerequisite: CIS 180 or MMP 100*

### **Digital Film Fundamentals**

**MMP 250**

3 crs. 4 hrs.

This course is a comprehensive, workshop-style survey that explores the fundamental concepts and skills required to produce nonfiction digital video pieces. Taught from the ground up, this class will explore planning and pre-production, pitching the concept, basic camera usage, sound recording, interview techniques and non-linear editing strategies. There will be an emphasis on group dynamics, accurate documentation, and rotating crew positions.

*Prerequisite: MMP 100*

### **Introduction to 2D Animation**

**MMP 260**

3 crs. 4 hrs.

Students will learn to design and create motion graphics for multimedia, building projects appropriate both for internet applications and for film and video. Students will learn how to use a vector-based animation program such as Flash MX and animation and visual effects compositing programs to create original work. An emphasis will be placed on planning projects and developing narratives through the use of storyboards.

*Prerequisite: MMP 100*

### **Type in Motion**

**MMP 280**

3 crs. 4 hrs.

This course will cover the fundamentals of animated type. It will adapt and expand traditional typographic principles for dynamic and interactive media. Students will explore typographic elements in space and time with the objective of creating meaningful and expressive animation. Computer animation techniques will be introduced and demonstrated in class. Potential applications include websites, online advertisements, movie titles and broadcast design.

*Prerequisite: MMP 100*

### **Topics in Media Arts and Technology**

**MMP 300**

3 crs. 4 hrs.

MEA 300 will focus on a specific theme, concept, technology or methodology to be announced in advance. Topics for the following semester will be made available by the Media Arts and Technology Department during registration. Each section of the course will cover in depth a single special topic related to media arts and technology, such as one of the following: User Experience Design, Physical Computing, 3D and Laser Printing, Game Design, Documentary Film Production, Experimental Film, Journalism, Media Production, Project Management, Interactive Media, Augmented Reality, Virtual Reality, Television News Production.

*Prerequisite: Any 200-level or above MMP, MMA, VAT or ANI course*

### **Introduction to Video Graphics (Same as VAT 301)**

**MMP 301**

4 crs. 3 hrs.

This course offers an introduction to designing two-dimensional computer generated video graphics. Students create graphics to television productions, such as opening titles for programs to be used in live studio situations and for integration in post-production editing. Students are introduced to motion graphics in 2D and 2+D digital graphic applications.

*Prerequisite: VAT 161 or VAT 171, and CIS 100*

### **Multimedia Programming II**

**MMP 310**

3 crs. 4 hrs.

This course builds on the programming, media manipulation and presentation skills developed in MMP 210 - Multimedia Programming I. Students will learn the multimedia application design process, from planning through production. Using media creation and programming software tools, students will build user-friendly web and multimedia applications.

*Prerequisite: MMP 210*

### **Multimedia Networks**

**MMP 320**

4 crs. 5 hrs.

This course will introduce the fundamentals of computer communications and its effects on multimedia applications, the OSI reference model, communication protocols, transmission media will be discussed and their impact on the performance of multimedia applications will be examined. Different network design strategies and their tradeoffs will be addressed to enhance students' understanding of computer networks for multimedia.

*Prerequisite: MMP 100 and MMP 220*

### **Content Development for the Web**

**MMP 340**

3 crs. 4 hrs.

This course teaches principles and practices of writing and editing for the Web. It covers issues such as writing for an online audience, structuring content across Web pages and integrating text with other media elements. Emphasis is given to writing strategies that exploit the interactive capabilities of the Web.

*Prerequisites: ENG 201 or ENG 121 and MMP 100 or CIS 180*

### **Advanced Web Design**

**MMP 350**

3 crs. 4 hrs.

This course gives the students the tools to build standards compliant, accessible, dynamic websites. Students will incorporate client-side and server-side scripting with advanced CSS to create intuitive and interactive web interfaces. The learning will take place in the context of a content management system. Contemporary web development processes and platforms will be explored. A foundational knowledge of programming concepts, HTML, CSS and design for the web is required for this course.

*Prerequisites: MMP 210 and MMP 240*

### **Introduction to 3D Motion Graphics for Video, Film, Game, Multimedia and Internet (Same as VAT 401)**

**MMP 401**

3 crs. 4 hrs.

Students will learn to construct 3D motion graphics for video, film, game, multimedia, and Internet applications. Students will use advanced CGI Program to make original animations in a three-coordinate space. Students will learn to model three-dimensional objects and to choreograph scenes, controlling character movement, lighting, sound and camera directions.

*Prerequisite: VAT 301, or MMP 200 and ART 224*

### **Distributed Multimedia Applications**

**MMP 420**

4 crs. 5 hrs.

This course will introduce the concept of designing and constructing a distributed multimedia presentation. It will cover issues of synchronization between applications,



# Course Descriptions

## MEDIA ARTS AND TECHNOLOGY

partitioning of relevant applications and interaction management for multimedia applications distributed over a network. The students will be expected to design and implement a simple distributed multimedia application.

*Prerequisite: MMP 320*

### **Multimedia Project Lab** **MMP 460**

4 crs. 5 hrs.

Students will work collaboratively to plan, design and create a complete project to be stored on a CD ROM. Projects may be drawn from such applications as: information kiosks; computer-assisted instruction; and creation of world wide web sites.

*Prerequisites: MMP 200, MMP 210, and MMP 350 or MMP 200 and MMP 320*

## VIDEO ARTS AND TECHNOLOGY

### **Introduction to Video Technology** **VAT 100**

2 crs. 2 hrs.

This course explains how video technology works. It covers the fundamentals of contemporary media technology including understanding video image formation, data compression, picture and sound generation and manipulation, and the impact of new technologies, such as HD-TV and P2P. Lab exercises introduce students to the operations of cameras, video-recording systems, microphones, and the uses of SMPTE Time Code. Students also examine systems for delivering media to the viewer, including webcast, broadcast, and satellite and cable distribution.

*Corequisite: VAT 151*

### **Introduction to Corporate Media Applications** **VAT 150**

3 crs. 3 hrs.

This course introduces students to the many industrial applications of the state-of-the-art media. New technologies and current industrial communication problems are covered. Students study the history of modern communications and each student is given a glossary of technical terms. The course covers corporate needs for artists, designers, photographers, camera operators, video-technicians, multi-image programmers, lighting technicians, and film and video editors.

### **Script to Screen** **VAT 151**

3 crs. 3 hrs.

This course will cover all aspects of the pre-production phase of media production. Students will learn how to write treatments and scripts for documentary and news formats, corporate and industrial videos, public service announcements, commercials, screenplays and teleplays. The course will also cover such aspects of pre-production as script breakdown, budgeting, scheduling, crew hiring, equipment rental and securing locations.

*Prerequisite: SPE100*

### **Introduction to Media Applications** **VAT 152**

3 crs. 3 hrs.

This course introduces students to varied applications of contemporary media in business, entertainment, and the public sector. Students study the processes of media production, the systems for media distribution, and the roles of media professionals. The course surveys the history of modern communications and the terminology of the media industry. Students examine the complex connections between technology, content, style, and

audience response in the creation of media productions.

*Prerequisite: SPE 100 or SPE 102*

### **Scriptwriting** **VAT 153**

3 crs. 3 hrs. 1 lab hrs.

This course focuses on writing treatments and scripts for the screen and video. Students learn the basics of visualizing narratives in 3-act structure; how to identify fiction and non-fiction genres; how to create character and story; how to research and write treatments and outlines; how to write single-column screen plays for narratives and two-column scripts for documentary scripts; and how to give and receive critiques on script work. Throughout, students will develop the basic skills necessary to write and revise scripts or upper-level VAT production classes and beyond.

### **TV Studio Production I** **VAT 161**

3 crs. 2 hrs. 1 lab hrs.

This course is an introduction to all aspects of basic studio television production. Students produce multi-camera TV programs in a fully equipped TV studio. Students learn to perform the functions of a director, floor manager, camera operator, audio engineer, lighting director, and technical director.

*Prerequisite: VAT 100 Corequisite: MES 153*

### **Sound for Performance/Digital Media I** **VAT 165**

3 crs. 3 hrs.

This course is an introduction to the use of audio technology in theatre, television, motion pictures and multimedia. Students will be introduced to the fundamental principles of acoustics and sound recording. Tools, such as various mixing boards, microphones and recorders, will be introduced in the context of theatrical and television production. Sound design for live venues and multimedia presentations will be introduced as well. Assignments will include practical exercises. Lab assignments are required.

*Prerequisite: VAT100 Corequisite: MES 153*

### **Remote Production/Video Editing I** **VAT 171**

3 crs. 2 hrs. 1 lab hrs.

This course teaches students how to conceptualize, shoot and edit a video project. The use of digital cameras as well as lighting and audio instruments on location will be covered. Students will learn pre-production planning, crew protocols and directing skills as they shoot an original project. The fundamentals of post production techniques, from basic editing to final mastering, are taught in a state-of-the-art digital editing lab.

*Prerequisite: VAT 100 Corequisite: MES 153*

### **TV Studio Production II** **VAT 261**

3 crs. 2 hrs. 1 lab hrs.

This course builds upon VAT 161 and focuses on the skills needed to successfully plan and complete a multi-camera professional studio production. Classes are conducted in a state-of-the-art, fully equipped TV studio. Students master the techniques and workflow required to produce programming according to industry standards and practices. Student work is screened, discussed and critiqued to deepen understanding of the art and craft of television.

*Prerequisite: VAT 161 or permission of the department*

## **Sound for Performance/Digital Media II VAT 265**

3 crs. 3 hrs.

This course concentrates on the post-production aspects of audio production. Sound effects editing, Automatic Dialogue Replacement (ADR), Foley editing and music replacement will be covered in the context of television and motion picture post-production. Mastering of recordings for distribution will also be covered. Students will be expected to work on projects using media server technology, allowing for simultaneous picture and sound editing. Collaborative projects will also be included. Lab assignments are required.

*Prerequisite: VAT165 and MMP100*

## **Remote Production/Video Editing II VAT 271**

3 crs. 4 hrs.

This course builds upon VAT 171. It reinforces the skills needed to successfully plan, shoot, edit, and refine remote video productions. The course includes advanced techniques in digital cinematography, digital editing and audio and visual effects.

*Prerequisite: VAT171 or DEPT.*

## **Introduction to Video Graphics (Same as MMP 301)**

**VAT 301**

3 crs. 3 hrs.

This course offers an introduction to designing two-dimensional computer generated video graphics. Students create graphics to television productions, such as opening titles for programs to be used in live studio situations and for integration in post-production editing. Students are introduced to motion graphics in 2D and 2+D digital graphic applications.

*Prerequisite: VAT 161 or VAT 171 or MMP 250*

## **Lighting for Television**

**VAT 302**

3 crs. 3 hrs.

This course will cover the fundamentals of lighting for television. Students will learn the principals of lighting techniques and study the various types of instruments and peripherals used. Besides lectures, there will be hands-on demonstrations both in the studio and on location.

*Prerequisite: VAT161 or VAT171*

## **Cinematography VAT 303**

3 crs. 3 hrs.

This course teaches students about the art and techniques of digital cinematography. Topics are: the use of studio and remote digital video cameras; lighting for digital cinematography; camera movement, camera angles, continuity, and composition; interpreting a director's vision; and digital workflow. Throughout the course, the history and art of cinematography is explored through screenings, text and other analyses.

*Prerequisite: VAT 161 or VAT 171*

## **Teleconferencing**

**VAT 306**

3 crs. 3 hrs.

Teleconferencing offers an immediate, reliable and cost efficient method of creating virtual meetings using video technology. The course acquaints students with teleconferencing methods and applications. Utilizing the BMCC videoconferencing room, students will research and write original projects and conduct actual teleconferences using ISDN and IP telephony, a metropolitan fiber optic LAN, and orbital satellite technology.

*Prerequisite: VAT 161 or VAT 172*

## **Introduction to 3D Motion Graphics for Video, Film, Game, Multimedia and Internet VAT 401**

3 crs. 4 hrs.

Students will learn to construct 3D motion graphics for video, film, game, multimedia, and Internet applications. Students will use advanced CGI Program to make original animations in a three-coordinate space. Students will learn to model three-dimensional objects and to choreograph scenes, controlling character movement, lighting, sound and camera directions.

*Prerequisite: VAT 301, or MMP 200 and ART 224*

# Course Descriptions

## MODERN LANGUAGES

### Modern Languages

Room S601, Telephone: (212) 220-8105  
lan@bmcc.cuny.edu

The Modern Language Department's principal objectives are to develop fluency in the written and spoken language and to familiarize students with foreign literature and culture. All courses are given in the foreign language unless otherwise specified. A language laboratory with the latest equipment provides students with additional practice. The language laboratory is an essential part of all language classes.

The department offers a Modern Languages major with concentrations in French, Italian, and Spanish. This program of study leads to an Associate of Arts (A.A.) degree.

*Chairperson:* Maria Enrico

*Deputy Chairpersons:* Eda Henao, Rafael Corbalán

*Professors:* Peter Consenstein, Rafael Corbalán, Maria Enrico, Eda Henao, Nidia Pullés-Linares, Alister Ramírez, Fay Rogg, Oneida Sánchez, Francisca Suárez-Coalla, Alejandro Varderi, Carol Wasserman

*Associate Professors:* Valérie Thiers-Thiam

*Assistant Professors:* Silvia Alvarez-Olarra, Margaret Carson, Rachel Corkle, Maria De Los Angeles Donoso Macaya, Ainoa Inigo, Ling Luo, Safiya Maouelainin, Sophie Marinez, J. Thomas Means, Alicia Perdomo, Marilyn Rivera, Silvia Roig, Lisa Sarti, Kristina Varade

*Lecturers:* Patrizia Comello Perry, Evelin Gamarra-Martinez, Fanny Rodriguez

*Instructor:* Chun-Yi Peng

*Senior Laboratory Technicians:* Andres Amador, Luis-Alfredo Cartagena

*College Laboratory Technicians:* Daniel Amaranto, Jean Felix Patrick Colimon, Adela George, Alessandra Peralta Avila, Mohamed Safaini

*Adjunct Faculty:* There are approximately 40 adjuncts in the department.

### ARABIC

#### Elementary Arabic I

ARB 105

3 crs. 3 hrs. 1 lab hr.

Elementary Arabic I is a complete beginner-level course for students who have had no previous background in Arabic. Listening, speaking, reading and writing are emphasized with an introduction to Arabic culture.

#### Elementary Arabic II

ARB 106

3 crs. 3 hrs. 1 lab hr.

Students will continue the study of basic Arabic begun in ARB 105. They will also further their skills in listening comprehension, speaking, reading and writing in Arabic.

*Prerequisite:* ARB 105 or departmental placement test

### CHINESE

#### Chinese I

CHI 101

3 crs. 3 hrs. 1 lab hr.

This course is for students who have no previous background in Modern Chinese (Mandarin). The pronunciation is that of Peking. Skills in comprehension, reading, and writing are developed, but emphasis is on speaking.

#### Chinese II

CHI 102

3 crs. 3 hrs. 1 lab hr.

This is the continuation of the study of Chinese, developing and strengthening skills in comprehension, speaking, reading, and writing. The pronunciation taught is that of Peking. Emphasis is on speaking.

*Prerequisite:* CHI 101 or departmental approval

#### Introductory Chinese I

CHI 105

3 crs. 3 hrs. 1 lab hr.

This course is for students who have had no previous background in Mandarin Chinese. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized.

*Prerequisite:* Departmental Placement

#### Introductory Chinese II

CHI 106

3 crs. 3 hrs. 1 lab hr.

Students will continue the study of basic Chinese grammar begun in CHI 105. They will also further their skills in listening comprehension, reading and writing in Chinese. *Prerequisite:* CHI 105 or Departmental Placement

#### Chinese III

CHI 200

3 crs. 3 hrs.

This course includes a review of grammar plus the study of Chinese civilization and selected readings in Chinese literature. Self-expression through oral and written reports is emphasized.

*Prerequisite:* CHI 102 or departmental approval

#### Chinese IV

CHI 210

3 crs. 3 hrs.

This is an intensive writing and reading course in Chinese language. While developing integrated language skills, it emphasizes writing and critical analysis of content materials. The texts concentrate on Chinese contemporary and classical literary writings, as well as texts treating Chinese culture and history.

*Prerequisite:* CHI 200 or departmental approval

#### Modern Chinese Film

CHI 411

3 crs. 3 hrs.

This course will introduce representative Chinese films during the 20th century. This course will examine the social and cultural impact of films from China, Hong Kong and Taiwan over six basic periods: before the 1930s, 1930-40s, 1949-1966, 1966-1976, 1976-90s, 21st century. Students will develop academic competence in critical thinking and literary appreciation from historical and cultural perspectives. Readings, written work and oral reports will be in Chinese.

*Prerequisite:* CHI 210 and/or department approval or any Chinese 400 level course

#### 20th Century Chinese literature

CHI 440

3 crs. 3 hrs.

A study of 20th century Chinese literary development, this course examines the literary writings, major authors and literary movements in cultural and historical contexts. The course also reviews the development of China's ethnic minority literature, the growth of popular literature, and the evolution of regional literature. Course readings include selected writings from four historical periods: 1900-16, 1917-49, 1949-85 and 1986-2000. Written projects and oral reports are required.

*Prerequisite:* CHI 210 or departmental approval or any other 400-level Chinese course, except CHI 476

#### Chinese Civilization and Language

CHI 476

3 crs. 3 hrs.

This is a study abroad course that further develops students' Chinese language skills and expands their knowledge of Chinese culture and social development. The course is offered as the major part of the Study-Abroad-in-China Program, which includes a combination of class meetings, seminars and field trips to places of historic interest and cultural importance. The course provides opportunities for students to gain first-hand experience about contemporary Chinese cultural life. While participating in skill-based language learning activities that improve students' competence in listening, speaking, reading and writing, the course gives students opportunities to attend

# Course Descriptions

## MODERN LANGUAGES

lectures that provide information about Chinese cultural patterns, customs, literature, history, social development and traditions of art and music. The course adopts a unique transcultural-linguistic approach to instruction that efficiently facilitates and enhances the learning of Chinese language and culture. Prerequisite: CHI 102 or above, or proficiency in CHI 102 as determined by the Modern Languages Department placement test and at least 3 credits in a foreign language taught at CUNY.

### FRENCH

**French I** **FRN 101**  
4 crs. 4 hrs. 1 lab hr.

This is a course for students who have had no previous background in French. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized.

**French II** **FRN 102**  
4 crs. 4 hrs. 1 lab hr.

In this continuation of French I, grammar, composition, oral comprehension of simple literary texts are developed supplemented by readings and analysis of French texts.

**Introductory French I** **FRN 105**  
3 crs. 3 hrs. 1 lab hr.

This course is for students who have had no previous background in French. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized.

*Prerequisite: Departmental Placement*

**Introductory French II** **FRN 106**  
3 crs. 3 hrs. 1 lab hr.

Students will continue the study of basic French grammar begun in FRN 105. They will also further their skills in listening comprehension, reading and writing in French.

*Prerequisite: FRN 105 or Departmental Placement*

**Basic Conversational French** **FRN 150**  
3 crs. 3 hrs.

This course for non-native students having mastered two semesters of French is designed to build confidence and competence in conversing in French.

*Prerequisite: FRN 102 or departmental approval*

**French III** **FRN 200**  
3 crs. 3 hrs.

This course includes a review of grammar plus the study of French civilization and selected readings in French literature.

**French IV** **FRN 210**

3 crs. 3 hrs.

While reviewing advanced grammar, students are trained in literary analysis through the works of modern French authors.

**French Film and Conversation** **FRN 311**  
3 crs. 3 hrs.

This course involves intensive oral work consisting of discussions of French/Francophone films. Communicative activities and drills in pronunciation, intonation and rhythm are included as well as several oral presentations throughout the course. A wide variety of topics ranging from everyday life problems to major social and cultural issues will be discussed. Readings, written work, and discussions will be in French.

*Prerequisite: FRN 200 or departmental approval*

**Francophone Literature** **FRN 400**  
3 crs. 3 hrs.

This course explores literature written in French from countries outside of France. Works from French Canada, the Caribbean islands (Guadeloupe, Martinique, and Haiti) as well as North and West Africa will be included. Themes highlighting cultural and social differences with France will be discussed. Readings, written work, and oral reports will be in French.

*Prerequisite: FRN 210 or departmental approval, or any 400 level course*

**French V: Survey of French Literature I** **FRN 430**  
3 crs. 3 hrs.

The chronological evolution of French literature and its relation to French culture and ideas are studied. Major works by representative authors from the 17th century are read and discussed with emphasis on ideas and style. Included are selections from Corneille, Moliere, Racine, la Fontaine, Bossuet, Fenelon, Fontenelle, and Marivaux (introduction to early 18th century trends and post-revolution changes in classical literature). Written and oral reports are required.

*Prerequisite: FRN 210 or departmental approval, or any 400 level course*

**French VI: Survey of French Literature II** **FRN 435**  
3 crs. 3 hrs.

This course concentrates on the literature of the Enlightenment and the 19th century as reflected in the works of Voltaire, Rousseau, Montesquieu, Balzac, Flaubert, Stendhal and the Romantic and Symbolist poets. Written and oral reports are required. This course may be taken before French V.

*Prerequisite: FRN 210 or departmental approval, or any 400 level course*

**French VII: 20th-Century French Literature** **FRN 440**  
3 crs. 3 hrs.

In this study of the major writers and literary movements (surrealism, avant-garde, existentialism) of the 20th century, emphasis is placed on novelists like Proust, Mauriac and Camus; playwrights such as Claudel, Giraudoux, Sartre, Anouilh, Ionesco and Beckett; and the poets Valery, Eluard and Aragon. Written and oral reports are required. This course may be taken before French V and French VI.

**Literature and Cinema from West Africa** **FRN 446**  
3 crs. 3 hrs.

This course introduces students to literature and cinema from French speaking West African countries. We will study various works from the 1950s up to the present through five major themes: oral tradition, cultural alienation, social and political criticism, women's condition and the old/new generation conflict. Documents studied will include novels, documentaries, fiction, films and songs. Some of the authors to be considered include: D.T. Niane, Camara Laye, Ahmadou Kourouma, Sembene Ousmane, Djibril Diop Mambety, Maraima Ba and Safi Faye. This course is taught in French.

**Advanced French Grammar and Composition I** **FRN 455**  
3 crs. 3 hrs.

The course reviews advanced grammar and syntax and includes composition exercises, with emphasis on developing advanced oral and written proficiency in French. Through the close analysis of texts on a wide range of cultural and social issues, students will learn strategies for writing organized, compelling essays. Students are expected to complete extensive grammar exercises, participate in discussions in class, and write short essays. Readings, written work, and discussions will be in French.

*Prerequisite: FRN 210 or departmental approval*

**Advanced French Composition** **FRN 456**  
3 crs. 3 hrs.

The objective of this course is to continue developing advanced oral and written proficiency in French through critical analysis of different texts covering a wide range of contemporary cultural and social issues. Emphasis is placed on writing persuasive and argumentative essays. Students are expected to keep a journal, a vocabulary log, actively

# Course Descriptions

## MODERN LANGUAGES

participate in discussions in class, and write short essays. Readings, written work, and discussions will be in French.

*Prerequisite:* FRN 210 or departmental approval

### **Existentialism in French Literature** FRN 460 3 crs. 3 hrs.

The course brings to life the essentials of existentialist philosophy in plays and novels of French authors such as Sartre and Camus, with modern insights into the age-old question of free choice and predestination, the relevancy or irrelevancy of God, commitment or alienation, and the meaning or the absurdity of life. Readings are in French; class discussions and written work in English/ French.

*Prerequisite:* FRN 210 or departmental approval, or any 400 level course

### **The Individual and Society in 19th Century French Literature** FRN 461 3 crs. 3 hrs.

Based on works by Chateaubriand, Stendhal, Balzac, and Zola, this course analyzes the relationship between the individual and society undergoing critical changes. Special attention is given to the problem of the Romantic ego in a materialistic society and the coming of age of a new "hero" emerging from the Industrial Revolution. Readings are in French; discussion and written work in English or French.

*Prerequisite:* FRN 210 or departmental approval, or any 400 level course

### **History of French Drama and Theater** FRN 462 3 crs. 3 hrs.

This is a history survey of the theories of French Theater evolved from the Greek Tragedy through medieval, classical Romantic, Realistic, Symbolist and Surrealist theater up to Avant-garde Theater and the Theater of the Absurd. Readings are in French, discussion in English.

*Prerequisite:* FRN 210 or departmental approval, or any 400 level course

### **Modern French Civilization** FRN 470 3 crs. 3 hrs.

The main aspects of French life and culture as expressed in social, intellectual, and philosophical history are studied in this course. Emphasis is given to the geographic situation, economic, and social changes; the main trends of thought in French tradition, and their impact on modern France. Readings are in French, discussion in English and French.

*Prerequisite:* FRN 200 or departmental approval

### **French Heritage** FRN 476 3 crs. 3 hrs.

This is a study abroad course that will further

develop students' four skills of listening, speaking, reading and writing in French. Students will consolidate their knowledge of grammar through contextualized analysis. Students will also do further work on selected contemporary themes related to French society and institutions (e.g., the press in France, cinema, food, etc.)

*Prerequisite:* FRN 102 or departmental approval. GPA of 3.0 or above.

## GERMAN

### **German I** GER 101 4 crs. 4 hrs. 1 lab hr.

This is a course for students who have had no previous background in German. Grammar is taught inductively and simple texts are read. Skills in comprehension, speaking, reading, and writing are developed.

### **German II** GER 102 4 crs. 4 hrs. 1 lab hr.

In this continuation of German I, grammar, composition, conversation, reading and analysis of simple literary texts are covered.

*Prerequisite:* GER 101 or departmental approval

### **ITALIAN** **Italian I** ITL 101 4 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in Italian. Grammar is taught inductively and simple texts are read. Skills in comprehension, speaking, reading and writing are developed.

### **Italian II** ITL 102 4 crs. 4 hrs. 1 lab hr.

In this continuation of Italian I, grammar, composition, conversation, and reading of Italian texts are covered.

*Prerequisite:* ITL 101 or departmental approval

### **Introductory Italian I** ITL 105 3 crs. 3 hrs. 1 lab hr.

This course is for students who have had no previous background in Italian. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized.

*Prerequisite:* Departmental Placement

### **Introductory Italian II** ITL 106 3 crs. 3 hrs. 1 lab hr.

Students will continue the study of basic Italian grammar begun in ITL 105. They will also further their skills in listening comprehension reading and writing in Italian.

*Prerequisite:* ITL 105 or Departmental Placement

### **Literature, Culture and Civilization of Italy** ITL 170 3 crs. 3 hrs.

This liberal arts elective is an introduction to the evolution and development of Italian culture and civilization through the literary and artistic features, geared to the understanding of present day problems of modern European Italy and the Italian-American people. Readings are in English, and term papers are in English.

### **Italian III** ITL 200 3 crs. 3 hrs.

Study in this course includes a review of grammar and of composition. Modern prose is read, discussed and analyzed.

### **Italian IV** ITL 210 3 crs. 3 hrs.

This intensive writing course emphasizes comprehension, writing, and analysis of Italian contemporary and classical texts.

### **Advanced Grammar and Conversation** ITL 250 3 crs. 4 hrs.

Italian 250 is for students who can communicate comfortably in sentence-length discourse and who can link sentences into simple paragraphs with some ease. The present, future and past tenses are reviewed and more complex grammar structures are introduced. Authentic literary readings solidify students' communication skills by providing themes for class discussions and written assignments and as a context for the practice of grammar structures. Language laboratory work may be assigned.

*Prerequisite:* ITL 200 or departmental approval

### **The Modern Italian Short Story** ITL 260 3 crs. 3 hrs.

This course involves intensive written and oral work consisting of discussions of Italian short stories. Drills in advanced grammar are included as well as several oral presentations throughout the course. Readings will be assigned for homework and discussed during class sessions. Students are expected to write a journal for weekly submission and discussion, keep a vocabulary log, actively participate in discussions in class, and prepare one paper and one oral presentation on the literature covered. Readings, written work, and discussions will be in Italian.

*Prerequisite:* ITL 200 or department approval

### **Italian Film and Conversation** ITL 311 3 crs. 3 hrs.

This course involves intensive oral and written work consisting of discussions of Italian films in context. Several essays will be written in Italian. Drills in pronunciation, intonation and rhythm are included as well as several oral presentations throughout the course. Films will be screened during lab time and discussed during class sessions. A wide

# Course Descriptions

## MODERN LANGUAGES

variety of topics ranging from everyday life problems to major social and political issues will be discussed.

*Prerequisite: ITL 200 or departmental approval*

### **Survey of Italian Literature** **ITL 430** 3 crs. 3 hrs.

A survey of Italian literature and its relation to Italian culture and ideas are studied. Selections from major works by representative authors are read and discussed. A wide variety of topics from Dante to contemporary literature will be covered. Written and oral reports are required. Students are expected to keep a reflection journal, keep a vocabulary log, actively participate in discussions in class, and prepare 3 short papers and one oral presentation on the literature covered. Readings, written work, and discussions will be in Italian.

*Prerequisite: ITL 210 or departmental approval*

## **SPANISH**

### **Spanish I** **SPN 101** 4 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in Spanish. Grammar is taught inductively and simple texts are read. Speaking, reading and writing are emphasized

### **Spanish II** **SPN 102** 4 crs. 4 hrs. 1 lab hr.

In this continuation of Spanish I, grammar, composition and oral comprehension are developed and supplemented by readings or Spanish texts. Students who have taken SPN 103 will not receive credit for this course.

*Prerequisite: SPN 101 or departmental approval*

### **Elementary Spanish for Speakers of Spanish** **SPN 103**

4 crs. 4 hrs. 1 lab hr.

This is an elementary Spanish course for students who can speak Spanish but have no formal training in the language. Students who have taken SPN 101 and/or SPN 102 will not receive credit for this course.

*Prerequisite: Knowledge of spoken Spanish and departmental approval*

### **Introductory Spanish I** **SPN 105** 3 crs. 3 hrs. 1 lab hr.

This course is for students who have had no previous background in Spanish. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized students who have taken SPN 103 will not receive credit for this course.

*Prerequisite: Departmental Placement*

### **Introductory Spanish II** **SPN 106** 3 crs. 3 hrs. 1 lab hr.

In this continuation of Spanish I, grammar,

composition and oral comprehension are developed and supplemented by readings or Spanish texts. Students who have taken SPN 107 will not receive credit for this course.

*Prerequisite: SPN 105 or Departmental Placement*

### **Introductory Spanish for Speakers of Spanish** **SPN 107** 3 crs. 3 hrs. 1 lab hr.

This is an elementary Spanish course for students who can speak Spanish but have no formal training in the language. Students who have taken SPN 101 and/or SPN 102 will not receive credit for this course.

*Prerequisite: Knowledge of spoken Spanish and Departmental Placement*

### **Spanish Conversation** **SPN 130** 2 crs. 2 hrs.

Designed primarily for Health/Medical area students, this course emphasizes the practice of conversation based on medical terminology and useful expressions and idioms. Classes will be assigned according to the student's background in Spanish. Use is made of the language laboratory.

### **Basic Spanish Conversation** **SPN 150** 3 crs. 3 hrs.

This course for non-native speaking students may follow the two semester sequence in Spanish. It is designed to build confidence and competence in conversing in Spanish.

*Prerequisite: SPN 102 or departmental approval*

### **Spanish III** **SPN 200** 3 crs. 3 hrs.

Study in this course includes a review of grammar and reading plus discussion of selected works by modern authors. Self-expression through oral and written reports is emphasized.

*Prerequisite: SPN 102 or SPN 103 or departmental approval*

### **Spanish IV** **SPN 210** 3 crs. 3 hrs.

This intensive writing course emphasizes comprehension, writing, and analysis of contemporary and classical texts.

*Prerequisite: SPN 200 or departmental approval*

### **Spanish Film and Conversation** **SPN 311** 3 crs. 3 hrs.

This course involves intensive oral work consisting of discussions of Hispanic films. Drills in pronunciation, intonation and rhythm are included as well as several oral presentations throughout the course. Films will be screened during class sessions or as homework assignments. Readings, written work, and discussions will be in Spanish.

*Prerequisite: SPN 200 or departmental placement*

### **Latin American Women Writers** **SPN 400**

3 crs. 3 hrs.

This course introduces students to a representative sampling of Latin American women writers from the colonial period to the twentieth century. The course will disseminate a body of literature, which is represented minimally in Hispanic literature courses. Feminism, machismo, motherhood, sexual and political activism and the role of women as writers are some of the issues that will be explored and discussed during the semester.

### **Spanish-American Theatre** **SPN 410** 3 crs. 3 hrs.

This course is a survey of major trends in Spanish-American theatre from pre-Columbian times to the present with emphasis on 20th century theatre. Among the authors who will be studied are: Gonzalez Eslava, Ruiz De Alarcon, Sor Juana Ines De La Cruz, Florencio Sanchez, Rodolfo Usigli, Egon Wolff, Augusto Boal, Jose Triana, Jorge Diaz, Luis Rafael Sanchez, Griselda Gambaro, Isadora Aguirre.

### **Introduction to Spanish Theatre** **SPN 420** 3 crs. 3 hrs.

This course is an introduction to Spanish theatre through the reading and analysis of the major playwrights—Lope de Vega, Calderón, Moratín, El Duque de Rivas, Galdós, Benavente—from the Seventeenth Century to the Generation of 1898.

*Prerequisite: SPN 210 or departmental approval, or any 400 level course except SPN 476*

### **Introduction to Spanish Poetry of the 20th Century** **SPN 425** 3 crs. 3 hrs.

This course is an in-depth study of the poetry of representative Spanish poets with emphasis on the generation of 1927. Poets studied include Góngora, Bécquer, Machado, Alberti, Lorca, León Felipe, and José A. Goytisolo.

*Prerequisite: SPN 210 or departmental approval, or any 400 level course except SPN 476*

### **Creative Writing in Spanish** **SPN 426** 3 crs. 3 hrs.

This course focuses on advanced composition skills and writing techniques. It helps students to fine tune their grammar and develop their own creative voice through the reading of representative and contemporary authors and the writing of a variety of personal narrations, both fictional and non-fictional such as memoirs/mini-autobiographies, short stories and blogs.

*Prerequisite: SPN 210 or any 400-level Spanish course or departmental approval*

### **Spanish V: Survey of Spanish** **SPN 430**

# Course Descriptions

## MODERN LANGUAGES

3 crs. 3 hrs.

A chronological study is made of Spanish literature against its cultural and ideological background. Major works by representative writers from the Middle Ages to the end of the Golden Age are read and analyzed. Readings include selections from the "Poema de Mio Cid," Don Juan Manuel, Jorge Manrique, Fernando de Rojas, Cervantes, Quevedo, and Calderon de la Barca. Written and oral reports are required.

*Prerequisite: SPN 210 or departmental approval, or any 400 level course except SPN 476*

### **Spanish VI: Survey of Spanish** **SPN 435**

3 crs. 3 hrs.

This course is a survey of the representative authors of the 18th and 19th centuries - Moratin, el Duque de Rivas, Larra, Becquer, Zorrilla and Galdos - with emphasis on neoclassicism, romanticism, and realism in the novel, theater and poetry of the period. Reading and oral reports are required.

*Prerequisite: SPN 210 or departmental approval, or any 400 level course except SPN 476*

### **The Short Story in the Spanish Speaking Caribbean (Same as LAT 239)** **SPN 439**

3 crs. 3 hrs.

This course studies the short story as major form of literary expression in the Spanish speaking countries of the Caribbean: Colombia, Cuba, the Dominican Republic, Puerto Rico, and Venezuela. It studies the development of the short story beginning with Indian legends recreated by Spaniards during the early Colonial period. Examples of short stories written during the different literary movements are studied and analyzed. The relationship between the writer and society is analyzed as well as the common history, culture, and socio-economic problems which are reflected in each story. Note: This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.

*Prerequisite: SPN 210 or departmental approval*

### **Spanish VII: 20th Century Spanish Literature** **SPN 440**

3 crs. 3 hrs.

The major authors and literary movements of the 20th century in Spain are studied with emphasis on representative genres. Works of Unamuno, Ortega, Machado, Juan R. Jimenez, Salinas, Garcia Lorca, Cela and others are analyzed. Written and oral reports are required.

### **Spanish VIII : Survey of Spanish-American Literature** **SPN 445**

3 crs. 3 hrs.

Spanish-American Literature This course involves a chronological history of Spanish-

American literature from the Colonial period to the 19th century. Readings include selections from el Inca Garcilaso, Sor Juana Ines de la Cruz, Sarmiento, Jose Hernandez, Palma, Marti, Dario, and others. Written and oral reports are required.

*Prerequisite: SPN 210 or departmental approval, or any 400 level course except SPN 476*

### **Spanish IX: 20th Century Spanish-America** **SPN 450**

3 crs. 3 hrs.

The major authors and literary movements of the late 19th and 20th centuries are studied. Works of Quiroga, Reyes, Neruda, Vallejo, Carpentier, Borges, Rulfo, Fuentes, Marques and others are analyzed. Written and oral reports are required.

### **Advanced Spanish Grammar and Composition** **SPN 455**

3 crs. 3 hrs.

The course reviews advanced grammar and syntax and includes composition exercises, with emphasis on developing advanced oral and written proficiency in Spanish. Through the close analysis of texts on a wide range of cultural and social issues, students will learn strategies for writing organized, compelling essays. Students are expected to complete extensive grammar exercises, participate in discussions in class, and write short essays.

*Prerequisite: SPN 210 or departmental placement/approval*

### **Advanced Spanish Composition** **SPN 456**

3 crs. 3 hrs.

The objective of this course is to continue developing advanced oral and written proficiency in Spanish through critical analysis of different texts covering a wide range of contemporary cultural and social issues. Emphasis is placed on writing persuasive and argumentative essays. Readings, written work, and discussions will be in Spanish.

*Prerequisite: SPN 210 or departmental approval*

### **Literature and Civilization of the Spanish-American** **SPN 470**

3 crs. 3 hrs.

The evolution of Spanish-American civilization is studied through literature to enhance understanding of present-day problems and potentialities. Emphasis falls on the relevance of the topography of the regions, the Spanish conquest and colonization, conflicts among cultures and religions of the indigenous peoples: Hispanic settlers, Africans, and recent immigrants; oral and written transmissions of traditions; the struggle for independence; movements for political, social, and economic reforms; the cultural obstacles, the emergence of

linguistic distinctiveness and the quest for self-realization are studied. Readings are in Spanish, discussions are in English or Spanish.

*Prerequisite: SPN 210 or departmental approval, or any 400 level Spanish course except SPN 476*

### **Literature, Culture and Civilization** **SPN 472**

3 crs. 3 hrs.

This course is a survey of the literature, culture and civilization of the Greater Antilles (Cuba, Puerto Rico, Santo Domingo, Haiti and, Jamaica) geared to the understanding of their heritage as it is preserved by their languages and their artistic achievements. Readings are mainly in English; class discussions are in English, Spanish, and any other modern language.

*Prerequisite: SPN 210 or departmental approval, or any 400 level course except SPN 476*

### **Hispanic Heritage** **SPN 476**

3 crs. 3 hrs.

This is a study abroad course in which students will enhance their language skills and knowledge of a foreign culture through class meetings, seminars, and on-site visits to places of historic and cultural importance. They will be immersed in the language of the country and attend language and literature courses.

*Prerequisite: SPN 102 or departmental approval*

### **Spanish and Latin American Texts into Films** **SPN 480**

3 crs. 3 hrs.

This course will introduce students to film adaptations of Spanish and Latin American novels, short stories, diaries and theater plays in the context of the literary and film debate: how does film "translate" text? Should the film be "faithful" to the text? If so, faithful to what aspects, plot dialogue, chronology, social and psychological and socioeconomic backgrounds will be included. Special attention will be given to the study of nationality, gender and sexual differences within Spanish and Latin American societies. Students will examine the connections between text and film, as well as the fundamentals of written and visual identification with the cinematic and textual apparatus.

## Music and Art

Room F1130, Telephone: (212) 220-1464  
art@bmcc.cuny.edu

Courses in music and art are designed to provide a broad exposure to the fine and performing arts, art history and music literature. Students develop an awareness of the beauty of music and art and their meanings. They also learn to enjoy and participate as spectators and viewers or as trained amateurs and professionals. The Music and Art Department offers an Art Foundations major focusing on Art History that leads to the Associate (A.A.) degree and an Art Foundations major in Studio Art that leads to an Associate of Science (A.S.) degree. Students pursuing the Studio Art can choose from program electives in Drawing, Digital Imaging, Painting, Sculpture, or Photography.

*Chairperson:* Howard Meltzer

*Professors:* Douglas K. Anderson, Betty Copeland, Ann Hjelle, Anthony J. Sorce, Eugenia Yau

*Associate Professors:* Simon Carr, Sarah Haviland, Peter Hollerbach, Howard Meltzer, Joyce Moorman, Elizabeth Towery

*Assistant Professors:* Patricia Genova, Peter (Xico) Greenwald, Maureen Keenan, Yiu-Hsuan Liao, Carla Machiavello, Sarah Madole, Charles McGill, Michael Morford, Florence Quideau, Thaddeus Radell, Jessica Ramirez, Robert Reed

*College Laboratory Technician:* Lyubov Shumova

*Adjunct Faculty:* There are approximately 76 adjuncts in the department.

### MUSIC

#### Fundamentals of Music

MUS 101

1 crs. 2 hrs.

This is a preparatory course in rudiments designed for the layman. A study of notation, rhythm, scales and keys, intervals, and chord structures.

#### Principles of Music

MUS 102

3 crs. 3 hrs.

Principles of Music is an introductory course in which musical elements, structures and styles are studied. Development of analytic abilities will be emphasized through consideration of major musical works by diverse composers from different eras of the Western Classical tradition. A wide variety of types and forms of music literature will be studied, including symphony, concerto, song, opera, etc. Students will attend a live musical performance. Credit will be granted for MUS 102 or MUS 103, but not both.

#### Music and Western Civilization

MUS 103

3 crs. 3 hrs.

An introduction to the music of the Western world and its cultures through a variety of listening experiences. The course will emphasize the place of music in Western Society, as well as influences by and on other cultures. Selected musical works, most dating back from the 16th century through the present, are the subject of exploration.

#### Basic Music

MUS 105

3 crs. 3 hrs.

This is an introductory level class for the music major, the education major, or the layperson. Students will learn to read music, play a keyboard instrument, sight-sing and take dictation. This course is not open to students who have completed MUS 101, MUS 113 or MUS 140.

#### Worldbeat! Global Music Introduction

MUS 106

2 crs. 2 hrs.

The course is designed to encourage critical listening by bringing the student into direct contact with music of Western and non-Western cultures. It stresses the elements of music: rhythm, melody, harmony, texture, tone, and color by studying and analyzing their juxtapositions, and their total effect on musical forms and styles of the world. Musical illustrations are analyzed not only in musical terms but in relation to important historical, geographical, and ethnological factors.

#### Introduction of World Music

MUS 107

3 crs. 3 hrs.

This introductory survey course explores the

world's music cultures with emphases on traditional and popular music styles. Ranging from local ritual musical practices to global commercial hip hop, this course considers the world's music in relation to broad historical, cultural, and social contexts. Requiring no prior knowledge of music, students will become familiar with basic principles of musical organization as well as the culturally specific ways in which people engage them. Through guided listening, assigned readings, critical writings, and focused discussion this course will cultivate an understanding of and appreciation for the world's musical and cultural diversity by examining the important link between music and the society that produces it.

#### Introduction to

#### African-American Music

MUS 108

2 crs. 2 hrs.

This course covers the history of Black music in the United States from slavery to present, including a thorough investigation of African backgrounds of the music of slavery, the blues, jazz, gospel, rhythm and blues, as well as Black music in Western art forms. Extensive listening and attendance at live musical performances are required.

#### Music I: Introduction to Music

MUS 110

2 crs. 2 hrs.

The ability to listen to music intelligently and to recognize specific styles, forms, and idioms are developed in this course. Consideration is given to musical aspects of the historical eras from the early Christian period to the present. Students are required to attend concerts and do assigned reading and listening.

#### Music Theory I: Fundamentals of Music Theory

MUS 112

2 crs. 3 hrs.

This course is an introduction to essentials in four voice part-writing, voice leading, composing a soprano line to a given bass, and harmonizing a given soprano in 17th and 18th century chorale style. There will be some analysis of Bach chorales.

#### Musicianship I & II

MUS 113, MUS 213

1 crs. 2 hrs.

Sight singing, ear training, rhythmic reading, and dictation are coordinated with MUS 112 and MUS 212.

*Prerequisite for MUS 113:* MUS 101 or departmental approval

*Prerequisite for MUS 213:* MUS 105, MUS 113 or departmental approval

#### Music and Movement in Learning (same as EDU 204)

MUS 116

3 crs. 3 hrs.

This course will prepare future elementary



# Course Descriptions

## MUSIC AND ART

school teachers to bring music to the classroom. Elementary level vocal music will be studied with an emphasis on singing, conducting, and choreographing. The first several weeks will be devoted to gaining an understanding of rhythmic notation through written work and score study. An understanding of time signatures and meter will be emphasized through classroom and homework. Subsequent lessons will focus on pitch and reading melodies. An understanding of basic musical forms such as binary and ternary will be gained with consideration given to body movement. Each student will prepare a sample lesson plan for teaching movement in a simple choral piece and teach it to the class. Discussion of standard public school requirements for lesson planning will be included.

### **Woodwind Class** **MUS 120** 1 crs. 2 hrs.

Students learn to play the clarinet or other woodwind instruments. Attention is given to methods of group instruction used in the public schools.

### **Strings** **MUS 125** 1 crs. 2 hrs.

Students learn to play violin or other stringed instruments. Attention is given to methods of group instruction used in the public schools.

### **Brasswind Class** **MUS 130** 1 crs. 2 hrs.

Students learn to play a brass instrument. Attention is given to methods of group instruction used in the public schools.

### **Percussion** **MUS 135** 1 crs. 2 hrs.

Students learn to play percussion instruments. Attention is given to methods of group instruction used in the public schools.

### **Piano Class I** **MUS 140** 1 crs. 2 hrs.

Designed for study of the piano as secondary instrument, the course includes acquaintance with the keyboard, scales, chords, sight reading, transposition and elementary piano repertoire.

### **Piano Class II** **MUS 150** 1 crs. 2 hrs.

Designed for study of the piano as secondary instrument, the course includes acquaintance with the keyboard, scales, chords, sight reading, transposition and elementary piano repertoire.

*Prerequisite: MUS105 and MUS140 or DEPT. PERMIT*

### **Voice Class I** **MUS 160** 1 crs. 2 hrs.

This course introduces voice students to the basic principles of voice production and prepares prospective teachers for proper handling of young voices. The fundamentals of correct voice production are studied, including breathing, breath control, and elementary study of vowel sounds and consonants. Elementary songs, poise, posture and stage presence are presented from the point of view of the student's own voice to prepare him/her to teach voice classes.

### **Voice Class II** **MUS 170** 1 crs. 2 hrs.

This course introduces voice students to the basic principles of voice production and prepares prospective teachers for proper handling of young voices. The fundamentals of correct voice production are studied, including breathing, breath control, and elementary study of vowel sounds and consonants. Elementary songs, poise, posture and stage presence are presented from the point of view of the student's own voice to prepare him/her to teach voice classes.

*Prerequisite: MUS160*

### **Guitar Class I** **MUS 180** 1 crs. 2 hrs.

The first term teaches students to play folk songs in the keys of C and G major. In the second term, strums, rhythms and fundamental chords in all keys are presented. The course includes modern choral accompaniments for simple popular, rock and jazz songs played in classroom, camp and playground settings. Students must supply their own instruments.

### **Guitar Class II** **MUS 190** 1 crs. 2 hrs.

The first term teaches students to play folk songs in the keys of C and G major. In the second term, strums, rhythms, and fundamental chords in all keys are presented. The course includes modern choral accompaniments for simple popular, rock, and jazz songs played in classroom, camp and playground settings. Students must supply their own instruments.

### **Music Theory II: Elementary Harmony** **MUS 212** 2 crs. 3 hrs.

This is a course in part-writing, using triads and diatonic seventh chords, with inversions and non-harmonic tones. The course includes study of short musical forms, analysis and composition of short examples.

*Prerequisite: MUS112*

### **Music in World Culture** **MUS 220** 2 crs. 2 hrs.

The course is designed to encourage critical listening by bringing the student into direct

contact with music of Western and non-Western cultures. It stresses the elements of music-rhythm, melody, harmony, texture, tone, color-by studying and analyzing their juxtapositions, and their total effect on musical forms and styles of the world. Musical illustrations are analyzed not only in musical terms but in relation to important historical, geographical and ethnological factors.

### **Introduction to Digital Music** **MUS 225** 3 crs. 4 hrs.

This course will introduce students to the basics of using a computer for music: musical notation technology, MIDI technology, digital audio technology and recording studio techniques.

*MUS 105 or instructor's approval*

### **African-American Music** **MUS 230** 2 crs. 2 hrs.

This course covers the history of Black music in the United States from slavery to present, including a thorough investigation of African backgrounds of the music of slavery, the blues, jazz, gospel, rhythm and blues, as well as Black music in Western art forms. Extensive listening and attendance at live musical performances are required.

### **Piano Class III & IV** **MUS 240, MUS 250** 1 crs. 2 hrs.

Continuation of MUS 140 and MUS 150.

### **Jazz Performance Workshop I** **MUS 301** 1 crs. 2 hrs.

This course is designed to familiarize the student, through performance, with small group and big band jazz techniques. These include improvisational concepts, chord progressions, interpretation, conception, phrasing, harmonic awareness, dynamic sensitivity, rhythmic and melodic development, and phrase construction.

### **Jazz Performance Workshop II** **MUS 302** 1 crs. 2 hrs.

This course is designed to familiarize the student, through performance, with small group and big band jazz techniques. These include improvisational concepts, chord progressions, interpretation, conception, phrasing, harmonic awareness, dynamic sensitivity, rhythmic and melodic development, and phrase construction.

*Prerequisite: MUS301*

### **Jazz Performance Workshop III** **MUS 303** 1 crs. 2 hrs.

Continuation of MUS 301 and MUS 302.

# Course Descriptions

MUSIC AND ART

<b>Jazz Performance Workshop IV</b> 1 crs. 2 hrs. Continuation of MUS 301 and MUS 302.	<b>MUS 304</b>	<b>Music Theory IV: Advanced Harmony</b> 2 crs. 3 hrs. Chromatic harmony, including altered chords, secondary dominant, the dominant ninth and dominant thirteenth, modulation, analysis and short original compositions are studied.	<b>MUS 412</b> 1 crs. 1 hrs. Beginning with scales and arpeggios, this is a study of standard repertoire with emphasis on stylistic interpretation. In addition the student develops sight-reading skills.
<b>Orchestral Performance I</b> 1 crs. 3 hrs. The course includes the study, preparation, and performance of representative works of the standard, contemporary, and musical theater orchestral literature.	<b>MUS 305</b>	<b>Chorus II</b> 1 crs. 2 hrs. Students are involved in the performance of standard and contemporary choral literature for mixed voices. In addition to choral training, the course includes performances at concerts, college ceremonies and functions.	<b>Puerto Rican Music (Same as LAT 141)</b> 2 crs. 2 hrs. This course studies the history and development of Puerto Rican music, beginning with an analysis of the role of music in each of the three cultures (Arawak, Spanish, and West African) that comprise the Puerto Rican society. The characteristics of each one of these musics, the relationship between music and social organization, and the presence of these characteristics in the music of the Colonial period are examined. The growth of the Puerto Rican society during the 18th and 19th centuries and its resulting social divisions are studied as the groundwork to analyze the relation between music and social class. The marked influence of West African rhythms in the contemporary music of the Caribbean and the connection between music and national identity are also studied. Lectures are supplemented with tapes, phonograph records, and live performances.
<b>Orchestral Performance II</b> 1 crs. 3 hrs. The course includes the study, preparation, and performance of representative works of the standard, contemporary, and musical theater orchestral literature.	<b>MUS 306</b>	<b>Chorus III</b> 1 crs. 2 hrs. Continuation of MUS 410 and MUS 420	<b>MUS 881</b>
<b>Orchestral Performance III</b> 1 crs. 3 hrs. Continuation of MUS 305 and MUS 306.	<b>MUS 307</b>	<b>Chorus IV</b> 1 crs. 2 hrs. Continuation of MUS 410 and MUS 420	
<b>Orchestral Performance IV</b> 1 crs. 3 hrs. Continuation of MUS 305 and MUS 306.	<b>MUS 308</b>	<b>Instrumental Ensemble I</b> 1 crs. 2 hrs. The instrumental ensemble is designed to develop the performance capability and technique of students who play a musical instrument. The repertoire is selected for both personal development and for public performances at college functions and concerts.	
<b>Music Theory II : Advanced Harmony</b> 2 crs. 3 hrs. Chromatic harmony, including altered chords, secondary dominant, the dominant ninth and dominant thirteenth, modulation, analysis and short original compositions are studied.	<b>MUS 312</b>	<b>Instrumental Ensemble II</b> 1 crs. 2 hrs. The instrumental ensemble is designed to develop the performance capability and technique of students who play a musical instrument. The repertoire is selected for both personal development and for public performances at college functions and concerts.	
<b>Musicianship III, Musicianship IV</b> <b>MUS 313, MUS 413</b> 1 crs. 2 hrs. Continuation of MUS 113 and MUS 213.		<b>Instrumental Ensemble III</b> 1 crs. 2 hrs. Continuation of MUS 510 and MUS 520.	
<b>Arranging I</b> 2 crs. 2 hrs. Beginning with fundamentals and continuing through large ensemble arranging, the course includes composing for various ensemble combinations. Contemporary techniques such as those of Stockhausen, Ornette Coleman, Penderecki, Persichetti, etc., are explored. <i>Prerequisite: MUS 212 or departmental approval</i>	<b>MUS 351</b>	<b>Instrumental Ensemble IV</b> 1 crs. 2 hrs. Continuation of MUS 510 and MUS 520.	
<b>Arranging II</b> 2 crs. 2 hrs. Continuation of MUS 351.	<b>MUS 352</b>	<b>Private Instruction MUS 611-648</b> 1 crs. 1/2 hrs. Beginning with scales and arpeggios, this is a study of standard repertoire with emphasis on stylistic interpretation. In addition the student develops sight-reading skills. Entry into private instruction must be approved by the chairperson following an audition.	
<b>Chorus I</b> 1 crs. 2 hrs. Students are involved in the performance of standard and contemporary choral literature for mixed voices. In addition to choral training, the course includes performances at concerts, college ceremonies and functions.	<b>MUS 410</b>	<b>Private Instruction</b>	<b>MUS 635</b>

# Course Descriptions

## MUSIC AND ART

### ART

#### **Digital Imaging Studio I** 3 crs. 4 hrs.

**ART 101**

This course will introduce digital art image making, editing and design techniques as a foundation upon which an effective visual language is built. Beginning with an investigation of the elements and principles of digital design, students will discover a broad range of visual ideas, concepts and techniques to use in creating images. Expressing, evaluating and communicating ideas with visual images is a primary focus of this course. During the semester, students will use imaging and design software consistent with that in use by artists and other visual professions as a beginning step towards professional-standard computer proficiency.

#### **Survey of Art History I** 3 crs. 3 hrs.

**ART 102**

This introduction to art history includes the study of painting, sculpture, architecture and other media by surveying the Paleolithic period through the Late Gothic period using a global approach. This exploration of art and architecture in terms of history, social context, meaning and style will promote a general understanding of the development of art and style in different cultures and the effects of cultural exchange on the arts. Discussions of techniques, media, composition, and figure representation will provide an understanding of key concepts in the arts.

#### **Survey of Art History II** 3 crs. 3 hrs.

**ART 104**

Using a global approach, this introduction to art history includes the study of painting, sculpture, architecture and other media by surveying the Renaissance through the start of the twentieth century. The exploration of techniques, media, composition, and figure representation will provide an understanding of key concepts in the arts with additional focus on the historical and social context, which developed the meaning and changing styles in different cultures as well as the effects of cultural exchange through the arts.

#### **Modern and Contemporary Art** 3 crs. 3 hrs.

**ART 106**

This introduction to Modern and Contemporary art history includes the study of painting, sculpture, architecture and other media by surveying the development and evolution of artistic styles using a global approach. Emphasis will be placed on groundbreaking artistic movements in context to their historical framework. Students will learn the importance of innovative practices, techniques and new avenues of exploration,

by understanding the socio-political and cultural events that influenced artists to create groundbreaking works, which have led the way to Contemporary Art.

#### **Color and Design I** 3 crs. 4 hrs.

**ART 107**

This course provides an introduction to basic color theory and to fundamental elements and principles of two-dimensional design. Through studio exercises, students explore concepts of color theory and develop skills working with traditional drawing, painting and mixed media. Through design projects, students apply learned skills, work with principles of design, and engage in creative problem solving relating theory to practice.

#### **Art Survey I** 2 crs. 2 hrs.

**ART 110**

This introduction to art principles and terms includes the study of the plastic arts: nature, content, and form. The meaning of illusion and abstraction, style and the changing concept of reality in art throughout history are explored. Selected paintings, sculpture, and architecture are examined.

#### **History of Graphic Design** 3 crs. 3 hrs.

**ART 113**

This survey course traces the history of graphic design from the origins of graphic imagery and writing systems to contemporary graphic design. Emphasis will be placed on the development of visual communication and typography, impact of the Industrial Revolution on design, the Modernist era's effect on visual communication, impact of the desktop publishing revolution and the development of contemporary techniques of information design.

#### **Drawing I** 2 crs. 2 hrs.

**ART 161**

This course covers basic drawing problems aimed at the achievement of manual skills in freehand drawing, drawing from objects from nature and conceptual drawings.

#### **Drawing Studio I** 3 crs. 3 hrs.

**ART 166**

This introductory course covers a range of basic approaches to drawing and addresses the development of manual skills in freehand drawing, drawing of objects from nature and idea-oriented approaches to drawing. This course will satisfy drawing requirements for transfer within the CUNY system, as well as professional art schools.

#### **Life Drawing Studio I** 3 crs. 3 hrs.

**ART 168**

This course introduces students to a basic

study of representing the human body. Students work from nude models using a variety of techniques and media while investigating the basics of skeletal and muscular anatomy. This course will satisfy drawing requirements for transfer within the CUNY system, as well as professional art schools.

*Prerequisite: ART 161 or ART166*

#### **Painting Studio I** 3 crs. 3 hrs.

**ART 174**

This three credit course is designed to have the beginning student explore painting techniques, with an introduction to the use of various media. Strong emphasis is placed on formal concerns (figure and objects). This course will satisfy painting requirements for transfer within the CUNY system as well as professional art schools.

#### **Comic Art 1** 3 crs. 3 hrs.

**ART 176**

This introductory course covers a range of techniques and concepts as they concern visual storytelling. Through class exercises and assignments, students will learn to create narratives that effectively combine images and text while developing drawing, design and script writing skills. Outcomes can be applied to working in film, animation, and other two-dimensional or three-dimensional graphic narratives. Through lectures, research and production, students will expand their visual vocabulary while broadening the influences on their work.

*Prerequisite: ART 161 or ART 166 or departmental permission*

#### **Introduction to Sculpture Studio** 3 crs. 3 hrs.

**ART 183**

This is an introductory studio course exploring three-dimensional sculptural form, using both traditional and contemporary materials and methods. Clay and other media are used in hands-on practice as a means of expression and for understanding the language of sculpture, including focus on the creative process from idea to completion. This course is intended to satisfy basic sculpture requirements for transfer within CUNY, as well as professional art programs.

#### **Typography and Layout** 3 crs. 4 hrs.

**ART 215**

This course will explore type design and its application in visual communication. Students will learn to manipulate type properties to design meaningful and effective graphic communication. The use of industry-standard desktop publishing software will be covered as well as will be applied to a range of typographic solutions.

*Prerequisite: ART/MMA 100*

# Course Descriptions

## MUSIC AND ART

### **Pre-Columbian Art of Mesoamerica and the Andes** ART 221 3 crs. 3 hrs.

This course investigates the history of art produced by indigenous people of Mesoamerica and the Andes region of South America from 2000 BCE to 1535 CE. We will study significant artworks, including mural paintings, sculptures, architecture, and portable objects, in relation to the socio-historical contexts in which they were created. We also will explore the distinctive artistic styles, forms, and aesthetics of Pre-Columbian art along with themes, beliefs, and diverse cultural characteristics associated with them.

### **Digital Imaging for Graphic Design** ART 225 3 crs. 4 hrs.

This course continues the study of digital imaging as it relates to graphic design. A course philosophy for this class is the introduction of photographic images as a basis for approaching 2D design concepts. During the semester, this course shall cover digital input, editing, archiving and the beginning of the study of digital output. Conceptual and technical digital shooting assignments will be assigned to expand students' skills and support topics covered in class. Reading and writing will focus on the use of technology in propelling digital imaging and design.  
*Prerequisite: ART/MMA 100*

### **Design I: Introduction to Painting and Drawing Techniques** ART 230 2 crs. 2 hrs.

For the beginning student, critical and artistic ability are developed by executing problems of two-dimensional design such as color relationships, composition, pattern, line, shape, and texture. Emphasis is placed on exploring aspects of design and techniques as they apply to the student's work.

### **Visual Communication and Design** ART 235 3 crs. 4 hrs.

This course builds upon principles and skills learned in Foundations of Digital Design. Students will apply principles underlying effective visual communication to increasingly complex design problems. Projects may include poster design, symbols and logos, editorial design, information design, visual identity and branding and other design systems. Critical analysis of design problems and the creative design process will be emphasized. Students will complete reading and writing assignments in addition to problems in visual communications and design.  
*Prerequisite: ART /MMA 100*

### **Introduction to Photography** ART 236 3 crs. 3 hrs.

This course offers students an introduction

to the art of creating photographs. Basic technical, theoretical, and aesthetic aspects inherent to contemporary photography are presented. During the semester, a range of camera techniques, including exposure, depth of field, shutter speed and composition are investigated. Reading, writing, and oral assignments will reflect on both technical aspects of photography and on contemporary practice. Note: a 35mm SLR camera with fully manual controls is required for this class.

### **Design II Studio: Basic Sculptural Problems** ART 243 3 crs. 3 hrs.

This course is a hands-on studio course exploring three-dimensional design problems, geared to the advanced student who wishes to expand his/her knowledge of formal issues of mass, volume, and shape in a variety of materials. Emphasis is placed on the creative process and problem-solving, moving from idea to revision to completed design. This course is intended to satisfy 3D design requirements for transfer within CUNY, as well as professional art programs.  
*Prerequisite: ART 105, ART 181, ART 183 or ART 230*

### **Asian Art History** ART 251 3 crs. 3 hrs.

This course investigates the history and development of Asian Art, including East Asia, South Asia, and Southeast Asia, from the Neolithic period to the nineteenth century. We will study significant artworks, including paintings, sculpture, and architecture, in relation to the socio-historical contexts in which they were created. We also will explore distinctive artistic styles, forms, and aesthetics of Asian art along with themes, beliefs, and diverse cultural characteristics associated with them.

### **Drawing Studio II** ART 266 3 crs. 3 hrs.

This course, a continuation of ART 166, emphasizes formal drawing concerns, such as design, composition, and the introduction of a variety of new media. Advanced projects include still-life, landscape, perspective, portraiture and rendering the human figure. This course will satisfy drawing requirements for transfer within the CUNY system, as well as professional art schools.  
*Prerequisite: ART 161, ART 166 or permission of the department*

### **Life Drawing Studio II** ART 268 3 crs. 3 hrs.

This advanced life drawing course is a continuation of ART 168. It continues the investigation of drawing the human figure with increased technical ability, exploring historical techniques and the use of more complex

poses. This course will satisfy drawing requirements for transfer within the CUNY system, as well as professional art schools.  
*Prerequisite: ART 164 or ART 168*

### **Painting Studio II** ART 274 3 crs. 3 hrs.

This course continues the development of technical, analytical, and perceptual skills and enhances the advancement of an individual approach to painting. The course will satisfy studio requirements for transfer within the CUNY system as well as professional art schools.  
*Prerequisite: ART 171 or ART 174*

### **Comic Art 2** ART 276 3 crs. 3 hrs.

This course is designed to extend the skills and abilities of students who can already combine images and text through drawings, designs and script writing. Students will create several theme-based assignments as if working professionally in the two-dimensional or three-dimensional graphic narrative field. In-class project development will include the sharing of multiple-scenario outcomes. Through lectures, research, and production, students will expand their visual vocabulary while broadening the variety of influences of their own work.  
*Prerequisite: ART 176 or departmental permission*

### **Sculpture Studio II** ART 283 3 crs. 3 hrs.

This intermediate sculpture course is an extension of ART 183. Directed toward individual study, students continue to explore their interest in sculpture, including modeling, carving, and assemblage in clay, plaster, and mixed media. In addition, students learn the casting process, and practice visual and verbal analysis through writing and critiques. This course is intended to satisfy intermediate sculpture requirements for transfer within CUNY as well as to professional art programs.  
*Prerequisite: ART 181, ART 183 or departmental approval*

### **Medieval Art: The Age of Faith and Migration** ART 290 3 crs. 3 hrs.

This course is designed as a survey of Medieval Europe after the fall of the Roman Empire through the Gothic Period and the beginnings of the Renaissance. A study of the artistic and architectural traditions borrowed from antiquity and the new developments of the periods discussed will be conducted to develop an understanding of the broader context of the migrating peoples and the Christian traditions spreading throughout the regions as Modern Europe is born.  
*Prerequisite: ENG 101 and (ART 102 or ART 104)*

### **Renaissance & Baroque Art:**

# Course Descriptions

## MUSIC AND ART

### The Age of Discovery

3 crs. 3 hrs.

This course provides an overview of the Fifteenth through Seventeenth Centuries in Europe, with a focus on the discoveries made in the arts and beyond. In an age when patrons and artists considered themselves intellectuals and explorers, this course will examine individual artists, artworks, materials and techniques, and the ever-growing need to “create” something new. Students will conduct their own exploration of the contextual topics surrounding the arts, the lasting influences, and the influences on and by other cultures transmitted through trade and travel.

*Prerequisite: ENG 101 and (ART 102 or ART 104)*

**ART 292**

and production of new work, students will expand their understanding of these genres in photography.

*Prerequisite: ART 236 or departmental permission*

### Digital-Imaging Post Production

3 crs. 4 hrs.

This course covers advanced digital image retouching and editing. Students learn digital editing and retouching skills at a professional level. Issues relating to these skills include color calibration and retouching ethics. Through introduction to new material, research, and the production of new images, students will expand their technical and visual skills relating to retouching photographic images.

*Prerequisite: ART 236 and ART 100 (or departmental approval)*

**ART 303**

### Ancient Greece and Rome: Classical Art

3 crs. 3 hrs.

This course is designed as a survey of the Greco-Roman traditions in the art and architecture of ancient Greece and Rome. Major works, themes, techniques and artists will be presented to better understand the influences on the arts from previous periods and diverse cultures, as well as the continuing influences of antiquity through the ages. The course will also focus on the historical and cultural issues that provide context for the works of art including philosophical, social, religious, political and economic influences.

*Prerequisite: ENG 101 and (ART 102 or ART 104)*

**ART 293**

### Print Process and Portfolio Lab

3 crs. 2 hrs.

This course covers two topics essential for students who intend on pursuing careers in graphic design: prepress production and portfolio design. Students will learn the art and science of preparing and optimizing graphic files for print on commercial offset lithography printers as well as on personal inkjet printers. This course will also guide students through the creation of a cohesive design portfolio, showcasing their creative and technical skills.

*Prerequisite: ART 100 and two of the following: ART 215, ART 225, ART 235*

**ART 315**

### 18th & 19th Century Art: The Age of Enlightenment and Industry

3 crs. 3 hrs.

The survey of Eighteen-and Nineteenth-Century Art traces the development of the visual arts throughout the Age of Enlightenment and the Industrial Revolution from c. 1700 to 1900 in Europe and North America. Emphasis will be placed on the chronological development of style from the Baroque, to the Rococo, Neo-Classical, Romantic, Realist, and Impressionist Movements, as well as the development of photography, and the foundations laid for the arts and artists of the 20th century

*Prerequisite: ART 102 or ART 104, ENG 101*

**ART 294**

### Advanced Photography

3 crs. 3 hrs.

This course further develops students' understanding and expertise in using a hand-held camera as an image-making tool. During the semester, we shall investigate a range of camera techniques, and approaches to specific topics allowing students to explore the canon of photography. The course will explore light and film characteristics utilizing both color slide film and digital capture. Readings will center on photography's recent history and forays into critical theory. A research project and paper, along with a comprehensive oral presentation will centre on contemporary photography.

*Prerequisite: ART 234, ART236 or departmental approval*

**ART 336**

### Documentary & Narrative Photography

3 crs. 3 hrs.

This course introduces students to concepts and approaches in shooting still photographs for use in visual communication including photojournalism, documentary, and personal narrative. The assignments explore a range of techniques and ideas as they relate to the specific photographic genres, including light and use of lighting, narrative, and the ethics of fact vs. fiction. Through lectures, research

**ART 300**

### Photographic Studio & Light I

3 crs. 3 hrs.

This course introduces students to working with studio lighting as in a professional graphic studio. The assignments will introduce a range of lighting systems including tungsten, studio and portable flash, natural light, and mixed sources. Artistic and technical problems associated with portraiture, still life, product and fine art photography will be addressed. Hand-held

**ART 337**

meters, flash meters, lighting accessories, filters, and an introduction to medium and large format cameras will be covered during the semester. Through lectures, research and production of new work, students will expand their understanding of light and lighting while broadening the influences on their work.

*Prerequisite: ART 236 or departmental approval*

### Digital Darkroom I

2 crs. 2 hrs.

This introductory course covers digital photography printing including basic retouching and editing. Students will learn the importance of digital workflow, and how it pertains to professional post-production scenarios. Beginning with downloading images from cameras or capture devices, students will learn to use appropriate naming and filing conventions, meta data, basic editing and retouching images, archiving, and digital printing. Through introduction to new material, research, and printing new images, students will expand their technical and visual skills beyond the initial image.

*Prerequisite: ART 100 and ART 236 or departmental approval*

**ART 338**

### Painting Studio III

3 crs. 3 hrs.

Painting III, ART 374, continues the development of technical, analytical and perceptual skills necessary to create a painting. The course enhances the development of an individualized approach to image making and the development of the student as an artist. This class emphasizes independent projects that give the student a chance to develop a body of personal work, and emphasizes the development of a portfolio. ART 374 is designed to transfer within the CUNY system, as well as professional art schools.

*Prerequisite: ART 274 or instructor approval*

**ART 374**

### Sculpture Studio III

3 crs. 3 hrs.

This advanced sculpture course is an extension of ART 283. Through in-depth projects, students refine their skills in sculpture, with a focus on larger scale and installations using contemporary materials and techniques. In addition, students learn the use of specialized tools, and practice visual and verbal analysis through writing and critiques. This course is intended to satisfy advanced sculpture requirements for transfer within CUNY as well as to professional art programs.

*Prerequisite: ART 281, ART 283, or departmental approval*

**ART 383**

# Course Descriptions

## MUSIC AND ART

### Final Project Lab

3 crs. 3 hrs.

This capstone course for all Studio Art Majors covers a range of topics relating to the business of being an artist and pursuing a career in the arts. Students will develop their portfolios for transfer to a senior college or to begin their professional careers. During the semester, students will create a professional online presence, write an artist statement, generate a five-year plan for their work, research writing strategies for grants and residencies, prepare and document their work to enter shows. In addition, students will explore a range of options in their career paths through guest lectures, gallery and museum visits. Students will prepare, select and hang their work in the annual student show.

*Prerequisite: Departmental permission*

### ART 420

### Final Thesis Lab

3 crs. 3 hrs.

This capstone course for all Studio Art Majors covers a range of topics relating to the business of being an artist and pursuing a career in the arts. Students will develop their portfolios for transfer to a senior college or to begin their professional careers. During the semester, students will create a professional online presence, write an artist statement, generate a five-year plan for their work, research writing strategies for grants and residencies, prepare and document their work to enter shows. In addition, students will explore a range of options in their career paths through guest lectures, gallery and museum visits. Students will prepare, select and hang their work in the annual student show.

*Prerequisite: Departmental permission*

### ART 450

### African Art (Same as AFN 101)

2 crs. 2 hrs.

This is a survey course examining the function and form of African art in its past and present relationships to African cultures. The influence of African art forms on Western art is studied. Lectures, slides and visits to museums and galleries are included.

### African-American Art

2 crs. 2 hrs.

The aesthetic, cultural, and social contexts of African-American art are studied. Comparative studies of art created by Haitian and African-American artists are included in the course.

### ART 801

### ART 802



# Course Descriptions

## NURSING

### Nursing

Room S730, Telephone: (212) 220-8230  
nursing@bmcc.cuny.edu

The Nursing Department offers a program leading to the Associate in Applied Science (A.A.S.) degree. Students are then eligible to take the New York State Licensure Examination for Registered Nursing (RN). Students may matriculate in a day or part-time evening/weekend sequence.

**NOTE:** Because of budgetary and Board of Trustees restrictions, only a limited number of highly qualified and motivated students are admitted into the BMCC Nursing Program. The College does not guarantee entry into the Program.

*Chairperson:* Judy Eng

*Professors:* Hyacinth Martin

*Associate Professors:* Sung Gwak, Jacqueline Nichols, Margie White

*Assistant Professors:* Edna Asknes, Aris Azar, Patricia Boyle-Egland, Susan Brillhart, Josephine Britanico, Sophia Clarke, Helen Dalpiaz, Marcelle Edinboro, Judy Eng, Sheila Fells, Paula Field, Monique Jean-Louise, Leasha Lindsay, Robert Reilly, Arlelia Sligh-Smith, June Soto, Janice Summers, Elizabeth Veneskey, Larise Wynn

*Academic Advisor:* Jose Sierra

*Senior College Laboratory Technicians:* Heather Evans-Tracey, Persio Pereyra

*Adjunct Faculty:* There are approximately 40 adjuncts in the department.

#### Nursing Process I: Fundamentals of Patient Care

**NUR 112**

8 crs. 4 hrs. 12 lab hrs.

This course is an introduction to the bio-psycho-social and cultural factors that influence the nursing care of any patient/client who needs minimum assistance in the maintenance of health. Concepts and principles are stressed in relation to the application of the nursing process to basic nursing care. Clinical experiences are provided in general hospitals and a nursing home.

*Prerequisite:* Completion of the Pre-Clinical sequence  
*Corequisites:* BIO 426 and PSY 240

#### Nursing Process II: Obstetrical and Psychiatric Nursing Care

**NUR 211**

8 crs. 4 hrs. 12 lab hrs.

This course is composed of a seven-week Maternal and Newborn Care component and a seven-week psychiatric Mental Health Nursing component. The Maternal and Newborn Care component focuses on the role of the nurse in the care of the child-bearing family during the antepartal, intrapartal, and the postpartal phases of the maternity cycle, as well as the immediate care of the normal newborn and premature infant. The Psychiatric Mental Health Nursing Component introduces the student to basic mental concepts, interventions in crisis and family violence, severe mental health disorders, and substance use disorders highlighting treatment for individuals and families within the community.

*Prerequisites:* NUR 112, BIO 426, PSY 400  
*Corequisites:* BIO 420, ENG 201

#### Nursing Process III: Pediatric and Basic Medical-Surgical Nursing Care

**NUR 313**

8 crs. 4 hrs. 12 lab hrs.

This course is composed of a seven-week component in Nursing Care of Children and a seven-week component in Basic Medical-Surgical Nursing Care. The Pediatric Nursing component focuses on the child's physical, social, and emotional reaction to illness, the nurse's role in providing support to the child and the members of his/her family during periods of stress. Emphasis is placed upon differences between each phase of growth and development trends in care and measures utilized to promote a healthy childhood and adolescence. The Basic Medical-Surgical Nursing component builds upon previous nursing knowledge and techniques already introduced. Major emphasis is placed upon common recurring health problems. Psycho-social nursing techniques are emphasized as they relate to the care of the client with selected health problems.

*Prerequisites:* NUR 211 and all previous prerequisites  
*Corequisite:* SPE 100

#### Nursing Process IV: Medical-Surgical Nursing

**NUR 411**

8 crs. 4 hrs. 12 lab hrs.

This course is composed of a semester of medical-surgical nursing. It is a continuation of medical-surgical nursing introduced in NUR 313. There is emphasis on selected medical-surgical problems and students receive supervision of more advanced medical-surgical nursing skills in the hospital lab.

*Prerequisites:* NUR 313 and all previous prerequisites  
*Corequisite:* NUR 415

#### Nursing Today and Tomorrow

**NUR 415**

1 cr. 1 hr.

With an emphasis on the process of transitioning from Student Nurse to Registered Professional Nurse, Professional Issues in Contemporary Nursing Practice surveys the issues, challenges and current trends faced by the new Associate Degree Nurse as an individual practitioner, and as a member of the nursing profession. This course encourages students to think critically about the nursing profession and career opportunities, historical and theoretical nursing frameworks, the legal and ethical aspects of nursing, cultural and social issues, standards of nursing practice, delegation and supervision, communication and inter-professional collaboration, technology in the clinical setting, evidence based practice and quality improvement.

*Prerequisite:* NUR 112, NUR 211 and NUR313  
*Corequisite:* NUR411

*Restricted to students registered in NUR 411 (seniors).*

**NOTE:** Nursing courses are sequential; Clinical Nursing cannot be completed in less than two (2) years. All students are required to take the Kaplan Specialty Exam at the end of each semester. The fee is paid by the student.

Fourth semester students are also required to take the Kaplan Comprehensive Exam at the end of the semester. The fee is paid by the student. Failure to take the Kaplan Exam as scheduled will result in a grade of "Incomplete" (INC).

## Science

Room N645, Telephone: (212) 220-1305  
science@bmcc.cuny.edu

The courses offered by the Science Department are designed to meet the needs of students with specific interests in science and career goals in this field. The courses introduce students to the study of fundamental scientific laws and theories and provide knowledge, basic skills and appreciation of science as a human enterprise.

Programs offered by the Science Department include: Biotechnology Science, Engineering Science, Science, and Science for Forensics. All programs lead to the Associate in Science (A.S.) degree.

*Chairperson:* Joel Hernandez

*Deputy Chairpersons:* Carlos Alva, Lauren Goodwyn, Rafael Niyazov

*Professors:* Mahmud Ardebili, Susie Boydston-White, Brahmdeo Dewprashad, Kathleen Ford, Matthew Geddis, Lauren Goodwyn, Charles Kosky, Martin P. Levine, Desmond McKernan, John L. Raynor, Edith S. Robbins, Sarah Salm, Edgar Schnebel, Harold M. Spevack, Man-lim Yu, Igor Zaitsev

*Associate Professors:* Ling Chen, Anthony Creaco, Patricia DeLeon, Joel Hernandez, Friedrich Hoffman, Lalitha Jayant, Adolfinia Koroch, David Krauss, Peter Nguyen, Rafael Niyazov, Jane Tezapsidis, Shana Tribiano, Nanette Van Loon, Chiaki Yanagisawa, Shengkun Zhang

*Assistant Professors:* Carlos Alva, Mario Benavides, Marcos Betancourt, Bogdan Danila, Nipa Deora, Ozgur Ecevit, Alexander Gossiau, Yasemin Gurcan, Revathi Iyengar, Canan Karaalioglu, Levent Kurt, Jun Liang, Catarina Mata, Quinn Minor, Abel Navarro, Christine Priano, Brian Rafferty, Shanti Rywkin, Kibrewossen Tesfagiorgis, Daniel Torre Rangel, Shalva Tsiklauri, Lauren Wickstrom, Hasan Yumak, Paul Zoglin

*Lecturers:* Katarzyna Chung, Manita Pavel, Sumeyra Yumak

*Senior College Laboratory Technician:* Owen Meyers, Christopher Thompson

*College Laboratory Technicians:* Faisal Adem, Edgard Delgado, Carol Gambino, Barys Korzun, Chiu Hong Lee, Carmen Rivera, Christopher Salami

*Adjunct Faculty:* There are approximately 90 adjuncts in the Department.

## ASTRONOMY

**Astronomy: General Theory** **AST 108**  
3 crs. 3 hrs.

This course is an introductory survey course of topics in astronomical theory, especially for students who are not science-oriented. A selected number of basic topics in astronomy are carefully examined and interpreted. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.

*Corequisite:* AST 109

**Astronomy: General Observations** **AST 109**  
3 crs. 3 hrs. 2 lab hrs.

This course serves as an observational introduction to astronomy, especially for students who are not science oriented. A selected number of basic topics in astronomy are carefully examined and subjected to observational verification. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.  
*Corequisite:* AST 108

**General Astronomy** **AST 110**  
4 crs. 3 hrs. 2 lab hrs.

This course introduces students to the world beyond the earth. The methods of astronomy and our knowledge of the structure of the universe are presented as an ongoing human endeavor that has helped shape modern man as he/she takes his/her first steps into space.

**Astronomy: Observations and Models** **AST 111**  
4 crs. 2 hrs. 3 lab hrs.

This course will focus on how astronomers have made observations, and used those observations to construct models of our universe. Students will collect their own observations and use them to test models of our universe.

## BIOLOGY

**General Biology Theory** **BIO 108**  
3 crs. 3 hrs.

General Biology presents an overview of many important topics in the natural sciences today and provides relevant background material from the physical sciences. It traces life from its beginning (cells) to the development of multi-cellular organisms. It covers topics such as evolution, the cell, macromolecules, energy relationships, inheritance, molecular genetics, biotechnology, and body systems. *Corequisite:* BIO 109

**General Biology** **BIO 109**  
3 crs. 1 hrs. 2 lab hrs.

General Biology presents an overview of many important topics in the natural sciences today and provides relevant background material from the physical sciences. It traces life

from its beginning (cells) to the development of multi-cellular organisms. It covers topics such as taxonomy, the cell, macromolecules, photosynthesis, inheritance, molecular genetics, and body systems. This class includes a 1 hour lecture and a 2 hour lab session. The lecture hour will be an expansion of the lecture content covered in the co-requisite class BIO 108 - information needed to carry out experiments in the 2 hour hands-on laboratory experience.

*Corequisite:* BIO 108

**General Biology** **BIO 110**  
4 crs. 5 hrs. 2 lab hrs.

Basic cellular structure, tissue organization, physiological process, reproduction, and genetics are studied. Special attention is given to selected zoological specimens with particular emphasis upon man.

**Human Biology** **BIO 111**  
4 crs. 3 hrs. 2 lab hrs.

Introduction to the structure and function of the human body with emphasis on both the physiological mechanisms in health and disease, as well as concepts and current issues in human biology. Topics include: the molecules of life, cells, tissues, and organ system homeostasis; the skeleton, muscles, the heart, blood, skin, the sensory mechanisms of the eye, ear, taste, touch, and perception; nervous, endocrine, respiratory systems, the brain, genetics, and immune system, infectious diseases, cancer and nutrition.

**Biology I** **BIO 210**  
4 crs. 3 hrs. 3 lab hrs.

This two-semester course acquaints students with the basic properties of living systems: metabolism, growth, responsiveness and reproduction at the cellular and organism levels as illustrated by assorted plants and animals. Two terms required.

*Corequisite for BIO 210 is ENG 101*

*Prerequisite for BIO 220 is BIO 210*

**Biology II** **BIO 220**  
4 crs. 3 hrs. 3 lab hrs.

This two-semester course acquaints students with the basic properties of living systems: metabolism, growth, responsiveness and reproduction at the cellular and organism levels as illustrated by assorted plants and animals. Two terms required.

**Fundamentals of Microbiology** **BIO 230**  
4 crs. 6 hrs.

This introductory course includes the study of structure, metabolism, environmental significance and evolution of micro-organisms. The laboratory will emphasize basic bacteriological techniques of identification and culture.

*Prerequisite:* BIO 220



# Course Descriptions

## SCIENCE

### Genetics BIO 240

4 crs. 6 hrs.

Genetics is designed as a one-semester course covering the fundamental concepts of classical, molecular, and human genetics. The student gains a background that facilitates a greater understanding of recent advances in molecular biology and human inheritance.

*Prerequisite: BIO 220 Corequisite: CHE 202 or 220*

### Cell Biology

4 crs. 6 hrs.

The goal of this course is to provide students with a detailed understanding of the molecular mechanisms underlying cellular processes introduced in BIO 210/220 - the structure, function and specializations of the cell. This will be accomplished through a combination of lecture and laboratory sessions providing both theory and application. The course will include study of subcellular structure and function, gene expression, protein activity, cell regulation and cell-to-cell communication.

*Prerequisite: BIO 220 and CHE 202 Corequisite: CHE 230*

### Plant Biology

4 crs. 6 hrs.

This course is designed to provide students with the fundamentals of plant biology such as anatomy, morphology, growth and development, reproduction, genetics, physiology, plant ecology and an overview of evolution and the importance of plants in society. This course includes hands on laboratory experience and life plant materials integrated with the lecture content. *Prerequisite: BIO 220 Corequisite: CHE 202 or departmental approval*

### Microbiology

4 crs. 6 hrs.

Micro-organisms pathogenic to humans: their characteristics, pathogenicity and modes of transmission are studied. Instruction includes a study of the sterile technique and maintenance of the sterile field. Required in selected programs in the Health Sciences; available to other students through Departmental approval.

*Prerequisites: BIO 426 and CHE 118, or CHE 121, or departmental approval*

### Microbiology

4 crs. 6 hrs.

Micro-organisms pathogenic to humans: their characteristics, pathogenicity and modes of transmission are studied. Instruction includes a study of the sterile technique and maintenance of the sterile field. Required in selected programs in the Health Sciences; available to other students through Departmental approval.

*Prerequisites: BIO 426 and CHE 118, or CHE 121, or departmental approval*

### Anatomy and Physiology I

4 crs. 6 hrs.

This two-semester course explores the human body as an integrated, functional complex of systems. Terminology, structure and function of each organ-system, with emphasis on their interrelationships, are explained. Required of students in the health services technologies; available to all other students for elective credit.

*Prerequisite for BIO 426 is BIO 425. Two terms required. Prerequisite: CHE 118 or CHE 121, or departmental approval NOTE: BIO 425 and BIO 426 do not meet the science requirements in the liberal arts curriculum.*

### Anatomy and Physiology II

4 crs. 6 hrs.

This two-semester course explores the human body as an integrated, functional complex of systems. Terminology, structure and function of each organ-system, with emphasis on their interrelationships, are explained. Required of students in the health services technologies; available to all other students for elective credit. *Prerequisite for BIO 426 is BIO 425. Two terms required. Prerequisite: CHE 118 or CHE 121, or departmental approval NOTE: BIO 425 and BIO 426 do not meet the science requirements in the liberal arts curriculum.*

## BIOTECHNOLOGY

### Introduction to Biotechnology

5 crs. 4 hrs. 2 lab hrs.

This course introduces the student to theory and laboratory practices in biotechnology with emphasis on the impact of biotechnology on daily life, health, ethics and society. The course is designed to impart the skills needed for entry-level jobs or to continue on a career path in biotechnology, by exposing students to a variety of careers, laboratory techniques and social issues in the biotechnology industry.

*Prerequisite: BIO 220 and CHE 202*

## CHEMISTRY

### Concepts in Chemistry

3 crs. 3 hrs.

This is a survey course that introduces essential topics in atomic and molecular structure, chemical and physical properties, and chemical reactivity. These concepts will form a basis for understanding biological applications and environmental issues.

*Corequisite: CHE 109*

### Concepts in Chemistry Laboratory

3 crs. 1 hrs. 2 lab hrs.

This course investigates chemical concepts through laboratory experiments on structure, chemical reactions, and energy changes. Experiments will that relate to biological chemistry and environmental measurements will also be included. Concepts relevant to the laboratory experiments will be discussed.

*Corequisite: CHE 108*

### BIO 425

### General Chemistry CHE 110

4 crs. 3 hrs. 2 lab hrs.

This course is designed specifically for the non-science major. It explores the world of atoms and molecules and relates this submicroscope world to the daily life of the student. Topics to be discussed include plastics, foods, the environment, genetics, and drugs.

### Fundamentals of Chemistry

4 crs. 3 hrs. 2 lab hrs.

This is a one-semester course designed especially to meet the needs of students in the Health Technology Programs. Topics include modern atomic theory and an introduction to the molecular basis of matter through the study of chemical principles and reactions. Lecture and laboratory are integrally related.

### Fundamentals of Organic Chemistry CHE 120

4 crs. 3 hrs. 2 lab hrs.

This is an introduction to the chemistry of carbon compounds. The lecture emphasizes structure and bonding, reaction mechanisms, synthesis, stereochemistry, and applications to biological chemistry. The laboratory experiments illustrate the lecture topics. *Prerequisite: CHE 118, or CHE 121, or departmental approval*

### Fundamentals of General, Organic & Biological Chemistry I

4 crs. 3 hrs. 2 lab hrs.

This course is a two-semester course sequence that introduces principles and concepts of general, organic and biological chemistry. The laboratory will provide experimental applications of these chemical topics. CHE 121-122- Two terms are required. They are liberal arts electives. They are recommended for students intending to transfer to bachelor degree Allied Health Science curricula. CHE 121-122 cannot be granted credit to fulfill degree requirements for Science (A.S.) and Engineering Science (A.S.).

### Fundamentals of General, Organic & Biological Chemistry

4 crs. 3 hrs.

This course is a two-semester course sequence that introduces principles and concepts of general, organic and biological chemistry. The laboratory will provide experimental applications of these chemical topics. CHE 121-122 - terms are required. They are liberal arts electives. They are recommended for students intending to transfer to bachelor degree Allied Health Science curricula. CHE 121-122 cannot be granted credit to fulfill degree requirements for Science (A.S.) and Engineering Science (A.S.).

# Course Descriptions

## SCIENCE

### Fundamentals of Biochemistry

**CHE 125**  
4 crs. 3 hrs.

This course is an introduction to the principles of biochemistry that studies the structure, function, energetics and metabolism of biomolecules. The laboratory emphasizes biochemical techniques.

*Prerequisite for CHE 120, CHE 122 or departmental approval*

### College Chemistry I

**CHE 201**

4 crs. 4 hrs. 2 lab hrs.

This is a two-semester course sequence that involves the study of chemical principles including atomic and molecular theories, molecular structure, and reactivity. The laboratory will include experiments illustrating the chemical principles. CHE 201-202 two terms required.

### College Chemistry II

**CHE 202**

4 crs. 4 hrs. 2 lab hrs.

This is a two-semester course sequence that involves the study of chemical principles including atomic and molecular theories, molecular structure, and reactivity. The laboratory will include experiments illustrating the chemical principles. CHE 201-202 two terms required.

### Quantitative Analysis

**CHE 205**

4 crs. 3 hrs. 2 lab hrs.

This course discusses the principles of classical and instrumental techniques in analytical chemistry. Laboratory experiments include gravimetric, volumetric and instrumental methods of analysis.

*Prerequisite: CHE 202 and MAT 206*

### Organic Chemistry I

**CHE 230**

5 crs. 3 hrs. 2 lab hrs.

This two-semester course sequence is the study of the structure and properties of the fundamental classes of organic compounds with emphasis on reactivity, reaction mechanisms, stereochemistry, electronic theory, and applications to allied fields. Two terms are required.

*Prerequisite for CHE 230 is CHE 202 or 220*

*Prerequisite for CHE 240 is CHE 230*

### Organic Chemistry II

**CHE 240**

5 crs. 3 hrs. 2 lab hrs.

This is a two-semester course sequence that involves the study of chemical principles including atomic and molecular theories, molecular structure, and reactivity. The laboratory will include experiments illustrating the chemical principles. CHE 201-202 two terms required. Required in A.S. (Science) and A.S. (Engineering Science). Fulfills science requirement for A.A. (Liberal Arts).

*Prerequisite for CHE 202 is CHE 201*

## ENGINEERING

### Elements of Engineering Design

**ESC 111**

1 crs. 2 hrs.

This course provides an introduction to engineering practice through hands-on investigations, computer applications, and design projects in the fields of structures and robotics. All investigations and design projects are performed in groups and presented in oral and/or written form. Computers are used for documentation, data analysis and robot control.

*Prerequisites: MAT 206, CHE 201 or CHE 210, PHY 215 or departmental approval*

### Computer Aided Analysis for Engineering

**ESC 113**

2 crs. 3 hrs.

This course introduces topics important for engineers. Computer aided analysis techniques are introduced and used for the design and modeling of engineering systems such as electrical circuits, pipelines, signal and image processing, aircraft engines, orbits and trajectories, protein molecules and sewer treatment.

*Corequisites: MAT 206, CHE 201 or CHE 210, PHY 215 or departmental approval*

### Engineering Graphics

**ESC 130**

2 crs. 3 hrs.

This is a course in fundamental engineering drawing and industrial drafting-room practice. Lettering, orthographic projection, auxiliary views, sections and conventions, pictorials, threads and fasteners, tolerances, detail drawing dimensioning and electrical drawing; introduction to computer-aided graphics are covered.

### Engineering Graphics - AutoCAD

**ESC 131**

2 crs. 4 hrs.

This course provides the students with a basic working knowledge of Computer Aided Drafting. Through the use of engineering drawings, students develop skills in the use of a mainstream computer assisted drawing software package like AutoCAD for Civil Engineering. Methods and procedures are developed for solving practical drafting problems encountered in construction projects using Computer Aided Drafting methods. Students will learn the sequence of commands and/or steps required to start, create, save and plot CAD drawings. Skills are also developed in the reading and interpretation of typical working drawings from construction projects.

### Engineering Mechanics

**ESC 200**

4 crs. 4 hrs.

This is a course in statics and dynamics and designed for engineering students. Among the topics covered are forces, equilibrium, friction, kinematics and dynamics of a particle, work

and energy, linear and angular motion, and rotational dynamics of a rigid body.

*Prerequisites: PHY 225 and MAT 302, or departmental approval*

### Engineering Mechanics I

**ESC 201**

3 crs. 4 hrs.

This course is a three-dimensional vector treatment of the static equilibrium of particles and rigid bodies. Topics include: equivalent force and coupled systems, static analysis of trusses, frames machines, friction, properties of surfaces and rigid bodies, particle kinematics, path variables, cylindrical coordinates and relative motion. Elements of design are incorporated in the course.

*Prerequisites: ESC 130, MAT 302 and PHY 225 and SCI 120, or SCI 121, or departmental approval*

### Engineering Mechanics II

**ESC 202**

3 crs. 4 hrs.

This course is a three-dimensional vector treatment of the kinematics of rigid bodies using various coordinate systems. Topics include: relative motion, particle dynamics, Newton's laws, energy and mechanical vibrations. Elements of design are incorporated in the course.

*Prerequisites: ESC 130, ESC 201, PHY 225, Corequisite: MAT 501 or departmental approval*

### Thermodynamics I

**ESC 211**

3 crs. 4 hrs.

This course covers introductory concepts and definitions; Absolute temperature, Work, heat, First Law and applications, Second Law, Carnot Theorem, entropy, thermodynamic state variables and functions, reversibility, irreversibility, ideal gas mixtures, mixtures of vapors and gas, humidity calculations.

*Corequisites: CHE 201 and PHY 225*

### Circuits and Systems I

**ESC 221**

4 crs. 6 hrs.

This course covers circuit elements and their voltage-current relations; Kirchoff's Laws, elementary circuit analysis; continuous signals; differential equations; first order systems and second order systems. Students will simulate circuits on the computer. A laboratory component is integrated into the course.

*Prerequisite: PHY 225 and ESC 113, Corequisite: MAT 501 or departmental approval*

### Switching Systems and Logic Design

**ESC 223**

3 crs. 4 hrs.

This course includes the analysis and design of combinational and sequential circuits and their applications to digital systems. The use of integrated circuits in the design of digital circuits is illustrated in the laboratory experiments.

*Prerequisites: MAT 302, PHY 225, and SCI 120 or SCI 121, or departmental approval*

# Course Descriptions

## SCIENCE

### ENVIRONMENTAL SCIENCE

#### Environmental Science

ENV 250

4 crs. 3 hrs. 2 lab hrs.

Environmental Science is a basic science class designed to incorporate the chemical and biological background needed to understand the current environmental issues facing our society. The topics covered include the basic principles of ecology, pollution, population growth, wildlife management, water resources and quality among others. Fundamental to the course is an understanding of scientific method and its application to dealing with complex environmental issues.

*Prerequisites: BIO 210, BIO 220, CHE 201 and CHE 202*

### GEOLOGY

#### Geology I

GLY 210

4 crs. 5 hrs.

This course covers fundamental principles of geology encompassing the study of minerals and rocks, geological processes, interpretation of topographic and geological maps and techniques of remote sensing. This is a program elective in Engineering Science and an elective in all other curricula.

### PHYSICS

#### General Physics Theory

PHY 108

3 crs. 3 hrs.

This course serves as an introduction to general physics theory, especially for students who are not science oriented. A selected number of basic topics in physics are carefully examined and interpreted. Topics include mechanics, heat and thermodynamics, electromagnetism, optics, atomic and nuclear physics. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.

#### General Physics Experiments

PHY 109

3 crs. 1 hrs.

This course serves as an experimental introduction to general physics, especially for students who are not science oriented. A selected number of basic topics in physics are carefully examined and subjected to experimental verification. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined. *Corequisite: PHY 108*

#### General Physics

PHY 110

4 crs. 3 hrs. 2 lab hrs.

This course serves as an introduction to Physics, especially for students who are not science-oriented. A selected number of basic physical ideas are carefully examined and interpreted non-mathematically. The relevance

of the scientist and his/her work to the lives of non-scientists is continually examined.

#### Physics I

PHY 210

4 crs. 4 hrs. 2 lab hrs.

This classroom and laboratory two-semester course includes the study of concepts and principles of physics in the areas of mechanics, heat and thermodynamics, sound, electricity and magnetism, light, and atomic physics plus an introduction to quantum physics and relativity theory. Algebra and simple trigonometry are used. Two terms required.

*Prerequisite for PHY 220 is PHY 210*

#### University Physics I

PHY 215

4 crs. 4 hrs. 2 lab hrs.

This is a two-semester course for students in science and engineering. Concepts of calculus are introduced and used when necessary. The lecture and laboratory exercises pertain to mechanics, fluids, heat and thermodynamics, wave motion, sound, electricity, and magnetism, geometric and physical optics, and an introduction to modern physics.

For PHY 215, *Co-requisite: MAT 301a ~ For PHY 225, Prerequisite: PHY 215, MAT 301*

*NOTE: Students cannot receive credit for both PHY 210 and PHY 215, or PHY 220 and PHY 225.*

#### Physics II

PHY 220

4 crs. 4 hrs. 2 lab hrs.

This classroom and laboratory two-semester course includes the study of concepts and principles of physics in the areas of mechanics, heat and thermodynamics, sound, electricity and magnetism, light, and atomic physics plus an introduction to quantum physics and relativity theory. Algebra and simple trigonometry are used. Two terms required.

*Prerequisite for PHY 220 is PHY 210*

#### University Physics II

PHY 225

4 crs. 4 hrs. 2 lab hrs.

This is a two-semester course for students in science and engineering. Concepts of calculus are introduced and used when necessary. The lecture and laboratory exercises pertain to mechanics, fluids, heat and thermodynamics, wave motion, sound, electricity, and magnetism, geometric and physical optics, and an introduction to modern physics.

For PHY 215, *Co-requisite: MAT 301 For PHY 225,*

*Prerequisite: PHY 215, MAT 301*

*NOTE: Students cannot receive credit for both PHY 210 and PHY 215, or PHY 220 and PHY 225.*

#### Modern Physics

PHY 240

3 crs. 4 hrs.

This is an introduction to atomic and nuclear physics, relativity, solid state physics, and elementary particles.

*Prerequisite: PHY 225, Corequisite: MAT 501 or departmental approval*

#### The Physics of Music

PHY 400

4 crs. 3 hrs. 2 lab hrs.

The course is designed to give the student a fundamentally qualitative understanding of all the physical processes associated with the production, reproduction, and perception of musical sounds. This course may fulfill the physics requirement in the VAT Curriculum.

## SCIENCE

#### Explorations In Scientific Mathematical (Same as MAT 111)

SCI 111

3 crs. 4 hrs.

This course will introduce the processes involved in research. Students will be designing and performing experiments and analyzing the results. Objectives are: to understand the scientific method, interpret statistics, and appreciate mathematical research. Computers will be used for statistics, graphing, pattern recognition and word processing. Recommended for mathematics and science oriented liberal arts students as a liberal arts elective. Not open to Science or Engineering Science majors.

*Prerequisite: One year of college science*

#### Computer Methods in Science

SCI 120

4 crs. 3 hrs. 2 lab hrs.

This course teaches a computer language and emphasizes application of programming methods for the sciences and engineering. Numerical methods will be applied to examples gleaned from physics, chemistry, and biology and engineering.

*Prerequisite: MAT 206*

#### Computer Methods in Science (Pascal)

SCI 121

4 crs. 3 hrs. 2 lab hrs.

This course is similar in scope and assignments to SCI 120 but utilizes the Pascal programming language.

#### Introduction to Microprocessors

SCI 140

4 crs. 3 hrs. 2 lab hrs.

This is a study of a typical microprocessor and interfacing techniques. Concepts of electricity and its application to digital circuits are introduced as needed for purposes of control and measurement of analog quantities such as current, voltage, and temperature.

*Prerequisite: MAT 206*

#### Nutrition

SCI 150

3 crs. 3 hrs.

This is an introduction to the fundamental principles of human nutrition. The nutrient composition of various foods is examined as well as the manner in which the nutrients are metabolized and used by the human body.

*Prerequisite: One semester of science or departmental approval.*

# Course Descriptions

## SCIENCE

### **The Science of Food**

3 crs. 3 hrs.

This course provides an overview of the scientific principles underlying the nutritional value, storage, handling, preparation and safety of food. There is an emphasis on chemical changes and interactions in food.

*Prerequisite: CHE 121.*

### **Man and Environment**

3 crs. 3 hrs.

This course is a study of the interaction of man and his environment. Topics examined include ecology, air and water pollution, pesticides, radioactivity, power generation, noise pollution, waste disposal, population control, food additives, and food contamination. This course is offered as an elective in all curricula.

*Prerequisite: One semester of any science*

### **SCI 151**

### **Scientific Instrumentation**

4 crs. 2 hrs. 2 lab hrs.

This course covers the theory and practice and quantitative method with special attention to instrumentation currently employed such as optical, electro-chemical, chromatographic, and radio-chemical techniques. The physicochemical theory and operating characteristics of the instrumentation are stressed. The laboratory emphasizes measurements of biological and environmental significance.

*Prerequisite: 1 year of laboratory science or departmental approval.*

### **Pathophysiology**

3 crs. 3 hrs.

This course studies alterations of normal physiological processes. Included in the course are the basic principles of pathophysiology as well as application of these principles to specific organ systems.

*Prerequisites: BIO 426 and CHE 118 or CHE 121, or permission of the department*

### **SCI 430**

### **Pharmacology**

3 crs. 3 hrs.

Fundamental principles and concepts in pharmacology are considered. Particular attention is given to drug action and interaction, and to the effect of drugs and toxic substances in the human organism. This course is required in selected programs in Allied Health Sciences; available to all other students for elective credit. It is recommended that students complete HIT 103, Medical Terminology I, before registering for this course.

*Prerequisite: BIO 426 and CHE 118 or CHE 121, or permission of the department*

### **SCI 530**

### **SCI 510**



# Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

## Social Sciences, Human Services, and Criminal Justice

Room N651, Telephone: (212) 220-1210  
soc@bmcc.cuny.edu

The Social Sciences and Human Services Department offers courses in eight liberal arts disciplines and courses specific to the Human Services and Criminal Justice Programs. All of its courses aim to broaden and deepen understanding of the complex social, economic and political issues which face modern society. To achieve these aims, students are trained in the rational analysis of pertinent phases of human experience. Liberal arts courses are offered in the disciplines of Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology and Sociology. The Human Services program offers courses specific to the AS degree in Human services as well.

**NOTE:** Students requiring ESL 62, ENG 88 or ACR 94 must complete these courses before enrolling in Social Science courses.

*Chairperson:* Sangeeta Bishop

*Deputy Chairpersons:* Matthew Ally, Gail Monsour

*Professors:* Matthew Ally, Robin Isserles, Ting Lei, Antonio Pérez, Charles Post, Lisa Rose, Ronald Rubin

*Associate Professors:* Aldo Balardini, Sangeeta Bishop, Melissa Brown, Alex d'Erizans, Albert Duncan, Yana Durmysheva, Roger Foster, Maram Hallak, Rose Kim, Jacob Kramer, Geoffrey Kurtz, Man Wai Alice Lun, Rifat Salam, Paula Saunders, Janice Walters, Elizabeth Wissinger

*Assistant Professors:* Sheldon Applewhite, Arto Artinian, Warren Benfield, C. Ray Borck, Peter Bratsis, Henry Bulley, Robert Caputi, Andres Colapinto, Daniel DePaulo, Ilir Disha, Esin Egit, Christine Farias, Monica Foust, Erik Freas, Sarah Friedman, Deborah Gambs, Debra Greenwood, Jose Haro, Rebecca Johnson, Mariya Komolova, Stephanie Laudone, Kenneth Levin, Marci Littlefield, Yolanda C. Martin, Soniya Munshi, Christina Oney, Maria Pagan-Rivera, Marjan Persuh, Jennifer Pastor, Khushmand Rajendran, Diana Rickard, Kelly Rodgers, Michele Ronda, Miriam Santos, Vernon Smith, Amy Sodaro, Mohammad Soleymani, Shenique Thomas, Ross Tippet, Glenny Valoy, Brenda Vollman, Jamie Warren, Igin Yorukoglu, Meryem Zaman

*Instructors:* Jagadisa Dacus, John Gonzalez, Shirley Leyro, Leslie Martino-Velez, Cara O'Connor, Peter Tam

*Lecturers:* Gail Mansouri, William Roane

### ANTHROPOLOGY

**Introduction to Anthropology** ANT 100  
3 crs. 3 hrs.

The evolution and behavior of human beings as cultural animals are the focus of this course. Students are introduced to the basic concepts and methods of the major divisions of anthropology: physical, social and cultural; archeology and linguistics. Emphasis is placed on preliterate societies to facilitate the study of the interrelation of various aspects of culture.

**Chinese Culture and Heritage**  
(Same as ASN 111) ANT 111  
3 crs. 3 hrs.

In this course students will inquire into the nature of classical traditions of Chinese culture. A range of Chinese texts in translation and associated materials will be explored to develop knowledge of the literary and philosophical foundations of Chinese culture. Lectures and readings are in English.

**Language and Culture**  
(Same as LIN 100) ANT 115  
3 crs. 3 hrs.

This course will introduce students to linguistics, the study of language, and language in multicultural urban settings, including topics such as children's language acquisition, bilingual families and bilingual education, language and gender, different varieties of English and contemporary language use. The readings will draw on works in linguistics, literature, sociology, anthropology, and related topics. Students will improve critical reading and thinking skills and produce reflective and expository writing based on the readings in connection with their own experiences and backgrounds.

**Puerto Rican Culture and Folklore**  
(Same as LAT 125) ANT 125  
3 crs. 3 hrs.

This course studies the emergence of a national culture, folklore and identity. Topics include the Taino, Spanish and African contributions to the creation of a Criollo personality and character and the Puerto Rican family, race relations, the Jibaro, religion, and the arts. It reviews customs, traditions, celebrations, dances, legends, songs, proverbs, and hero/underdog stories as well as the impact of the United States culture.

**Haitian History and Culture**  
(Same as AFN 127) ANT 127  
3 crs. 3 hrs.

This course explores the role of economics, culture, and world diplomacy in the development of the Republic of Haiti since

the Revolution of 1791. The impact of Haitian intellectual and popular thought on prose, poetry, and art is examined.

**Black Women in the Americas and the Caribbean** (Same as AFN 128) ANT 128  
3 crs. 3 hrs.

The changing status of women in African traditional societies is compared with changes in the status of Black women in the United States, the Caribbean, and Brazil.

**Peoples & Cultures of Latin America and the Caribbean**  
(Same as LAT 200) ANT 200  
3 crs. 3 hrs.

This course examines the diverse peoples and cultures that have populated Latin American and the Caribbean region since pre-Columbian times. It discusses the legacy of European colonization and the subsequent struggles for independence, formation of national identities and the quest for modernization today. The course will place particular emphasis on the production of social movements that respond to social inequality, and conflicting ideologies around ethnicity, race and gender among other factors. The readings illustrate case studies that examine a wide range of topics - ecological adaptation, food production, kinship and local politics, medical and religious beliefs and artistic expressions - from small-scale rural society to large complex urban centers throughout the continent. It will also explore how globalization, intense migration, and transnationalism have generated new notions of identity in the US today.

**The Roles of Women in a Changing World**  
(Same as AFL 210) ANT 210  
3 crs. 3 hrs.

This course analyzes the status and roles of women in cross-cultural perspective. Particular emphasis is given to the socio-cultural forces underlying the women's rights movements in the 19th century and the present resurgence of feminism.

### CRIMINAL JUSTICE

**Introduction to Criminal Justice** CRJ 101  
3 crs. 3 hrs.

Criminal Justice is the field that studies formal social control. This course covers the processing of crime by agents of formal control (police, courts, and institutional corrections). The general focus is on understanding the complex interactions of structures and agents in the system. Of particular concern are discretion and diversity in law enforcement, due process in criminal courts, and the punishment-rehabilitation dichotomy in corrections. The ultimate goal is

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## SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

to provide a critical foundation that prepares students for the challenges of a career in criminal justice.

### **Criminology** **CRJ 102** 3 crs. 3 hrs.

This is an introductory and foundational course in the study of crime and justice. It is designed to introduce students to the various historical and contemporary theories and empirical research used to understand deviant and criminal behavior. This course takes a critical approach to the study of the definition and measurement of crime, as well as applications of these theories to practice and in policy. Offending and victimization, as these relate to specific crime types (i.e., white collar crime, violent crime, sex crime, drug related crimes, etc.) will be explored.

### **Policing** **CRJ 201** 3 crs. 3 hrs.

This course is intended to broaden the student's understanding of the origins and development of law enforcement agencies in the United States. Moreover, the course will examine the complex role of the police in a democratic society in the criminal justice system. An emphasis will be placed on recruitment, the training process and the importance of diversity, particularly among larger police departments in the U.S. The course will also examine contemporary legal issues and modern strategies such as community, evidence-based, intelligence-led and predictive policing.

*Prerequisite: CRJ 101*

### **Corrections** **CRJ 202** 3 crs. 3 hrs.

This course examines the history of criminal punishment in Western society, emphasizing the United States. The course highlights social forces (political, religious, economic, and technological) shaping punishment; reviews common theories (deterrence, retribution, rehabilitation, incapacitation, and restoration) and examines how theory relates to policy. The course takes a critical approach to correctional systems and policies by considering disparities and structural inequalities. Empirical evidence is used to examine contemporary crises of punishment (i.e., mass incarceration, school-to-prison pipeline) as well as prison culture, staffing, privatization, and prisoner civil rights. Alternatives to traditional punishment, especially restorative justice models, are explored.

*Prerequisite: CRJ 101*

### **Criminal Law** **CRJ 203** 3 crs. 3 hrs.

This is an introductory course in the study of criminal law. The focus is on how it

functions in and affects modern society, with a particular emphasis on understanding both the objectives and the limitations of law as an apparatus of social control. This course will cover the principles underlying the definition of crime, the purpose of punishment, and the general doctrines, such as attempt, causation and conspiracy. Throughout the course, a review of U.S. Supreme Court ruling and their role in the evolving nature of theory of criminal law will also be covered.

*Prerequisite: CRJ 101*

### **Criminal Justice and the Urban Community** **CRJ 204** 3 crs. 3 hrs.

This course takes a critical approach to the study of crime and justice in urban settings. Course materials examine contemporary crime-related issues that affect urban communities within a historical and sociological context. The course highlights the intersections of deviant behavior and the criminal justice system within the structures of class, race, gender, and power inequalities. Topics explored may include racial profiling, juvenile delinquency, media representations of crime, policing, the war on drugs, and prisoner re-entry.

*Prerequisite: CRJ 101*

## **ECONOMICS**

### **Introduction to Economics** **ECO 100** 3 crs. 3 hrs.

This course provides an introduction to the fundamental economic concepts of production, consumption and price determination, as developed by economists over the last two centuries for understanding market economies. The class introduces students to the role of markets and economic policy in our contemporary global economy at the individual and societal level. The topics to be explored in the course span the areas of economics and economic history, and may include the banking system, social insurance programs, international trade, market regulations, the role of unions, and the federal budget. The student will come away with a broad understanding of economic issues, methods, ideas, and history.

### **Economics of Urban Communities** **ECO 111** **(Same as AFL 111)** 3 crs. 3 hrs.

This course introduces the subject of urban economics in historical and social contexts rather than as a strict analytical discipline. The causes and existence of poverty in cities, the management of federal, state and local government programs, the financing of Black enterprises, and conditions of social welfare are considered. Solutions toward developing neglected economics of urban communities are proposed.

### **Economic Development in the Dominican Republic in the 20th Century** **(Same as AFL 112) ECO 112** 3 crs. 3 hrs.

This course analyzes the economic policies of the different political regimes in the Dominican Republic from the end of the 19th century to the present. It studies the application and results of these policies—changes brought about by these regimes in trade, industry, agriculture and population. It also examines the influence of the United States on developments in the Dominican economy during this century.

### **African Development in the 20th Century** **(Same as AFL 113) ECO 113** 3 crs. 3 hrs.

Problems of African economic and political development since 1900 are analyzed. The emergence of conditions contrary to the goals of independence and African participation in world affairs is explored.

### **Political Economy of the Caribbean** **(Same as AFL 151) ECO 151** 3 crs. 3 hrs.

This is a study of the factors affecting the economies of the English and French speaking countries of the Caribbean region. The effects of international diplomacy, multinational corporate policies, educational and social determinants, and economic policies are evaluated.

### **Macroeconomics** **ECO 201** 3 crs. 3 hrs.

This course is intended primarily for those students who intend to pursue professional careers in fields such as economics, finance, management, and administration. It is also open to highly motivated students in other areas. Topics include: national income and national product; saving, consumption, investment, the multiplier theory, fiscal policy, inflation, employment and business cycles. The student will also be acquainted with money, banking, and central bank monetary policies, as well as some of the more significant theories of international trade and economic development.

### **Microeconomics** **ECO 202** 3 crs. 3 hrs.

This course is designed principally for those students who intend to pursue professional careers in fields such as economics, accounting, finance, management, and administration. It is also opened to highly motivated students in other areas. The course will focus on price theory in conjunction with: the laws of supply and demand, the analysis of cost, profit, market structure, production

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## SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

theory, and the pricing of productive factors. Significant contemporary economic problems will also be investigated.

### **Environmental Economics** ECO 215 3 crs. 3 hrs.

This course introduces students to the economic analysis of environmental issues and problems related to the allocation of natural resources as well as the role of government in dealing with environmental problems. Students will develop the capacity to understand economic and policy issues related to environmental and natural resource exploitation, the micro- and macroeconomic foundations of environmental theory and policy, and discuss and evaluate current environmental policies in the United States. Students will learn about the economics of externalities and natural resource management, including theoretical concepts, models of analysis, and theoretical debates among orthodox and heterodox interpretations.

*Prerequisite:* ECO 100 or ECO 201 or ECO 202

### **International Macroeconomics** ECO 221 3 crs. 3 hrs.

International trade, capital movements and foreign exchange markets lay the basis for global economic analyses and policy debates. Balance of payments problems include liquidity and growth, exchange rate systems, and tendencies for internal and external balance. Applied areas range from international financial institutions to issues of economic integration and development. Other topics involve history of the International Monetary Fund, World Bank, Euro Zone and Emerging Markets.

*Prerequisites:* ECO 100 or ECO 201 or ECO 202

### **Puerto Rican Economic Development Since 1898 (Same as LAT 236)** ECO 236 3 crs. 3 hrs.

This course analyzes the history and effects of American economic policies on contemporary Puerto Rico. Economic conditions before the American occupation are examined with the objective of comparing them with the conditions and changes after 1898. The period of sugar as a monoculture is studied as well as the great depression and its impact on Puerto Rico. The coming to power of the Popular Party, with its politics of land reform and economic development, are examined. The economic and social planning that have brought about modern Puerto Rico are analyzed.

### **Money & Banking (Same as FNB 250)** ECO 250 3 crs. 3 hrs.

This course is an analysis of the organization and operation of our financial system, including money and capital markets,

commercial banking, and other financial institutions such as commercial finance companies. The relationship between financial and economic activity including monetary and fiscal policy is demonstrated.

*Prerequisite:* FNB 100 or ECO 100 or ECO 201 or ECO 202

## **GEOGRAPHY**

### **Introduction to Human Geography** GEO 100 3 crs. 3 hrs.

This course introduces students to the key concepts and principles of human geography. The course is designed to show how world geographic conditions such as climate, landform, natural resources, soil, space and ecology have influenced human culture and civilization over time.

### **Environmental Conservation: Resource Management** GEO 226 3 crs. 3 hrs.

This course introduces students to environmental studies with a focus on policy and management of resources. The course will examine issues pertaining to sustaining our resource base (biodiversity, food, soil, water, and energy) and how humans have impacted these key elements of the natural system. The goals of the course are to introduce students to the trends in human impact and management of the natural environment and provide a background to debates on sustainability and conservation.

*Prerequisite:* GEO 100

### **Population Geography** GEO 241 3 crs. 3 hrs.

Population geography examines the dynamics of populations and their patterns of spatial settlement through time. Specifically, it will examine the main characteristics, changing size, and geographic distribution of populations, particularly in this age of intense globalization. The course covers four main themes in global population: mobility and settlement; population and environment; population increase and decrease; and urbanization. Because of the broad scope of this subject matter, this course will provide a general overview of the scale of the diverse and complex patterns that operate between people and landscape.

*Prerequisite:* GEO 100

## **HISTORY**

### **Western Civilization: From Ancient to Early Modern Times** HIS 101 3 crs. 3 hrs.

This course analyzes the societies of Western civilization from their origin to early modern times. The major social, economic, political, religious and intellectual developments are examined and their impact on the

development of modern Western civilization is traced.

### **Western Civilization: The Emergence of the Modern World** HIS 102 3 crs. 3 hrs.

This course traces the growth of the modern Western world to the present. It surveys the political, economic and social foundations of contemporary civilization.

### **History of Science and Technology** HIS 111 3 crs. 3 hrs.

In this historical survey of the emergence and development of a recognizable science and technology, the interrelationships between science and technology will be brought out. Some of the principal topics considered include science and technology in prehistory; ancient Babylonian, Egyptian, and Greek science and culture; Medieval medical technology and science; the scientific revolution of the seventeenth century; Darwinian evolution; the conquest of epidemic diseases; and the development of nuclear weapons. Critical analysis will cover the nature of scientific ideas, the scientific method and scientific change; the structure of scientific communities; relations between science, technology, and medicine; and the place of science in modern society.

### **Asian American History (Same as ASN 114)** HIS 114 3 crs. 3 hrs.

The Asian American presence from the mid-nineteenth century to the present is studied. Three periods, 1848 to 1943, 1943 to 1965, and 1965 to the present are examined. Topics are designed to focus on the impact of historical processes on the cultural, economic, and political experiences of diverse Asian American groups in urban and rural communities. The multi-ethnic aspects of Asian American communities are explored.

### **World History I** HIS 115 3 crs. 3 hrs.

This course offers a survey of human history in a global context, beginning with the birth of civilization and running up through the beginnings of the Renaissance in Europe. This historical development of fundamental cultural, political and social institutions will be examined through an analysis of recurring themes in world history. Topics include the earliest civilizations of the Middle East, India, China and the Americas; the beginnings of the world's major faiths, such as Confucianism, Daoism, Hinduism, Buddhism, and Judaism; the history of ancient Greece and Rome; the pre-Islamic history of the Middle East; the early histories of Africa, the Far East and the Americas; Islamic History;

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medieval European history; the Renaissance. It should be noted that, with respect to those topics generally associated with the "West" (i.e., Europe – for instance, ancient Greece and Rome and the Renaissance), these will be considered within a more global context; developments in Europe then will be considered in terms of its interaction with other global regions, likewise, as reflective of analogous responses to common societal, cultural and environmental challenges. Indeed, the course will address the question of whether the familiar dichotomy of "West" and "East" is, in fact, a meaningful one.

### **World History II** **HIS 116** 3 crs. 3 hrs.

The course offers a survey of human history in a global context, beginning with the Renaissance in Europe and running up to the present. The historical development of fundamental cultural, political and social institutions will be examined through an analysis of recurring themes in world history. Topics include the respective histories of the world's great religions, the European Renaissance, the Protestant Reformation, the European Enlightenment, the development (and continuing pervasiveness) of nationalism, Western imperialism and colonialism, the First and Second World Wars, the Cold War, and decolonization. It should be noted that those topics generally associated with the "West" (for instance, nationalism) will be considered within a more global context; likewise, developments in Europe and North America will be considered in terms of their interaction with other global regions and/or as reflective of analogous responses to similar societal, cultural and environmental challenges. Indeed, the course will address the question of whether the familiar dichotomy of "West" and "East" is, in fact, a meaningful one.

### **Early American History: Colonial Period to Civil War** **HIS 120** 3 crs. 3 hrs.

In this course, the history of the United States from the Colonial period to the Civil War is studied and the major political, economic, and social problems of the new nation are analyzed.

### **History of African Civilization** **HIS 121** (Same as AFN 121) 3 crs. 3 hrs.

African civilizations from the pre-historic cultures in East Africa to the decline of the West African kingdom of Songhai in 1596 are examined.

### **Africa 1500 to Present** **HIS 122** (Same as AFN 122) 3 crs. 3 hrs.

Africa from the beginnings of the Atlantic slave trade to the end of Colonialism in the late twentieth century is examined. The effect of Colonialism on economic and cultural patterns in the African diaspora is explored.

### **African American History: 17th Century to 1865** **HIS 123** (Same as AFN 123) 3 crs. 3 hrs.

This course is a systematic examination of the participation of African American people in the political, economic and cultural history of the United States. The involvement of African Americans in abolitionism and in the development of social and cultural institutions in free black communities is analyzed.

### **African-American History: 1865 to Present** **HIS 124** (Same as AFN 124) 3 crs. 3 hrs.

Reconstructions I and II, the social Darwinist years, Civil Rights activism of the 1960's, and the cumulative effects of institutionalized racism are set in an historical framework for comparative study. The course examines the impact of urbanization, institutional racism, economic, and political policies on the life experiences of African-Americans. The dynamics of cultural, social, and political interactions within the social structure of the nation since 1865 are analyzed.

### **Modern American History: Civil War to Present** **HIS 125** 3 crs. 3 hrs.

This continued study of American history emphasizes the emergence of an industrial economy, an urban society, world responsibility and the expanded federal government.

### **Caribbean History** **HIS 126** (Same as AFN 126) 3 crs. 3 hrs.

This course is a survey of the economic, political and cultural institutions which characterize the present nations of the Caribbean, their antecedents in the post-Emancipation period and the prospects for the future.

### **History of Puerto Rico: Discovery through 19th Century** **HIS 127** (Same as LAT 127) 3 crs. 3 hrs.

This course studies the history of Puerto Rico from the pre-Columbian period to the end of the 19th century. Consideration will be given

to political, social, cultural, and economic factors contributing to the emergence of national consciousness in the 19th century and the events leading to the Spanish-American War in 1898.

### **History of Puerto Rico: 19th Century to Present** **HIS 128** (Same as LAT 128) 3 crs. 3 hrs.

This course studies the historical conditions of Puerto Rico in the 20th century. The transition from a Spanish colony to an American possession is examined. The events and forces that created the present Puerto Rico are studied and analyzed in perspective. The alternatives to the problem of status, commonwealth, statehood, and independence are studied.

### **An Introduction to the Middle East** **HIS 129** (Same as ASN 129) 3 crs. 3 hrs.

Recent events have seen a growing interest in that part of the world commonly referred to as the Middle East. This course aims to introduce students to the Middle East, from the rise of Islam to contemporary times. It takes a cross-disciplinary approach, designed to allow students the chance to examine the region from a number of different perspectives; not only an historical one, but also those of literature, religion, economics, politics and international relations. It is hoped that, at minimum, the course will provide a sound basis by which students might better frame their understanding of the region; at maximum, that it might stimulate a desire to further explore the region in greater depth. Particularly, given the tendency if the media to view the region largely in terms of current events, it is hoped that by taking a cross-disciplinary approach, students will come to conceive of the region as a multi-dimensional; as a region with rich and varied cultural, historical and intellectual traditions; most importantly, as a region made up of people, of individuals who have many of the same desires and aspirations, the same fears and concerns, as ourselves. Given that the course constitutes a broad cross-disciplinary survey of the Middle East, it will, at times, be necessarily selective, focusing in depth on specific but representative aspects of Middle Eastern civilization. Students are thus encouraged to make reference to the "additional reading list" towards the end of the syllabus. An additional goal of the course is to consider in a more critical way the manner in which the region is portrayed in the media. Thus, periodically, we will be examining issues of topical interest.



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## SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

### History of Latin America (Same as LAT 130)

HIS 130

3 crs. 3 hrs.

Survey covering from the pre-Columbian cultures, the age of discovery and exploration, colonial structures, independence movements, to contemporary Latin America, with special emphasis on the countries of the mainland (i.e., North, Central, and South America). Students will learn about the traditions and institutions of Latin American Civilization including the Iberian conquest and colonization, the role of the Catholic Church, economic and social structures, as well as problems related to government, nation-building, race and class relations, wars and Latin America's position in the world.

### History of Dominican Republic (Same as LAT 131)

HIS 131

3 crs. 3 hrs.

This course studies the history of the Dominican Republic from the pre-Columbian and Colonial periods to the present. It deals with the geographical, political, social, and economic factors that form the Dominican nation. Emphasis is given to relations with Haiti and North America. The course also analyzes the position of the Dominican Republic in the community of Latin American nations as well as its place in today's world.

### History of Women

HIS 225

3 crs. 3 hrs.

This course in social and intellectual history examines ideas about women and women's status in society in selected periods of history. Emphasis is placed on the reading and interpretation of primary source material. Topics included are: the historiography of women's history; examples of matriarchy; women in the Ancient Near East; Greece and Rome in the Middle Ages and the Renaissance; the role of women in the American slave and plantation society; women in the modern capitalist and socialist worlds.  
*Prerequisite: One semester of history or departmental approval*

### Conflict in the Middle East

HIS 226

3 crs. 3 hrs.

The course will address in a historical context the political, social, economic and ideological factors underlying the various conflicts that have confronted the Middle East, beginning with post-First World War period and ending with more recent developments, with the aim of helping students better appreciate their root causes and complexities.  
*Prerequisite: Any Social Science course*

## HUMAN SERVICES

### Introduction to Human Services and Social Work

HUM 101

3 crs. 3 hrs.

This course introduces students to the field of Human Services and the profession of Social Work. Those human services which deal with social and personal problems are explored as well as the knowledge base, the skills base and the values base of the social work profession. Students are exposed to the methods of working with people as individuals, in groups and on a community level. This course meets the requirements as a liberal arts elective in social science.

### Human Services Skills

HUM 201

3 crs. 3 hrs.

The course is designed to train students in the use of helping skills and techniques utilized in the field of human services. Some of the areas covered in the course include interviewing and counseling, making referrals, assessment, group process and behavioral techniques. This course is open only to students enrolled in the Human Services curriculum.  
*Prerequisite: HUM101*

### Introduction to Gerontology

HUM 211

3 crs. 3 hrs.

This course provides students with a basic understanding of the interrelationships between the physical, intellectual, social and psychological aspects of the aging process in contemporary society. Problems particular to aging are explored as well as policies and programs which have been developed to deal with them.

### Introduction to Disabilities and Behavior Change

HUM 212

3 crs. 3 hrs.

This course focuses on the psychological and sociological aspects of disabling conditions, and the approaches to effecting the person's habilitation/rehabilitation through behavior change.

### Child Welfare

HUM 213

3 crs. 3 hrs.

This course is a survey of child welfare as a field of Social Work practice. Course content includes the relationships of parents, children and society; the development of old and new governmental programs for children; the impact on the family of child welfare policies, and the future of child welfare programs in the United States.

### Field Experience in Human Services I HUM 301

3 crs. 1 hrs.

Students are placed for one day per week in human service settings where they learn first-hand about agency structure and function, the activities of human service professionals, and the application of human service skills. Settings include community centers, hospitals, family service agencies, community residences for the developmentally disabled, senior citizen centers, homeless shelters, child psychiatry clinics, etc. A one hour weekly class session reinforces the agency experience through case presentations and group discussion. This course is open only to students enrolled in the Human Services curriculum. Please note: This course has 1 hour lecture and 7 internship hours per week.  
*Prerequisite: HUM 101 and HUM 201*

### Field Experience in Human Services II

HUM 401

3 crs. 1 hrs.

This course follows the same format as HUM 301, Field Experience in Human Services I. Remaining in the same field placement, the student deepens his/her knowledge and strengthens his/her skills through continued practice and supervision. This course is open only to students enrolled in the Human Services curriculum. Please note: This course has 1 lecture hour and 7 internship hours per week.  
*Prerequisite: HUM 301*

### Social Welfare Programs and Policies

HUM 411

3 crs. 3 hrs.

This course will acquaint students with the social welfare system of the United States. An historical perspective helps to illuminate the evolution of current policies, programs and practices. Poverty in the U.S. is analyzed as well as the specific programs which have been developed to alleviate it. Cross-cultural approaches to social welfare are also examined.  
*Prerequisite: POL 100*

## PHILOSOPHY

### Philosophy

PHI 100

3 crs. 3 hrs.

The study of philosophy helps students develop analytic skills and gain an appreciation of the general philosophical problems with which human beings have grappled throughout Western civilization. Basic philosophic problems such as free will and determinism, the criteria which justify ethical evaluations, the philosophical considerations which are relevant to belief or disbelief in God, and knowledge and illusion are examined during this course.

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### **Logic PHI 110** 3 crs. 3 hrs.

The course focuses on principles of sound thinking and valid argument in order to develop skills in analysis and evaluation of inductive and deductive reasoning. Students learn to discriminate between valid and invalid argument, using as tools the techniques of formal and symbolic logic.

### **Cultural and Ethical Issues in Science and Technology PHI 111** 3 crs. 3 hrs.

In considering ethical positions ranging from animal rights to environmental philosophies of radical ecology, and studying the impact of new reproductive technologies and other biotechnologies on the (so-called) Third World, students learn about advances made by working scientists and feminist philosophers in contextualizing science and technology. A special attempt will be made to study cultural factors as class, gender, and race in order to understand the responsibilities of scientists and technologists for the uses of their knowledge; the ethics of scientific research; and truth and fraud in science and engineering.

### **Critical Thinking (Same as CRT 100) PHI 115** 3 crs. 3 hrs.

This course is designed to develop the mind and help sharpen students' ability to think clearly, logically, thoroughly, critically and effectively. Through substantive readings, structured writings assignments and ongoing discussions, students will learn to use analytical skills in reading, writing, oral presentations, researching, and listening. Students will examine concrete examples from their own experience and readings and contemporary issues in the media to learn how to analyze issues, solve problems and make informed decisions in academic, professional, and personal lives.

### **Ethics PHI 120** 3 crs. 2 hrs.

This course will examine major historical and contemporary perspectives in moral philosophy. We will consider questions such as, 'Are there universal moral values?', 'Are ethical conduct and self-interest compatible?', 'What is the source of our ethical obligations (God? Society? Or Reason?) and how can we justify them?', and 'How does globalization impact ethical theory?' The course will look at what attributes and qualities make up a successful ethical theory and will compare competing approaches to ethical decision-making. Throughout the course, the emphasis will be on real-world ethical issues that arise in contemporary life and society.

### **Great Issues in Philosophy PHI 200** 3 crs. 3 hrs.

This course provides an in-depth discussion of some of the great issues of philosophy. It applies analytical and logical tools for clarification of these issues with emphasis on recent/contemporary philosophical developments. Using a cross-cultural perspective, there is a focus on select topics such as ethical codes and moral conduct, political order, social justice, religious experiences and beliefs, science and knowledge and the nature of consciousness.  
*Prerequisite: PHI 100 or 110*

### **Great Issues PHI 200** 3 crs. 3 hrs.

This course provides an in-depth discussion of some of the great issues of philosophy. It applies analytical and logical tools for clarification of these issues with emphasis on recent/contemporary philosophical developments. Using a cross-cultural perspective, there is a focus on select topics such as ethical codes and moral conduct, political order, social justice, religious experiences and beliefs, science and knowledge and the nature of consciousness.  
*Prerequisite: PHI 100 or 110*

## **POLITICAL SCIENCE**

### **American Government POL 100** 3 crs. 3 hrs.

The history, development, and intellectual origin of American government are studied and analyzed. Special consideration is given to the structure and operation of the executive, legislative and judiciary branches, and the role of government and politics in a modern industrial society.

### **Introduction to Politics POL 110** 3 crs. 3 hrs.

This class involves students in observation and critical analysis of political affairs. Topics and themes will include both American and global perspectives and both contemporary and historical cases. The class introduces a range of approaches to the study of politics, such as empirical research, quantitative analysis, theoretical questioning, and the examination of literary or artistic works. Central concepts will include politics, power, government, conflict, and justice.

### **Political Economy of Technoscience POL 111** 3 crs. 3 hrs.

Science, technology and society is constructively and deconstructively theorized within fields of knowledge known as textual and political economies. In considering competing intellectual traditions in creating a theory of science, technology, and society, themes such

as the relationship between science, technology and the state; social epistemology; laboratory science studies; feminist perspectives on science and technology; ecological foundations for science and technology; and the globalization of science and technology will be discussed. This course will provide acquaintance with the everyday context of working scientists and technologists.

### **Politics of Puerto Rican Communities (Same as LAT 151) POL 151** 3 crs. 3 hrs.

This course is an analysis of the political movements and parties of Puerto Rican communities in the U.S.A.; the relationships of these movements and parties toward political development in Puerto Rico; the role of the Puerto Rican in both traditional and radical political movements in the U.S.A.; and how political participation in the American process has come to contribute to a sense of community identity among Puerto Ricans in the U.S.A.

### **Modern Black Political Thought (Same as AFN 152) POL 152** 3 crs. 3 hrs.

The origins of nationalist ideologies, and political and social action in the United States, Caribbean, and Africa are examined. Political and economic developments since the late 19th century are analyzed.

### **World Politics POL 210** 3 crs. 3 hrs.

This course considers the basic factors involved in international relations. The components of nationalism, the state system, and the concept of politics as the crucial form of interstate relationship are discussed and examined. A systematic study is made of capabilities, goals and methods of interstate relations, considering the underlying principles, forces, patterns, and problems which historically characterize international organization and the political systems of the world.  
*Prerequisite: POL 100 or POL 110*

### **Politics and Government in New York City POL 220** 3 crs. 3 hrs.

This course explores the government and administration of the City of New York. Structures and institutions such as the Office of the Mayor and the City Council are examined, as well as the city bureaucracies and non-governmental groups whose activities bear upon politics in New York. The emphasis is on the political process and decision-making systems.  
*Prerequisite: POL 100 or POL 110*

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## SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

### Power In American Politics

3 crs. 3 hrs.

This course analyzes the nature of power in America. Who governs? How is power exercised? What is the relationship between the private sector and the public sector? These and other areas will be investigated. The course will examine concepts and approaches to the study of power, including pluralism, elite, class, and the role of race and gender.

*Prerequisite:* Any 100-level Social Science course

### Comparative Politics

3 crs. 3 hrs.

This course provides an introduction to the comparative study of political institutions, political cultures, public policy, and forms of political action. Taking examples from different parts of the world, the course examines the development and contemporary workings of various political systems, emphasizing basic concepts and methods of comparative analysis.

*Prerequisite:* POL 100 or POL 110

### Political Theory

3 crs. 3 hrs.

This course examines political ideas and their relationship to the practice of politics. Various theories will be explored, including liberalism, conservatism, socialism, and contemporary political thought. The course will address questions such as: What is human nature? What are rights, liberty and justice? How might they be achieved? What is the proper role of government? Political theorists approach these questions differently and provide different answers. The relevance of theories to current political issues is discussed.

*Prerequisites:* Any Social Science course

### Thinking with the Greeks

3 crs. 3 hrs.

This is a summer course taught abroad in Greece. Ancient Greek thinkers and the experiences of the ancient polis will be studied with a view to their influence, validity, and contemporary relevance. Readings will include Plato and Aristotle, among others.

## PSYCHOLOGY

### Introduction to Psychology

3 crs. 3 hrs.

The course introduces students to the scientific study of behavior and mental processes. Students will learn about current perspectives, historical roots and scientific methods in psychology. Topics within major areas of psychology may include biopsychology, human development, learning, cognition, social processes, personality and psychological disorders.

### POL 230

### Social Psychology PSY 200

3 crs. 3 hrs.

The course introduces students to major theories and scientific findings in social psychology emphasizing personal and situational behavior. Research and application in the areas of social thinking, social influence and social relations are discussed. Topics include, but are not limited to, attitudes and beliefs, conformity, prejudice, group behavior and leadership, communication and persuasion.

*Prerequisite:* PSY 100

### POL 240

### Psychology of Death and Dying

3 crs. 3 hrs.

This course will cover the psychology of death and dying in our society. Throughout the semester we will examine the attitudes and values about death and dying, the developmental processes on death and dying as well as the sociocultural-perspectives, both the legal and ethical concerns of death and dying, as well as the issues of grief and bereavement. The text and supplemental readings will provide the groundwork for the assignments and class discussions. Students will be expected to remain open to different experiences, feelings and values.

*Prerequisite:* PSY 100

### PSY 210

### Behavioral Statistics

3 crs. 3 hrs.

This course will provide an introduction to statistical methods utilized in the behavioral sciences. Topics that will be discussed include probability theory, descriptive statistics, correlation/regression, t-test, ANOVA, and chi-square. Students will also learn how to analyze data using statistical software and how to report their results in APA style.

*Prerequisite:* PSY 100

### PSY 220

### Psychology of Personality

3 crs. 3 hrs.

The course focuses on exploring, critically evaluating and applying theories and concepts to the study of personality psychology. It also discusses research, assessment and influences of personality on human behavior and everyday life.

*Prerequisite:* PSY 100

### PSY 230

### Developmental Psychology

3 crs. 3 hrs.

This course explores cognitive, emotional, and behavioral changes across the lifespan. Attention is given to how biological sociocultural factors shape the individual.

*Prerequisite:* PSY 100

### PSY 240

### Psychology of Women

3 crs. 3 hrs.

### PSY 245

This course involves the interpersonal and institutional socialization of women in contemporary American society and the effect of these processes on individual personality through an examination of existing roles and exploration of alternatives.

*Prerequisite:* PSY 100, SOC 100, or SSC 100

### Child Psychology

3 crs. 3 hrs.

This course explores biological, cognitive, and emotional growth from conception through adolescence. Attention is paid to the interplay of individual and sociocultural factors that influence the course of psychological development.

*Prerequisite:* PSY 100

### PSY 250

### Cognitive Psychology

3 crs. 3 hrs.

The course is designed to introduce the students to historical, cultural and contemporary perspectives as well as scientific research in cognitive psychology. Topics include but are not limited to memory, perception, language, problem solving, decision making and cognitive neuroscience.

*Prerequisite:* PSY 100

### PSY 255

### Abnormal Psychology

3 crs. 3 hrs.

This course focuses on historical perspectives, contemporary trends, theoretical models and scientific research in the assessment and classification of mental illness. The etiology and treatment of psychological disorders are discussed with emphasis on the role of biological, cognitive, psychodynamic and sociocultural factors.

*Prerequisites:* PSY 100

### PSY 260

### Research Psychology

3 crs. 3 hrs.

The course is designed to introduce the students to psychological research. Students will learn about the research process by analyzing the ethical issues in research, conducting literature reviews, collecting, analyzing and interpreting the data, as well as summarizing and presenting the findings. Students may be presented with an opportunity to work with faculty on designing and implementing a research project. The course includes both theoretical and applied (lab) components.

*Prerequisite:* PSY 100

### PSY 265

### Foundations of Black Psychology (Same as AFN 271)

3 crs. 3 hrs.

### PSY 271

The course presents Black experiences through a psychological lens. Leaning on the work of leading Black psychologists and other theorists, this course examines critical issues

# Course Descriptions

## SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

related to race, ethnicity, education, Black families and other social factors embedded in both contemporary and historical contexts.  
*Prerequisite: PSY 100*

### **SOCIOLOGY**

**Introduction to Sociology** **SOC 100**  
3 crs. 3 hrs.

This course analyzes the structure, processes and products associated with group living. Attention is focused on the concepts of social organization, culture, groups, stratification, major social institutions, and significant trends in group living.

**Sociology of Urban Education** **SOC 110**  
3 crs. 4 hrs.

This course examines the barriers to the completion of high school by urban high school students and presents the "mentor model" as one way to support and help students achieve in the school environment. Students taking this course will spend a minimum of 20 hours serving as a mentor to a student from a nearby high school.

*Prerequisite: Permission of department*

**Understanding Technological Society** **SOC 111**  
3 crs. 3 hrs.

This is a problem-centered and task-oriented course that integrates the humanities and the theories and practices of science and social sciences into the leading public issues of technological society. By emphasizing the close connections between science and technology, social institutions, and cultural values, students will learn how social institutions directly affect technological development and professional careers. The course also analyzes today's "global village," the changing relations between East and West and the Third World, and worldwide development and environmental issues.

**Comparative Ethnic Studies I** **SOC 125**  
(Same as AFL 125)  
3 crs. 3 hrs.

This course surveys the long history of cross-racial and inter-ethnic interactions among immigrants, migrants, people of color and working people in the United States and the wider world from the era of mercantile capitalism in the sixteenth century to the present. By making inroads into the dynamic worlds that indigenous people, people of African and Latin American descent, European Americans, and Asian Americans made and remade, the course aims to reach across borders of all kinds, including national boundaries, to cultivate global, transnational and comparative perspectives on race and ethnicity. In particular, it places emphasis

on relationships and conflicts between these diverse groups, especially how they were treated and defined in relation to each other. Broadly, this course is concerned with how these groups struggle to stake out their place in a highly unequal world.

**The Black Man in Contemporary Society** **SOC 129**  
(Same as AFN 129)  
3 crs. 3 hrs.

The effects of economic and social factors on socialization, status, and levels of achievement among Black men are analyzed. The impact of institutional racism and underachievement on urbanized populations is explored in terms of access, social status, and economic differentials.

**The Latino Experience in the U.S.** **SOC 150**  
(Same as LAT 150)  
3 crs. 3 hrs.

This course studies the varied experiences of Latinos in the United States of America. Through readings, lectures, discussions and fieldwork, students will become familiar with the group and its diverse components from North, Central and South America as well as the Caribbean, while covering representative nationalities such as Mexicans, Salvadorians, Cubans, Colombians, Ecuadorians, Puerto Ricans and Dominicans. The course will survey the history and evolution of Latinos at the same time that it explores issues of culture and identity. Other topics include family, race relations, religion, education, economic incorporation and political participation. Key issues of contemporary interest will also be explored, such as Latinos and immigration, and the impact they have on local, state and nationwide elective office.

**Puerto Rican Experience in Urban U.S. Settings** **SOC 152**  
(Same as LAT 152)  
3 crs. 3 hrs.

This course studies the peculiar characteristics of the Puerto Rican migration to the U.S. It analyzes the processes of assimilation and adaptation to the American society as opposed to the identity and preservation of Puerto Rican cultural values. The problems of education, housing, health services, family and community, employment, and economic development are given special attention as they relate to the unique experience of the Puerto Rican in the U.S.A.

**Sociology of the Black Urban Community** **SOC 154**  
(Same as AFN 154)  
3 crs. 3 hrs.

Current theories of socialization, cultural transformation, and poverty are assessed. Field visits to recognized agencies and institutions are arranged under supervision of the instructor.  
*Prerequisite: SOC 100 or ANT 100*

**Health Problems in Urban Communities** **SOC 161**  
(Same as AFL 161)  
3 crs. 3 hrs.

This course analyzes the relationships between economic and social factors, and the delivery of health care services in urban communities. Attention is given to community needs related to HIV/AIDS, tuberculosis, mortality rates, prevention, and education. Guest lecturers and workshops are presented.  
*Prerequisite: SOC 100 or ANT 100*

**Social Problems** **SOC 200**  
3 crs. 3 hrs.

A close relationship exists between the social problems and the values and structures regarded by society as normal and stable. In this course, students apply sociological principles, theory, methods, and research toward an understanding of social problems.  
*Prerequisite: SOC 100*

**Gender and Society** **SOC 210**  
3 crs. 3 hrs.

This course examines the role of gender in society, with a focus on gender as a social construction and a system of inequality that shapes contemporary society and its institutions. Topics may include the relationship of biology and gender, gender and sexuality, feminist theory, the influence of gender on institutions such as the family, schools, workplace, media, politics, etc., gender and violence, and the intersection of gender, race and ethnicity, and class.  
*Prerequisite: SOC 100*  
*Prerequisite: SOC 100*

# Course Descriptions

## SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

### **Ethnic Groups in American Life**

**SOC 230**

3 crs. 3 hrs.

This course studies the various ethnic groups which comprise the population of the United States—their accommodations and assimilation, their changing attitudes and impact on one another. In addition, the effects of interracial tension on personality and social organization are explored and comparative analyses of selected countries are made.

*Prerequisite: SOC 100*

### **The Puerto Rican Family**

**(Same as LAT 234)**

**SOC 234**

3 crs. 3 hrs.

This course studies the Puerto Rican family as the primary unit of Puerto Rican society, reflecting the patterns and dynamics of that society. It examines the variations in family structure that have evolved from the Taino, Spanish and African cultures. The historical and economic changes that have transformed Puerto Rican society are analyzed with emphasis on their effect on the family structure. The experience of migration and its impact on the Puerto Rican family are considered. Attention is given to the problems facing the family as the unit of migration.

*Prerequisite: SOC 100 or ANT 100.*

### **Urban Sociology**

**SOC 240**

3 crs. 3 hrs.

This course involves a sociological analysis of the modern city and the urban way of life. Among the topics discussed are: the growth and decline of urban neighborhoods; social forces responsible for the modern urban community; urban ecology; urban blight and shifts in the residential distribution of racial, ethnic, and income groups; plans and policies for urban development; and the future of the central city.

*Prerequisite: SOC 100*

### **The Family**

**SOC 250**

3 crs. 3 hrs.

This course examines the basic functions of the family in contemporary society. The social processes involved in courtship, marriage, parenthood, alternative family models, the roles of family members, and the relationship between the various models and the community will be examined.

*Prerequisite: SOC 100 or ANT 100*

### **The Contemporary Black Family**

**(Same as AFN 256)**

**SOC 256**

3 crs. 3 hrs.

The Black family in current urban/suburban settings and the effects of changing value systems, the single-parent family, crises in education, and economic stability are examined. Field visits to selected agencies and institutions are required.

*Prerequisite: SOC 100 or ANT 100*

### **Sociology of Health & Illness**

**SOC 260**

3 crs. 3 hrs.

Health intersects with every aspect of our daily lives as well as institutions and larger social structures. This course examines the social construction of health and medicine, with a focus on political, cultural, and economic forces that shape meaning of health, as well as medical institutions and other responses to illness. Topics may include sociological perspectives of health and illness; inequality produced through social factors including sex/gender, race/ethnicity, and socioeconomic status; medicalization and social control; issues related to an aging society; and the health care system.

*Prerequisite: SOC 100*

### **Sociology Capstone:**

#### **Race and Ethnicity**

**SOC 350**

4 crs. 4 hrs.

This Sociology Capstone will focus on special topics within the field and expertise of the instructor. It will provide a culminating experience for students by allowing them to explore a topic in-depth, engage in independent research, develop their analytic abilities and critical thinking skills, and apply concepts and theories to new cases. The capstone course will introduce students to the major theoretical perspectives, the basic research methodologies and research design issues, and the central analytical models in Sociology. Over the course of the semester, each student will engage in independent research that culminates in a research paper or project and a presentation to the class.

*Prerequisite: SOC 100 and two SOC course electives*

## **SOCIAL SCIENCE**

### **Field Experience in Italy**

**SSC 150**

3 crs. 3 hrs.

This course offers the student Social Science field experience in Italy. Orientation, seminars with guest lecturers, field trips to sites of historic interest, and cultural tours are an integral part of the travel program. The field experience base of operations is a university in Italy.

### **The Black Experience in Africa**

**(Same as AFN 253)**

**SSC 253**

3 crs. 3 hrs.

This course is designed to provide the student with an introduction to the cultures of selected African nations through travel, structured reading, and lectures conducted on the campuses of African colleges and universities. Requirements include a term paper. This course and LAT 475 are part of the Center for Ethnic Studies' Study Abroad Program.

### **Latin American Caribbean Society**

**(Same as LAT 475)**

**SSC 475**

3 crs. 3 hrs.

This is a summer course taught abroad in a Latin American or Caribbean country. It offers the student the opportunity to travel, to share, to live and to study in another country. From a global perspective, this course explores the history and culture of a selected Latin American or Caribbean country by focusing on religion, homeland, art, family, identity, film, economic development, social and political movements and environment as they are presented as major themes of current research and in the tangible appreciation of the student.

*Prerequisite: A functional knowledge of the language of the country or countries visited may be required.*

# Course Descriptions

## SPEECH, COMMUNICATIONS, AND THEATRE ARTS

## Speech, Communications, and Theatre Arts

Room N628, Telephone: (212) 220-8090  
speech@bmcc.cuny.edu

The courses offered by the Department of Speech, Communications, and the Theatre Arts are aimed at developing and enriching skills in communications and/or performance. The electives in Speech (SPE) introduce students to voice and diction, oral interpretation, public speaking, the mass media and interpersonal communication. The department offers programs in Communication Studies (A.A.) and Theatre (A.S.).

*Chairperson:* Hollis Glaser

*Deputy Chairpersons:* Kenneth Antrobus, Mila Brisbon

*Professors:* Diane Dowling, Hollis Glaser, Helen Huff, Katherine Kavanagh, Sandra Poster, Susana Powell

*Associate Professor:* Sherry Engle, Benjamin Powell, Suzanne Schick, Nadia Zukic

*Assistant Professors:* Arnold Buseo, Elizabeth Chaney, Vincent Cheng, Bertie Ferdman, Benjamin Haas, Christopher Jackson, Lori Ann Kee, Eva Kolbusz, Jill Strauss, Scott Tulloch, Brian Waychoff, Elizabeth Whitney

*Instructors:* Rebecca Collier, Christopher Moss, Daphnie Sicre, Nicholas Westmeyer

*Lecturers:* Kenneth Antrobus, Gillian Bonanno, Mila Brisbon, Janet Douglas Pryce, Felecia Harrelson, Mark Janis, Judith Noble, Alkis Papoutsis, Lee Ritchey, Kerry Ruff

*College Laboratory Technician:* Jose Ventura

*Adjunct Faculty:* There are approximately 50 adjuncts in the department.

### COMMUNICATIONS STUDIES

**Interpersonal Communication** COM 240  
3 crs. 3 hrs.

The course introduces the basic concepts and theories of interpersonal communication in personal, educational and business settings. This includes a study of self as communicator, the effect of language on others, verbal and nonverbal expression of thoughts and feelings, and factors which contribute to effective communication.

*Prerequisite:* SPE 100 or permission of department

**The Mass Media** COM 245  
3 crs. 3 hrs.

The focus of this course is to provide an understanding of the influence and impact on our lives and society by the mass media. The course examines the history, law, technology, economics and politics of the mass media through independent study, field trips, etc. Students are encouraged to be aware of techniques of influence used by the mass media to influence and determine social and political values. In addition, students learn to develop tools for critical analysis of and standards for discriminating consumption of the mass media.

*Prerequisite:* SPE 100 or permission of department

**Conflict Resolution** COM 250  
3 crs. 3 hrs.

The emphasis of this course is on developing communication behaviors that productively manage conflict; it is structured to integrate communication theory with practical application. Through readings, lectures, sample conflict cases, and interviews, as well as through in-class discussion and exercises, this course will address both intra-personal and inter-personal conflicts that occur in diverse settings, examine the sources of these conflicts, and analyze the factors that influence how we identify, define, manage, and defuse these conflicts.

*Prerequisite:* SPE 100 or SPE 102

**Intercultural Communication** COM 255  
3 crs. 3 hrs.

This course is designed to provide an understanding of intercultural principles and perspectives when communicating with people from diverse cultures. Consideration will be given to both verbal and nonverbal communication processes in the "American" culture, co-cultures, contact cultures, and popular culture. Through readings, lectures, response papers, and interviews, as well as through in-class discussion and exercises, this course will explore how culture shapes communication, how situations are framed through cultural lenses, and how histories, perceptions, values, contexts, aspects

of stereotypes, and ethnocentrism all contribute to the complexity of intercultural communication.

*Prerequisite:* COM 240

**Small Group Communication** COM 260  
3 crs. 3 hrs.

This is a class in small group communication. It covers communication dynamics such as group development, decision-making, discussion, leadership, roles, norms, and conflict. Text and lectures focus on small group communication theory, concepts, and processes. A significant part of the class consists of learning the material through class exercises, participation in a variety of small groups, and reflecting on those experiences.

**Gender and Communication** COM 265  
3 crs. 3 hrs.

The purpose of this course is to raise students' awareness regarding the ways in which gender is created, maintained, and/or changed through cultural expectations and interaction. Students will gain theoretical insights and develop analytical skills to identify gendered expectations, and to learn how such expectations serve to limit behavior for people of all genders. The course will enhance understanding of how predominant social assumptions and communication norms can devalue and silence women and other non-dominant groups, and how students can become change agents to enhance our collective lives.

*Prerequisite:* SPE 100

**Communication Studies Internship** COM 361  
2 crs. 15 hrs.

The objective of the internship is to allow the student to put classroom theory in his/her major into practice in order to gain work experience. Each student-intern will work 15 hours a week for the length of the semester. Each student-intern is assigned to an internship professor (a faculty member who is knowledgeable about the student's field. The internship professor helps the student secure internship placement in a worksite related to the student's major, or assists the student to "reconstruct" his/her present position as an internship; or develop-by special arrangement-an internship with his/her present employer, and serves as the student's instructor and advisor during the field experience. Student interns are expected to work 15 hours a week, complete a term project assigned by the internship professor, and be evaluated by the worksite supervisor. Students to be placed are expected to arrange their schedules so that they are free mornings or afternoons, Monday-Friday or two to three full days per week.

*Prerequisites:* Completion of all remedial requirements and an overall GPA of 3.0 or 3.0 in major classes; a A B or better

# Course Descriptions

## SPEECH, COMMUNICATIONS, AND THEATRE ARTS

*in ENG 201 and SPE 100 or permission of the instructor; completion of CED 201; completion of at least 36 credits of coursework, including prerequisites listed below: COM students must have completed: COM 240, COM 245, COM 250, VAT 152*

### SPEECH

#### **SPE 100** 3 crs. 3 hrs.

The aim of this course is to develop effective skills in speech communication. The student examines how to generate topics and organized ideas, masters elements of audience psychology and practices techniques of speech presentation in a public forum. All elements of speech production and presentation are considered.

#### **Fundamentals of Speech for Non-Native Speakers** SPE 102

3 crs. 3 hrs.

This course is recommended for those whose native language is not English. It addresses fundamentals of speech communication, as does SPE 100, but provides special emphasis in vocabulary building, pronunciation, and enunciation. Classwork is implemented through the use of recordings, individual and group drills, interpersonal exercises, oral readings, and impromptu and prepared group discussions and speeches. Weekly speech tutoring is required. This course satisfies the equivalent for, and may be taken instead of, SPE 100. Credit is given for SPE 102 or SPE 100, but not for both classes.

#### **Voice and Articulation** SPE 103

3 crs. 3 hrs.

This course is designed for those students who wish to improve their speech communication in the business and professional environment. Study of voice and articulation, development of auditory discrimination, utilization of individual and group exercises, and application of speech in group discussions and interviews are covered. This class is particularly recommended for those whose native language is not English as well as those desiring additional improvement in speech and language.

*Prerequisite: SPE 100 or SPE 102*

#### **Introduction to Contemporary Media Applications (same as VAT 152)** SPE 152

3 crs. 3 hrs.

This course introduces the key concepts of preparing a media project with the development of a needs analysis and a treatment for client proposals. The basics of scripting, graphics, and audio and video elements are covered. These elements are then illustrated in detailed discussions of contemporary media, including film and video production. Students progress to discussion of satellite and Internet technologies that

include teleconferencing, business, television and video news releases. Multimedia implementation is then covered by analyzing case studies in electronic press kits and website design.

#### **Oral Interpretation** SPE 210

3 crs. 3 hrs.

This course is devoted to the reading aloud of various works of literature, such as poetry, prose or drama, in order to develop an awareness of the voice and body as an instrument of communication, and to instill an appreciation of the beauty and sensitivity of the English language.

#### **Advanced Public Speaking** SPE 220

3 crs. 3 hrs.

The aim of the course is to provide the student with advanced experiences in the preparation and analysis of oral presentations for professional, nonprofessional, and academic situations. A detailed study of the principles and theories of public speaking is made. The course includes the presentation of student speeches.

*Prerequisite: SPE 100 or permission of department*

### THEATRE

#### **Introduction to Theatre** THE 100

3 crs. 3 hrs.

The collaborative nature of the theatrical event will be explored in readings, presentations, play attendance, papers and creative projects. Contributions of the playwright, actor, director, designer, architect, critic, producer and audience will be investigated through selected periods, genres, theatre spaces and styles of production. The student's potential roles and responsibilities in creating theatre will be emphasized.

#### **Acting I** THE 110

3 crs. 3 hrs.

Basic acting skills, a method of approaching a role, a working vocabulary, and the responsibilities of the actor will be studied through improvisations, theatre games, and performance of scenes or monologues from plays and other dramatic material studied in class.

*Prerequisite: SPE 100 or permission of department*

*Co-requisite: THE 115*

#### **Voice and Movement for the Actor** THE 115

1 crs. 1 hrs.

An introduction to voice and body work. Students will participate in warm-ups and exercises that promote concentration, relaxation, trust, vocal resonance, physical flexibility, and strength.

*Co-requisite: THE 110*

#### **Elements of Production** THE 121

3 crs. 3 hrs. 1 lab hrs.

This course is designed to give the student a comprehensive overview of the fundamentals of professional theatre production, including the basic skills and technical theories involved in scene design, stagecraft, stage properties, costuming, lighting, and sound. Physical theatre layout, crew organization and responsibilities, safety requirements, and practical experience in building and running a production will be taught. Students will serve on a crew for a BMCC theatre event.

*Prerequisite: THE 100*

#### **Latin American Theatre and Performance (Same as LAT 124)** THE 124

3 crs. 3 hrs.

This survey course will look at major trends and directions in Latin American theatre by drawing on plays and performance ensembles of the mid-twentieth century to the present. We will look at the work of some of the most influential playwrights, directors, and ensembles as they grapple with their political, national, and cultural contexts, and discuss these artists' dual commitment to social conscience and artistic expression. We will read manifestoes and plays by many of Latin America's major playwrights and performing artists, as well as critical writing by scholars and historians. We will also engage with documentary films and videos of performances.

*Prerequisite: SPE 100 or THE 100 or LAT 100*

#### **Production Practicum I** THE 125

1 crs. 1 hrs. 2 lab hrs.

This course provides practical training in the various areas of theatre production, including lighting, sound, set, props, costumes, stage management, makeup, marketing, fundraising and front-of-house operations. Students will meet once a week as a class to receive crew assignments and training in how to carry out those assignments for the week. Each student will work in at least two areas, unless he or she is a crew head or stage manager.

*Prerequisite: THE 121*

#### **Production Practicum II** THE 126

1 crs. 1 hrs. 2 lab hrs.

The course is for the student who wishes to continue his or her development as a theatre technician and/or performer by working on another production. The student will be assigned either as a crew head, stage manager, as crew in two new work areas and/or cast in the production.

*Prerequisite: THE 125*

# Course Descriptions

## SPEECH, COMMUNICATIONS, AND THEATRE ARTS

<b>Production Practicum III</b> 1 crs. 1 hrs. 2 lab hrs. Continuation of work in THE 126, in either a crew head capacity or two new crew areas, and/or cast in the production. Prerequisite: THE 126 and permission of the department	<b>THE 127</b>	<b>Page to Stage</b> 3 crs. 3 hrs. 1 lab hrs. This course is designed to give the student experience in all the aspects of bringing a play to production. As the play is cast, rehearsed, designed, built, advertised, and performed for an audience, students will learn about the responsibilities and collaboration between the different participants involved in theatre production. Students will have the opportunity to hone their acting skills, and must also contribute to at least one other aspect of the production. <i>Prerequisites: THE 100, THE 110, and THE 125</i>	<b>THE 220</b>	<b>History of Theatre</b> 3 crs. 3 hrs. A survey of theatre of the world from its ritual origins to Jacobean England. Major periods explored through reading and viewing significant plays, studying the sociological forces that led to different theatrical forms, theatre architecture, methods of production, playwrights and the relevance of these plays and theatrical forms today. <i>Prerequisite: THE 100 and ENG 201 or ENG 121</i>	<b>THE 300</b>
<b>Production Practicum IV</b> 1 crs. 1 hrs. 2 lab hrs. Continuation of work in THE 127, in either a crew head capacity or two new crew areas, and/or cast in the production. <i>Prerequisite: THE 127 and permission of the department</i>	<b>THE 128</b>	<b>Acting: Solo Performance</b> 3 crs. 3 hrs. The aim of this course is to develop students' understanding of the history and practice of North American solo performance in the 20th and 21st centuries. Students will both encounter various artists' performance work via readings and archival video, and make their own performances throughout the course of the semester. The course will expand students' knowledge of historical solo performances and both character driven and autobiographical performance. The course will also introduce students to the history of performance. The course will also introduce students to the history of performance art and ask them to contemplate its role in the history of solo performance. <i>Prerequisite: THE 210 or audition for professor</i>	<b>THE 228</b>	<b>Advanced Theatre Workshop</b> 3 crs. 3 hrs. This studio course is designed to provide students with advanced creative techniques to deepen their skills as performers. Topics are presented by visiting theatre practitioners in a workshop series. Focus is on creating original work in the following areas: devised work, dance and movement for actors, and solo work. Exercises and improvisation are designed to enhance concentration, imagination, resonance, movement and will culminate into performances after each section. Students will create and workshop performances with a focus on learning new approaches to language, structure and movement. The course emphasizes the collaborative nature of theatre. Appropriate research and reading will be required in addition to artistic assignments. <i>Prerequisite: THE 110, THE 121 and audition or departmental permission</i>	<b>THE 310</b>
<b>Stage Management</b> 3 crs. 3 hrs. This course is designed to help students develop the skills and knowledge essential to execute stage management duties in preproduction work, rehearsal and performance of theatrical productions. Students will examine dramatic texts from the perspective of the stage manager. The stage management skills gained will also provide practical insights into many fields, including film, television, special events, and any business where timely, effective communication and coordination between groups is essential. <i>Prerequisite: THE 100</i>	<b>THE 140</b>	<b>Theatre Externship</b> 3 crs. 3 hrs. Students serve as interns for a production company in the entertainment industry. The work of the internship can include technical skills, front-of-house, marketing, performance, directing, choreography or other aspects of production, including publications and other media. <i>Prerequisite: THE 125 and departmental approval</i>	<b>THE 258</b>	<b>Playwriting (Same as ENG 315)</b> 3 crs. 3 hrs. The objective of THE 315: Playwriting is to sharpen students' creative writing skills and to teach them the elements of playwriting and character development. Through the reading of one-act plays and practice writing exercises each week, students will learn the craft of playwriting. They will write scenes and create their own one-act plays. <i>Prerequisite: ENG 101 and ENG 201, or ENG 121</i>	<b>THE 315</b>
<b>Theatre Management</b> 3 crs. 3 hrs. Drawing from examples and occasional guest speakers from the New York theatre world, this course provides an introduction to the theory, principles and practices of theatre management. Students will create their own fictional theatre company, applying the principles of mission structure, and financial planning. Practical experience in management is gained through crew assignments. Oral and written presentations, resulting in a casework, aim to sharpen communication skills and prepare students for further study in theatre management. <i>Prerequisite: THE 100</i>	<b>THE 141</b>	<b>Acting for the Camera</b> 3 crs. 3 hrs. This course will train the advanced acting student in natural, proficient acting for the camera. Techniques and acting methods will be taught in BMCC's state-of-the-art studio; students will work in front of the camera and will be able to view their own performances on tape. <i>Prerequisite: THE 210 and audition</i>	<b>THE 280</b>		
<b>Acting II</b> 3 crs. 3 hrs. This course continues the study of methods and exercises introduced in Acting I to develop the actor's skills, and moves on to an in-depth study of scene analysis and characterization. Creating an ensemble and exposure to different historical periods will be emphasized. <i>Prerequisite: THE 110</i>	<b>THE 210</b>				



# Degree Programs

## TEACHER EDUCATION

### Teacher Education

Room S616, Telephone: (212) 220-1274  
teachereducation@bmcc.cuny.edu

Programs in the Teacher Education Department are designed to provide students with a strong foundation in early childhood (birth to second grade) or childhood (first to sixth grade) education. These programs also give students substantial background in the liberal arts and sciences.

The Early Childhood Education Program offers students the choice of focusing on infants and toddlers from birth to three (ECI) or preschoolers and early elementary school age children ages 3 to 8 (ECP). In addition, a large percentage of early childhood majors choose to continue their education at four-year colleges in order to become head teachers with initial New York State certification. Upon completion of the program requirements in Early Childhood Education, the Associate of Science (A.S.) degree is awarded.

The Childhood Program is jointly registered with City College. In addition to a solid foundation in the liberal arts and sciences, students will take two or three educational foundations courses that prepare them to continue their studies in Childhood (EDU) or Bilingual Childhood Education (EDB) for Spanish, Haitian Creole or Mandarin leading to initial New York State certification for elementary school teachers (first through sixth grades). Childhood courses may be taken as electives by students who wish to continue in teacher education at the four-year college but are not enrolled in either of the teacher education degree programs. Upon completion of the program requirements in Childhood Education, the Associate in Arts (A.A.) is awarded.

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

an articulation agreement with Lehman College within CUNY. Upon completion of the program requirements in either SEM, SEB, SEC or the SEP major, an Associate of Science (A.S.) in Secondary Education degree is awarded.

*Chairperson:* Janice Walters

*Deputy Chairperson:* Jennifer Gilken

*Professors:* Mohammed Ahmeduzzaman, Alyse Hachey

*Associate Professor:* Yolanda Medina, Jean Yves Plaisir

*Assistant Professors:* Kirsten Cole, Leslie Craigo, Rebecca Garte, Cara Kronen, Meghan Raimundo, Mindi Reich-Shapiro

*Instructors:* Jennifer Gilken, Virginia Lee, Lana Reid

*Adjunct Faculty:* There are approximately nine adjuncts in the program.

**BILINGUAL CHILDHOOD EDUCATION  
Schools in a Linguistically  
Diverse American Society:** **EDB 202**  
4 crs. 3 hrs. 1 lab hrs.

This course focuses on the historical, sociological, philosophical and linguistic foundations of bilingual education. It analyzes how educational practices and schools influence society in general, while also exploring issues affecting the academic achievements of bilingual and language minority groups in particular. Students participate in a minimum of 30 hours of course-related fieldwork.

*Prerequisite:* EDU 201

**CHILDCARE/ CHILD CARE/  
EARLY CHILDHOOD EDUCATION  
Psychological Foundations of Early  
Development and Education** **ECE 110**  
3 crs. 4 hrs.

This course examines the psychological and psychosocial foundations of early childhood and relates these foundations to educational practice with your children, birth to eight years. It focuses on historical and contemporary theories of childhood development. Early learning is considered in relation to biological factors, child and family factors, program factors and social factors, particularly in diverse urban settings. Young children's physical, cognitive, communicative, social and emotional development is explored as contributors to and as consequences of early learning experiences. This course requires 15 hours of fieldwork.

**Infant Care and Curriculum** **ECE 209**  
3 crs. 4 hrs.

This course focuses on the theories, methods and materials of early childhood education for infants (birth to 18 months), with emphasis on addressing developmental needs and

culturally appropriate practices in their education and care. The following topics are explored in depth: social, emotional, cognitive and physical development of infants; basic principles of infant care giving, including providing culturally sensitive and consistent care; arrangement of the environment and developmentally appropriate experiences to promote infant growth and learning; the role of parents and establishing partnerships with families.

*Prerequisite:* Grade of C or better in ECE 110

**Social Foundations of  
Early Care and Education** **ECE 210**  
3 crs. 4 hrs.

This course provides an overview of the social context of early care and education. It focuses on the historical, philosophical, sociological, and political foundations of programs for young children, birth to eight years. The following topics will be explored in depth: Historical and contemporary theories of early childhood education, multicultural and social ecological factors in early care and schooling, particularly for diverse urban settings; early childhood programming; family and community involvement; advocacy, trends and current issues in early childhood practice. This course requires 30 hours of fieldwork.

*Prerequisite:* Grade of C or better in ECE 110

**Curriculum for Young Children I** **ECE 211**  
3 crs. 4 hrs.

This course provides an overview of the social context of early care and education. It focuses on the historical, philosophical, sociological, and political foundations of programs for young children, birth to eight years. The following topics will be explored in depth: Historical and contemporary theories of early childhood education, multicultural and social ecological factors in early care and schooling, particularly for diverse urban settings; early childhood programming; family and community involvement; advocacy, trends and current issues in early childhood practice. This course requires 30 hours of fieldwork.

*Prerequisite:* Grade of C or better in ECE 110

**Infants and Toddlers Practicum I:  
Observing and Recording** **ECE 308**  
4 crs. 6 hrs.

This is a fieldwork course focusing on the observation and assessment of infants and toddlers. It requires supervised participation in an assigned early childhood education setting (birth to 36 months) and attendance at a weekly seminar. Students will learn the appropriate use of assessment and observation strategies to document the development, growth, play and learning of infants and toddlers; and how authentic assessment methods can be used to tailor curriculum to promote children's success. Recording strategies, rating systems, child

# Degree Programs

## TEACHER EDUCATION

studies/portfolios, and various assessment tools are explored. Students spend a minimum of 60 hours in the field.

*Prerequisite: Grade of C or better in ECE 209 and ECE 210*

### **Toddler Care and Curriculum** **ECE 309** 3 crs. 2 hrs. 2 lab hrs.

This course is a continuation of ECE 209, focusing on the theories, methods and materials of early childhood education for toddlers (ages 18 months to 36 months). The following topics are explored in-depth: social, emotional, cognitive, physical and self-help development of toddlers; basic principles of toddler caregiving, including providing culturally sensitive and consistent care; arrangement of the learning environment and developmentally and culturally appropriate experiences to promote toddler growth and learning; the role of parents and establishing partnerships with families.

*Prerequisite: Grade of C or better in ECE 209 and ECE 210*

### **Early Childhood Practicum I: Observing and Recording** **ECE 311** 4 crs. 6 hrs.

This is a fieldwork course focusing on the observation and assessment of young children. It requires supervised participation in an assigned early childhood education setting (preschool to second grade) and attendance at a weekly seminar. Students will learn the appropriate use of assessment and observation strategies to document the development, growth, play and learning of young children; and how authentic assessment methods can be used to tailor curriculum to promote children's success. Recording strategies, rating systems, child studies/portfolios, and various assessment tools are explored. Students spend a minimum of 60 hours in the field.

*Prerequisite: Grade of C or better in ECE 210 and ECE 211*

### **Curriculum for Young Children II** **ECE 312** 3 crs. 2 hrs. 2 lab hrs.

This course is a continuation of ECE 211, focusing on the theories, methods and materials of curriculum planning in early childhood education (preschool to 2nd grade). The emphasis in this course is on providing developmentally and culturally appropriate learning environments and experiences that encourage foundational social scientific, mathematic and scientific thinking and skills in young children. The following topics are explored in-depth: social studies as a lens by which young children can explore our diverse ethno-cultural society and their place in it; the use of materials and play-based techniques to facilitate ways of constructing everyday mathematical ideas; the creation of environments and experiences that stimulate children's scientific curiosity and playful exploration of our natural and human-made world; the use of block/construction and

cooking experiences for the integration of social studies, mathematics, science, literacy and the arts. Course work includes workshops in planning and implementing inquiry/play-based experiences for young children.

*Prerequisite: Grade of C or better in ECE 210 and ECE 211*

### **Infants and Toddlers Practicum II: Pedagogy for Infants and Toddlers** **ECE 409** 4 crs. 8 hrs.

This is a capstone fieldwork course that enables students to demonstrate their competencies teaching infants and toddlers. It requires supervised participation in an assigned early childhood education setting (birth to 36 months) and attendance at a weekly seminar. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for infants and toddlers with diverse learning styles and needs. Students spend a minimum of 90 hours in the field.

*Prerequisite: Grade of C or better in ECE 308 and ECE 309*

### **Educational Foundations and Pedagogy for the Exceptional Child** **ECE 410** 3 crs. 2 hrs. 2 lab hrs.

This course examines the education of children (birth to 8 years) with special needs, along with the historical, social, cultural, and legal foundations of special education in the U.S. It explores the causes and effects of various exceptionalities, including: emotional, intellectual, physical, visual, auditory, orthopedic, speech and/or language and giftedness. Techniques for differentiated learning and universal design are analyzed; issues of ethno-cultural diversity are explored, including methods for working with the families of children with special needs in respectful non-biased ways. This course requires 25 hours of fieldwork.

*Prerequisite: Grade of C or better in ECE 308 and ECE 309 or Grade of C or better in ECE 311 and ECE 312*

### **Early Childhood Practicum II: Pedagogy for Young Children** **ECE 411** 5 crs. 8 hrs.

This is a capstone fieldwork course that enables students to demonstrate their competencies teaching young children. It requires supervised participation in an assigned early childhood education setting (preschool to 2nd grade) and attendance at a weekly seminar. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build

a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for infants and toddlers with diverse learning styles and needs. Students spend a minimum of 90 hours in the field.

*Prerequisite: Grade of C or better in ECE 311 and ECE 312*

### **CHILDHOOD EDUCATION** **Observing Children and their Development** **EDU 201** 4 crs. 4 hrs.

This course focuses on children's physical, cognitive, linguistic and socio-emotional development, and the related implications for learning. Within the context of race, class and culture, the following topics are explored in depth: the nature of intelligence, gender identity, attachment and other psychosocial attributes (typical and atypical). Students participate in a minimum of 15 hours of course-related fieldwork.

*Prerequisites: PSY 100*

### **Urban Schools in a Diverse American Society** **EDU 202** 4 crs. 4 hrs.

This course provides an overview of the social context of schooling within the diversity of American society. It focuses on the historical, philosophical, social, and political foundations of education, especially in urban settings. The following topics are explored in depth: the notion of schooling, multicultural education, tracking, funding, school reform, and issues of inequality and privilege. Students participate in a minimum of 15 hours of course-related fieldwork.

*Prerequisite: EDU 201 or EDS 201*

### **Art in Education** **EDU 203** 3 crs. 2 hrs. 2 lab hrs.

This course is an introduction to the theories, methods and materials for integrating visual arts into the elementary school curriculum. Through reading, writing, and viewing of visual art and participation in hands-on studio projects, student will explore the intellectual and emotional importance of expressing creativity through visual art.

### **Music and Movement in Learning (same as MUS 116)** **EDU 204** 3 crs. 2 hrs. 1 lab hrs.

This course will prepare future elementary school teachers to bring music to the classroom. Elementary level vocal music will be studied with an emphasis on singing, conducting, and choreographing. The first several weeks will be devoted to gaining an understanding of rhythmic notation

# Degree Programs

## TEACHER EDUCATION

through written work and score study. An understanding of time signatures and meter will be emphasized through classroom and homework. Subsequent lessons will focus on pitch and reading melodies. An understanding of basic musical forms such as binary and ternary will be gained with consideration given to body movement. Each student will prepare a sample lesson plan for teaching movement in a simple choral piece and teach it to the class. Discussion of standard public school requirements for lesson planning will be included.

## SECONDARY EDUCATION

### Adolescent Learning and Development

EDS 201

This course will prepare future elementary school teachers to bring music to the classroom. Elementary level vocal music will be studied with an emphasis on singing, conducting, and choreographing. The first several weeks will be devoted to gaining an understanding of rhythmic notation through written work and score study. An understanding of time signatures and meter will be emphasized through classroom and homework. Subsequent lessons will focus on pitch and reading melodies. An understanding of basic musical forms such as binary and ternary will be gained with consideration given to body movement. Each student will prepare a sample lesson plan for teaching movement in a simple choral piece and teach it to the class. Discussion of standard public school requirements for lesson planning will be included.



## CUNY/BMCC Special Programs

The City University of New York (CUNY) and BMCC provide educational programs to help you develop beyond your academic degree requirements. The following special programs are available:

### **CUNY Baccalaureate Degree Program**

The CUNY Baccalaureate Degree Program enables self-directed, academically strong, highly motivated students to design their own academic course of study under the guidance of faculty mentors. If the student has unique academic goals or career objectives and is interested in designing a completely individualized course of study leading to the B.A. or B.S. degree, then this program offers a singular opportunity. Campus Coordinator of the CUNY Baccalaureate is Prof. Rolando Jorif, Room N751.

### **Directed/Independent Study**

The Directed/Independent Study Program is available for advanced students to work independently of a formal classroom situation.

This option is available for approved BMCC courses. A maximum of 9 credits may be earned. For information on eligibility and enrollment procedures, please contact the Department Chairperson of your particular field of interest.

### **The Pre-Freshman Summer/Winter Immersion Program**

This program is designed for newly admitted students planning to enter or continue college. The program provides an opportunity for students to acquire basic skills, complete their basic skills obligations, and get a head start on their college experience. The program will (1) offer basic skills courses to improve student's proficiency in areas such as English (writing), English as a Second Language, Reading, and Mathematics; (2) provide students with an opportunity to enroll in one or more courses to reduce or eliminate the number of basic skills courses they will be required to take in the Fall or Spring semester; (3) provide counseling, tutoring and other support services; and (4) offer students an opportunity to work with concerned and committed faculty in small class settings.

### **BMCC Transfer Programs**

To help our graduates make a seamless transition to a senior college, BMCC has formalized articulation agreements with a number of academic programs at senior institutions such as the following:

The Community College Transfer Opportunity Program (CCTOP) is a partnership between BMCC and New York University (NYU). Transfer agreements have been worked out between the two colleges that will enable students to transfer at least 60 college credits

to a related program of study at NYU. For further information, please visit the Academic Advisement and Transfer Center in room S108.

The Vassar College Summer Exploring Transfer Program is an intensive five-week program designed to expand transfer options by introducing community college students to a four-year residential liberal arts college experience. Thirty-five students (approximately 6 from BMCC) from seven community colleges from New York City and upstate counties live full time in a residence hall on the Vassar campus in Poughkeepsie, NY while taking interdisciplinary, liberal arts courses. Each three-credit course is transferable. The courses are team taught by faculty members from Vassar and the participating community colleges. Past courses included The Idea of Difference in Literature and Society; Examination of Power in Literature and Political Theory; and The American Mosaic.

Tuition, room, meals, and textbooks are paid for in full by the program. Participants have full access to the Vassar College Library, computing, and athletic facilities. The program begins in mid June and ends in mid July. During the five-week class period, private four-year colleges come to recruit students, offering scholarships. For further information, see Prof. William Roane, Room N651 or Prof. Beryl Duncan-Wilson, Room S343.

# Continuing Education

## Center for Continuing Education and Workforce Development

Through the Center for Continuing Education and Workforce Development, Borough of Manhattan Community College responds to community needs by providing specialized classes and employment services. The non-credit tuition classes offered throughout the year cover a broad spectrum of topics to meet the ever-changing needs and interests of our adult community. The bounty of courses, seminars and workshops in our catalogue is our response to help learning become a lifelong venture and to help you reach your personal and professional goals.

In response to an increasingly competitive job market, the Center also supports multiple initiatives in retraining and upgrading job skills through partnerships with other community and state organizations that focus on underemployed and unskilled workers.

Please contact our office at 212-346-8410 for additional information or visit our website at [www.bmcc.cuny.edu/ce](http://www.bmcc.cuny.edu/ce).

### Free HSE, Pre-HSE, ESL, and Literacy Classes

These classes are available to students who satisfy the eligibility requirements. All applicants must be U.S. citizens or permanent residents, 19 years of age or older and unemployed, under-employed, or on public assistance.

### CUNY Language Immersion Program (CLIP)

This program is for individuals who are CUNY freshman, have limited English proficiency, and want to study English as a Second Language (ESL) before beginning college credit courses. Classes meet for 25 hours each week and students may stay for one, two, or three semesters. There are day and evening classes. For more information call (212) 665-2740.

### CLEP-the College level Examination Program (CLEP)

allows you to demonstrate college-level achievement through a series of exams in undergraduate college courses. There are currently 2,900 colleges that grant credit and/or advanced standing for CLEP exams. BMCC is an open testing center and administers all 34 computer based exams in its secure testing laboratory. To request the next available exam date call (212) 346-8410.

### Business Training Center

*Business Owners, Training Managers, Human Resource Professionals*

The Business Training Center can make arrangements for in-house presentation of

Continuing Education programs, courses, workshops, and seminars, which can be designed to the specifications of your organization. Companies and organizations may also arrange to send employees on campus for training at a special tuition rate or on a contractual basis. Certificates of Completion will be awarded for such programs. For further information, please contact contact Jose Flores at (212) 346-8615.

### On-Site Consultative

Our business representative will consult with you to design training that meets your company's needs. If you have 10 or more employees who would benefit from these training sessions, please call Jose Flores (212) 346-8615 to set up a consultation to discuss your company's needs.

### Information Technology

IT continues to be one of the fastest-growing job sectors in the workforce. Continuing Education offers intensive certification programs in the most widely used networking technology, media arts and office software programs. Whether just starting, or wanting to continue to add to your skills we can help you build from the ground up.

Here are the courses we offer:

#### *CISCO Network Academy*

- CCNA
- CCNP
- Security

#### *Programming*

- C++
- Python
- JAVA
- Ruby

#### *Business Intelligence & Analytics*

- Data warehousing & Business Intelligence
- SQL
- Tableau

#### *Web Development Program*

- HTML5
- CSS
- JavaScript

To learn more, visit our website at [www.bmcc.cuny.edu/ce](http://www.bmcc.cuny.edu/ce) or call (212) 346-8410.

### Media Arts

Whether you're an amateur, a seasoned pro, or just looking to invest in a new hobby, BMCC is ready to help you fulfill your creative vision through the power of modern digital technology. Our Film and Graphic design courses are taught in state-of-the-art Mac Labs and are facilitated by veteran artists and industry experts in film and graphic design.

- Photoshop
- Illustrator
- InDesign

To learn more, visit our website at [www.bmcc.cuny.edu/ce](http://www.bmcc.cuny.edu/ce) or call (212) 346-8410.

### Allied Health

Allied Health is one of the high growth job sectors in our economy. To keep pace with the growing

baby-boomer population and advances in modern medicine, hospitals, doctor's offices, and clinics will continue to rely upon medical professionals. The work Allied Health professionals perform ranges from the administrative duties like Billing and Coding to more hands-on careers such as and Medical Assistant Specialists and Electronic Health Records. Here are the courses we offer:

- Basic Cardiac Life Support
- Basic Spanish for Healthcare Professionals
- Hemodialysis
- Medical Assistant Specialist
- Medical Billing and Coding

### Professional Development

Professional Development focuses on career enhancement and functional marketplace expertise through the acquisition, or development of project management and leadership skills, business writing fluency, and increased knowledge and proficiency in QuickBooks and Microsoft Office programs including Excel and PowerPoint. Here are the courses we offer:

- Advanced QuickBooks
- Basic Accounting with QuickBooks
- Intermediate Spanish
- Notary
- Professional Writing
- Speaking in Public

To learn more, visit our website at [www.bmcc.cuny.edu/ce](http://www.bmcc.cuny.edu/ce) or call (212) 346-8410.

### Online Career Training

If you are considering a career change, or are ready to move up the corporate ladder, Continuing Education offers a wide range of certificate and certification programs that will help you accomplish your goal. Our programs include job search strategies, business and marketing writing, legal programs plus much more.

To learn more about our online programs, visit our website [www.bmcc.cuny.edu/ce](http://www.bmcc.cuny.edu/ce) or call our office for additional information (212) 346-8410.

## Academic Grading

### GRADING SYSTEM

Final Grades are given at the end of the semester for each course. Grades assigned at the completion of a course are as follows:

### QUALITY POINTS

#### Grade Definition Index

A	93-100%.....	4.0
A-	90-92% .....	3.7
B+	87-89%.....	3.3
B	83-86% .....	3.0
B-	80-82% .....	2.7
C+	77-79%.....	2.3
C	73-76%.....	2.0
C-	70-72%.....	1.7
D+	67-69%.....	1.3
D	63-66% .....	1.0
D-	60-62%.....	0.7
F	Failure.....	0.0
S	Satisfactory.....	—
U	Unsatisfactory (counts as Failure) ..	0.0
W	Withdrew (withdrawal from class between 4th and 10th weeks; non Failure)	
WA	Administrative Withdrawal (assigned by the Registrar's Office for administrative reasons, e.g. lack of immunization) .....	—
WD	Administrative Withdrawal (assigned by the Registrar's Office for administrative reasons, e.g. lack of immunization) .....	—
WU	Withdrew Unofficially (counts in GPA computation; same as Failure).....	0.0
WN	Never attended (instructor initiates this grade during commencement of attendance for not attending at all during the first week of classes) ..	—
R	The "R" grade means a course may be repeated.....	—
NC	No credit granted (restricted to credit bearing courses).....	—
INC	Semester's work incomplete. "INC" is issued at the instructor's discretion. The "INC" grade reverts to an "FIN" if a change is not made by the following deadlines: Spring and summer semesters, November 1; fall semester, March 15.....	—
AUD	Course not taken for credit or grade: "AUD" appears on transcript.....	—
PEN	Grade pending disciplinary action.....	—
FIN	"F" from Incomplete.....	0.0
Z	No grade submitted by the instructor. "Z" is an administrative grade which cannot be assigned by instructor.	

CR Transfer credit from another institution .....

### Grade-Point Average (GPA)

After completion of a course, you are issued a letter grade. Most letter grades have a numerical point value (see Grading System Chart on this page). To compute your Grade-Point Average, multiply the number of points shown for the letter grade by the number of credits for that course. Divide the total number of points earned in all courses by the total number of credits. For example:

Course	Final Grade	Point Value	Credits	Points Earned
English I	B+	3.3	x 3 =	9.9
Precalculus	A	4.0	x 4 =	16.0
Introduction to Business	WU	0.0	x 3 =	0.0
Art Survey I	A-	3.7	x 2 =	7.4
Fundamentals of Speech	B	3.0	x 3 =	9.0
Health Education	F	0.0	x 2 =	0.0
<b>Total</b>			<b>17.0</b>	<b>42.3</b>

$$GPA = \frac{\text{Earned Points}}{\text{Credits Attempted}} = \frac{42.3}{17.0} = 2.49$$

Only courses taken at Borough of Manhattan Community College, or on permit to another CUNY college, are computed in the cumulative Grade Point Average.

### GRADING POLICY

#### Absences

The maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. For example, you may be enrolled in a four hour class that meets four times a week. You are allowed five hours of absence, not five days. In the case of excessive absence, the instructor has the option to lower the grade or assign an "F" or "WU" grade.

#### Class Attendance

If you do not attend class at least once in the first three weeks of the semester, the instructor is required to assign a grade of "WN".

#### Lateness

Classes begin promptly at the times indicated in the Schedule of Classes. Arrival in classes after the scheduled starting time constitutes a lateness. Latecomers may, at the discretion of the instructor, incur an official absence.

#### F/C- and Lower Grade Policy

The following is the current college policy regarding the retaking of courses for which a student has already received a grade of "C-" or below. Effective September 1, 1995, the College has adopted the following variant on the City University's policy on computing grades:

1. When an undergraduate student receives an earned academic grade of "F" or an administrative failing grade and the student subsequently retakes the course and receives a higher grade, the initial grade of "F" will no longer be computed into the grade point average. The "F" grade, however, will remain on the transcript.
2. In addition to the "F" Grade Policy, BMCC's policy provides students with the option of retaking any course with a grade which carries less than 2.0 quality points; this includes "C-", "D+", "D" and "D-". This policy allows any later higher grade for the retaken course to forgive the earlier grade. For example: If a student receives a "D-" in a course and retakes the course and receives a "D+", the "D+" will replace the "D-" in the student's GPA. However, the "D-" will remain on the student's transcript. If the grade for the retaken course is the same or lower than the previous grade, then the credits will not count toward the student's degree but will count in the GPA.

While BMCC and other colleges have initiated a variety of changes to CUNY's original policy, the number of retaken credits that can be deleted from the grade point average shall be limited to 16 for the duration of the student's undergraduate enrollment in any institution in the City University of New York. This policy is applicable to grades earned after September 1, 1984.

Students should remember that repeating a course may limit their ability to meet the satisfactory academic performance requirements for receipt of Federal and State financial aid. Also, repeated courses for which students have already received an acceptable passing grade will not be included as part of the student's minimum full-time or part-time course load for State financial aid purposes

#### NC Grade

An "NC" grade can be assigned to a first semester freshman who has completed a course with a "D" (with the student's permission) or an "F" grade. An "NC" grade can also be assigned to a Nursing course one time only during the 2nd-4th clinical semesters, when a student has earned a grade lower than "C." Students who transfer to another institution should note that "NC" grades may be treated as "F" grades.

#### Appeal of Grades

You may make a request to change a final earned grade issued by an instructor. Grades "A" through "U" are earned grades. Only the instructor who issued the grade can change it; however, the following steps are available for further review:

# Academic Grading

- The chairperson of the department
- The Dean of Academic Affairs

*NOTE: The deadline for appealing past grades is one year after the end of the semester in which the grades were issued.*

## Repeating of C or Better Courses

Students should not repeat a course if a passing grade has been received or if transfer credit has been accepted for a course completed at another institution. However, if you repeat a course for which you have received an earned grade of C or better, the repeated course will not count towards your cumulative GPA or cumulative credits but will appear on the transcript.

## Academic Standing

While enrolled at BMCC, your academic performance is continually evaluated in order that you and the College can determine how you are progressing in your studies. Your evaluation is based upon your cumulative Grade-Point Average (GPA). The following minimum retention standards must be met:

<i>Cumulative Credits Attempted</i>	<i>Minimum Cumulative Grade Point Average (GPA)</i>
0-12.....	1.50
13-24.....	1.75
25-upward.....	2.00

## Transcripts of Academic Record

Students can access their unofficial transcript, course history and grades via CUNYfirst as long as student has their CUNYfirst username and password.

Please visit the Registrar's website ([www.bmcc.cuny.edu/registrar](http://www.bmcc.cuny.edu/registrar)) for information.

*Note: Official transcripts of work taken at other institutions (including high school) which were presented to BMCC become the property of the college and cannot be copied or reissued.*

## Graduation Requirements\*

To be eligible for graduation from BMCC, you must:

1. successfully complete all the required courses and credits in your program of study;
2. earn at least a 2.0 GPA;
3. complete at least 30 credits in residence, if you are an advanced standing student;
4. submit an application for graduation online through CUNYfirst by the deadline in your graduating semester;
5. pass or be exempt from the CUNY Assessment Test in Writing;
6. effective spring 2008, entering students will be required to pass a writing intensive course beyond ENG 201 in order to graduate.

*\*Your graduation semester will be the end of the semester in which you finish all of your coursework or file for graduation, whichever is later. Graduation requirements are subject to change without notice any time at the discretion of the administration and the Board of Trustees of the City University of New York.*

## Honors & Awards

### Dean's List

The Office of the Vice President of Academic Affairs places students with a semester Grade-Point Average of 3.3 or better on the Dean's List. At the end of the semester, you must meet the following qualifications to be a recipient of this honor (no Dean's List certificates are awarded for courses taken during the Summer Session):

- You must be matriculated.
- You must be registered in credit-bearing courses only.
- Students registered in remedial courses are not eligible for Dean's List.
- Full-time students must complete 12 or more credits in one semester with a passing grade for each course taken.
- Part-time students must complete 12 or more credits in two consecutive semesters with a passing grade for each course taken.
- Students receiving grades of INC, W, WU, \*WN, or PEN are not eligible for Dean's List.

### Graduating with Honor

Students who graduate with a cumulative 3.30 GPA or better are designated as Graduating with Honor.

### Presidential Award

The President of the College presents this award to the full-time student who has exhibited qualities of leadership, academic excellence and popularity among the students and faculty.

### The Dean's Award

The Dean of Academic Affairs presents this award to the full-time student graduating "With High Distinction" (the highest cumulative Grade-Point Average).

### The Dean of Student's Award

This award is presented by the Dean of Students to the student deemed to have outstanding citizenship and dedication to the College community.

### Borough of Manhattan Community College Fund, Inc. Scholarships

These scholarships are awarded to two categories of students:

- (a) To entering freshmen with high school averages of at least 85%.
- (b) To continuing BMCC students who have at least a 3.00 G.P.A.; who maintain a full-time course load; who have completed at least one semester with at least 12 content credits prior to application, and demonstrate financial need.

Applications are available from the offices of: the Vice President for Student Affairs, Room S350; the Counseling Center, Room S343; and the Financial Aid Office, Room N365.

### Abner B. Rosenfield Scholarship

This \$1000.00 scholarship is awarded annually to a member of the graduating class who demonstrates scholarship and outstanding citizenship. Eligible candidates for this scholarship must have a minimum GPA of 3.8, must be a member of the graduating class, and must demonstrate evidence of contributing to the College community and to the community at large. Effective communication skills are a must.

### Josh Wolfson Accounting Scholarship

The Josh Wolfson Accounting Scholarship is awarded annually to a full-time accounting graduate from Borough of Manhattan Community College. The scholarship, named in honor of Professor Josh Wolfson of the Accounting department, is awarded in recognition of academic achievement and excellence in accounting. These graduating students must be U.S. citizens or permanent residents, have earned an A- or better in all accounting courses, and have a minimum GPA of 3.5.

### Ellsworth Janifer/Aaron Benjamin Memorial Awards

The Black Faculty and Staff Association of BMCC, in honor of its past presidents, Dr. Aaron Benjamin (former member of the Modern Languages Department) and Dr. Ellsworth Janifer (former chairperson of the Music and Art Department), presents Commemorative Scholarship Awards to graduating students. The awards are in the following categories: Ideals of Ellsworth Janifer/Aaron Benjamin, Academic Excellence, Contribution to the College Community, and Contribution to the Black Community.

### Martin B. Dworkis Memorial Award

This commemorative award, in honor of Martin B. Dworkis, the first President of BMCC, is presented to the athlete with the highest cumulative Grade Point Average.

### Alexander Morrisey Award

A commemorative scholarship in honor of the late A. Alexander Morrisey, who was Director of Community Relations at BMCC, is awarded each year by the English Department for excellence in journalism.

### Roger B. Dooley Award

The Roger B. Dooley Award for creative writing is a commemorative award in honor of the late Roger B. Dooley, the first chairperson and long-standing member of BMCC's English Department.

### Billie Ehrenberg Award

The Billie Ehrenberg Award for general excellence in English is a commemorative award in honor of the late Billie Ehrenberg, assistant professor of the English Department.

### Louis and Caroline Salit Award

A commemorative award in honor of Louis and Caroline Salit is presented for Excellence in French.

### Phi Theta Kappa International Honor Society

Phi Theta Kappa is the international honor society of two-year institutions. Membership is by invitation after a student achieves a 3.5 grade point average on completing 12 credits at BMCC. The society is recognized by the American Association of Community Colleges as the official honor society of two-year colleges.

### Departmental Honors

Each academic department of the College presents awards and honors to graduates who have exhibited significant achievements in their studies.

### Honors Program

The Honors Program at BMCC provides eligible students with academic challenges beyond the normal parameters of a course's requirements. Qualified students, working in close conjunction with a faculty member, on an honors Committee approved project, extend their knowledge of the theoretical or practical aspects of the course and develop or enhance their writing, critical thinking, analytical, and problem solving skills. For further information about the Honors Program, contact the Office of Academic Affairs, S715, telephone: (212) 220-8320.



# Rules & Regulations

## Rules and Regulations

### Transfer Credits

Advanced standing students, once they are admitted and registered at BMCC, may have earned credits from another institution transferred to BMCC, provided they have departmental approval. BMCC students taking courses at other CUNY colleges and BMCC students who have not attended the College recently must contact the Admissions Office for transfer credit procedures and evaluation.

### Academic Probation

Students are placed on academic probation if their GPA falls below the minimum retention standards. During the probationary period, students maintain their academic standing with the College but are limited to 14 credits until they attain the minimum required GPA (See Academic Standing, p. 106). Students on academic probation or special probation who obtain an overall GPA of 2.0 or higher are automatically restored to good academic standing. Students who have been academically dismissed and have a grade appeal pending will be reinstated if they prevail in their appeal and, as a result, their overall GPA is 2.0 or higher.

### Dismissal

Students whose GPA falls below minimum retention standards for two consecutive semesters are academically dismissed.

Academically dismissed students may not attend BMCC or any CUNY college for at least one semester unless they are eligible to file an appeal as set forth below, and the appeal has been granted by the Committee on Academic Standing.

### Application for Readmission to the College after First Academic Dismissal

A student who is academically dismissed once may be readmitted to the College on special probation if the student meets all of the following criteria:

1. has not attended BMCC for at least one semester;
2. has a cumulative grade point average of 1.8 or more;
3. has, in consultation with a Student Life counselor or any academic advisor, developed an academic success plan.

Students meeting the above criteria may file a readmission application with the Admission Office and must do so by the deadline set by the college.

*Students who are academically dismissed twice are not readmitted to BMCC except as set forth below (see Sections: **Students Academically Dismissed More Than Once** and*

***Students who are Academically Dismissed and who wish to Appeal asserting Extenuating Circumstances).***

### Appeal of Dismissal

Academic dismissal may be appealed as set forth below by submitting a completed appeal form to the Committee on Academic Standing. Documentary evidence must be provided in support of the appeal. Written recommendation from a Student Life college counselor or any academic advisor must also be submitted. Appeal forms are available in the Counseling Center (Room S343) or the Registrar's Office (Room S315).

### Students Academically Dismissed Once – Conditions for Appeal for Special Probation

1. Students who have been academically dismissed once who have a GPA of 1.8 or higher and wish to attend the following semester may file an appeal with the Committee on Academic Standing for immediate reinstatement on special probation.
2. Students who have been academically dismissed once who have a GPA below 1.8 and have not attended for a semester may file an appeal with the Committee on Academic Standing for reinstatement on special probation.

### Students Academically Dismissed More Than Once

Students who are academically dismissed more than once are eligible to file an appeal for readmission if the student meets one of the following criteria:

1. The student's GPA during the semester that he/she was on special probation is 2.0 or higher; or
2. The student only took remedial courses during the semester he/she was on special probation and received a passing grade for each course taken; or
3. The student received only grades of W or \*WN during the semester he/she was on special probation.

### Students who are Academically Dismissed and who Wish to Appeal Asserting Extenuating Circumstances

Students who are academically dismissed and who do not meet the above grounds for appeal may file an appeal for an immediate reinstatement asserting extenuating circumstances. In the application for reinstatement, the student must provide legal and/or official documentation of the extenuating circumstances that made it impossible for the student to meet minimum retention standards and must provide evidence that they are capable of performing at the level required to prevent further dismissal.

Students who are academically dismissed a

third time cannot appeal their dismissal.

### Withdrawal from The College

For any reason, if you do not wish to continue your studies at BMCC and you are currently enrolled, log into CUNYfirst to officially withdraw from classes. Ensure that you receive a "Message" notation indicating grades of W's have been assigned.

If you do not officially withdraw from classes, you will receive a "WU" grade which is calculated in your cumulative grade-point average as "F."

In general, you have until the tenth week of classes to officially withdraw from the College with a "W" grade. After the tenth week, withdrawal from the College will not be accepted. Students who completely withdraw from the College will not be eligible for TAP or APTS the following semester.

### Henderson Rules

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

"THE PRESIDENT. The president, with respect to his/her education unit, shall:

- a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his/her jurisdiction;
- b. Be the advisor and executive agent of

# Rules & Regulations

the Board and of his/her respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of any of its committees and the policies, programs and lawful resolutions of the several facilities;

c. Exercise general superintendence over the concerns, officers, employees, and students of his/her educational unit.”

## RULES

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he/she interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/College when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/College facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University College equipment and/or supplies.

4. Theft from, or damage to University/College premises or property, or theft of or damage to property of any person on University/College premises is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his/her position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/College, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/College-owned or controlled property is prohibited.

8. No individual shall have in his/her possession a rifle, shotgun, or firearm or knowingly have in his/her possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/College without the written authorization of such educational institution. Nor shall any individual have in his/her possession any other instrument or material which can be used and is intended to inflict bodily harm on any individual or damage upon a building or the grounds of the University/College.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/College premises, or as part of any university or college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/College premises or as part of any University/College activities is prohibited.

## PENALTIES

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or other member of the Instruction staff or member of the classified staff engaging in any manner in conduct prohibited under substantive rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate

satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to ejection, and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive rules 1-11 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

## APPENDIX

Sanctions defined:

A. Admonition. An oral statement to the offender that he/she has violated university rules.

B. Warning. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.

C. Censure. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. Disciplinary Probation. Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

E. Restitution. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. Suspension. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

G. Expulsion. Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. Complaint to Civil Authorities.

I. Ejection.

# Rules & Regulations

## **The University Policy on Drug and Alcohol Education**

RESOLVED, That the University Policy on Drug and Alcohol Education, adopted by the Board of Trustees of The City University of New York on March 30, 1987, be amended to read as follows: The City University affirms its continuing commitment to drug and alcohol education on campus. The University is committed to the development and conduct of educational and support programs directed toward the use and abuse of drugs and alcohol, both legal and illegal. Implementation of this policy, which provides the framework for educational and support programs directed toward the use and abuse of drugs and alcohol, is the responsibility of the individual colleges consistent with their governance plans and established disciplinary procedures. Each of the individual colleges shall incorporate into its program the annual distribution to each student and employee of the standards of conduct that prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on the College's property or as part of college activities and a statement of the sanctions for violation; a description of the applicable local, State, and Federal legal sanction for the unlawful possession or distribution of illicit drugs and alcohol; a description of the health risks associated with the use of illicit drugs and the abuse of alcohol; and a description of any drug or alcohol-related counseling, treatment, rehabilitation, or re-entry programs available to students or employees. Each college shall review the effectiveness of its program at least once every two years, implementing such changes as may be necessary.

*Explanation:* The Federal Drug-Free Workplace Act of 1988 and its implementing regulations require that a recipient of a Federal grant approved and awarded after March 18, 1989 "certify to the contracting agency that it will provide a drug-free workplace" by complying with certain statutory requirements. The requirements are the publication and circulation to employees of a drug abuse policy that prohibits the unlawful manufacture, distribution, possession, and use of unlawful drugs in the workplace; specifies the penalties for violation of the policy; conditions employment upon employee willingness to abide by the policy; and requires employees to notify the employer of drug-related criminal convictions for unlawful conduct which occur in the workplace. The Council of Presidents and collective amendments, which will bring the University into compliance with the Drug-Free Workplace Act of 1988. Although these amendments apply only to employees of the University, Section 15.1 of the University Bylaws provides that students of the University "...shall obey the laws of the

City, State, and Nation..." Students are thus already prohibited from engaging in conduct of the nature that is prohibited by proposed substantive rule 10.

Adoption of these amendments will also complement the University's commitment, as reflected in March 30, 1987 to the development and conduct of educational and support programs directed toward the use and abuse of drugs and alcohol, both legal and illegal.

## **Drug-Free Campus Policy and Standards of Conduct**

Borough of Manhattan Community College of The City University of New York affirms its continuing commitment to drug, tobacco, and alcohol education on campus. It is committed to the development of educational and support programs directed toward the use and abuse of drugs, tobacco, and alcohol, whether legal or illegal.

The inappropriate use of alcohol and other drugs threatens the health and safety of students, employees, their families, fellow students, the general public, as well as adversely impairs performance. Towards promoting health, safety, and a positive learning and working environment, Borough of Manhattan Community College of The City University of New York is committed to preventing alcohol and other drug related problems among all members of the College community.

The unlawful possession, use or distribution of alcohol or other drugs by anyone, either on College property or at College-sponsored activities, is prohibited. Any person who is determined to have violated this policy will be subject to intervention by College officials.

As a condition of employment, an employee of Borough of Manhattan Community College of The City University of New York must notify his/her supervisor if he or she is convicted of a drug related offense involving the workplace within (5) days of conviction. The College is required to notify the appropriate granting or contracting federal agency within ten (10) days of receiving notice of any such conviction. (Drug- Free Workplace Act of 1988.34 CFR Part 88, Subpart F.)

This policy and its requirements are consistent with the College's desire to promote health and safety and are in accordance with the requirements of the Drug-Free Workplace Act of 1988 and the Drug-Free School and Communities Act Amendments of 1989.

Students are expected to comply with the Rules of Conduct printed in the College Bulletin and/or the Student Handbook. A student who is experiencing difficulty with alcohol or chemical dependency may be

referred to the Dean of Students, Room S343. Students may also be referred by members of the instructional staff or may seek assistance directly. The Dean of Students may take disciplinary action or recommend that the student meet with a counselor for appropriate referral or assistance through self-help organizations or other outside intervention agencies.

## **Reservation of Right to Deny Admission**

The College reserves the right to deny admission to any student if in its judgment, the presence of that student on campus poses an undue risk to the safety or security of the College or the College community. That judgment will be based on an individualized determination taking into account any information the College has about a student's criminal record and the particular circumstances of the College, including the presence of a child care center, a public school or public school students on the campus.

## **The Board of Trustees of The City University of New York Bylaws**

(Revised September 30, 1998)

### ARTICLE XV - STUDENTS\*

#### Section 15.4: Student Disciplinary Procedures

##### *Complaint Procedures:*

- a. A University student, employee, organization, department or visitor who believes she/he/it is the victim of a student's misconduct (hereinafter "complainant") may make a charge, accusation, or allegation against a student (hereinafter "respondent") which if proved, may subject the respondent to disciplinary action. Such charge, accusation, or allegation must be communicated to the chief student affairs officer of the college the respondent attends.
- b. The chief student affairs officer of the college or her or his designee shall conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or her or his designee shall advise the respondent of the allegation against her or him, explain to the respondent and the complainant their rights, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. The preliminary investigation shall be concluded within thirty (30) calendar days of the filing of the complaint, unless: (i) said complaint involves two or more complainants or respondents; or (ii) said complaint involves a matter that is also under investigation by law enforcement authorities. In those cases, the preliminary investigation shall

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be completed within sixty (60) calendar days. Further, if the matter has been previously investigated pursuant to the CUNY Policy on Sexual Misconduct, the chief student affairs officer shall dispense with a preliminary investigation and rely on the report completed by the Title IX Coordinator. Following the completion of the preliminary investigation, the chief student affairs officer or designee shall take one of the following actions:

1. Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary action. The individuals involved shall be notified that the complaint has been dismissed;
2. Refer the matter to mediation (except in cases involving allegations of sexual assault, stalking or other forms of sexual violence); or
3. Prefer formal disciplinary charges.
- c. In cases involving the CUNY Policy on Sexual Misconduct, both the Complainant and Respondent may be accompanied by an advisor of their choice (including an attorney) who may assist and advise throughout the entire process, including all meetings and hearings. Advisors may represent a party and fully participate at a hearing, but may not give testimony as a witness.
- d. In the event that a respondent withdraws from the college after a charge, accusation or allegation against a respondent has been made, and the college prefers formal disciplinary charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made or the charges are otherwise resolved. Immediately following the respondent's withdrawal, the college must place a notation on her/his transcript that she/he "withdrew with conduct charges pending." If the respondent fails to appear, the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding, and the transcript notation, if any, resulting from that decision and penalty shall replace the notation referred to above.

#### Mediation Conference:

- e. The college may offer the respondent and the complainant the opportunity to participate in a mediation conference prior to the time the disciplinary hearing takes place in an effort to resolve the matter by mutual agreement (except in cases involving sexual assault, stalking and other forms of sexual violence). The conference shall be conducted by a qualified staff or faculty member designated by the

chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort shall be made to resolve the matter by mutual agreement through such process as the mediator deems most appropriate; provided, however, that the complainant must be notified of her/his right to end the mediation at any time
2. If an agreement is reached, the faculty or staff member conducting the conference shall report her/his recommendation to the chief student affairs officer for approval and, if approved, the complainant and the respondent shall be notified, and a written memorandum shall be created memorializing the resolution and any consequences for non-compliance.
3. If no agreement is reached within a reasonable time, or if the respondent fails to appear, the faculty or staff member conducting the conference shall refer the matter back to the chief student affairs officer who may prefer disciplinary charges, or, if charges have been preferred, proceed to a disciplinary hearing.
4. The faculty or staff member conducting the mediation conference is precluded from testifying at a college hearing regarding information received during the mediation conference, or presenting the case on behalf of the college.

#### Notice of Charges and Hearing:

- f. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered to the respondent, or sent by certified or overnight mail and email to the address appearing on the records of the college. Notice shall also be sent in a similar manner to the complainant to the extent the charges relate to her/him/it. The chief student affairs officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant. The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing. The respondent is permitted one (1) adjournment as of right. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the faculty-student disciplinary committee. If the respondent fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed in

absentia, and any decision and sanction shall be binding.

- g. The notice shall contain the following:
  1. A complete and itemized statement of the charge(s) being brought against the respondent including the rule, bylaw or regulation she/he is charged with violating, and the possible penalties for such violation.
  2. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:
    - (i) to present their side of the story;
    - (ii) to present witnesses and evidence on their behalf;
    - (iii) to cross-examine witnesses presenting evidence;
    - (iv) to remain silent without assumption of guilt; and
    - (v) to be assisted or represented by an advisor or legal counsel at their expense; if the respondent or the complainant requests it, the college shall assist in finding a legal counsel or advisor.
  3. A warning that anything the respondent says may be used against her/him at a non-college hearing.

#### Pre-Hearing Document Inspection:

- h. At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review any documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by Family Education Rights and Privacy Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during, or some time prior to, the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the complainant or the respondent submits documentary evidence, the chairperson may, at the request of any other party grant an adjournment of the hearing as may be necessary in the interest of fairness to permit the requesting party time to review the newly produced evidence.

#### Admission and Acceptance of Penalty Without Hearing:

- i. At any time after receiving the notice of charges and hearing but prior to the commencement of a disciplinary hearing, the respondent may admit to

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the charges and accept the penalty that the chief student affairs officer or designee determines to be appropriate to address the misconduct. This agreed upon penalty shall be placed on the respondent's transcript consistent with sections u and v herein. Before resolving a complaint in this manner, the chief student affairs officer must first consult with the complainant and provide the complainant an opportunity to object to the proposed resolution, orally and/or in writing. If a resolution is reached over the complainant's objection, the chief student affairs officer or designee shall provide the complainant with a written statement of the reasons supporting such resolution, and the complainant may appeal the decision to enter into the resolution to the president.

## Emergency Suspension:

j. The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing as provided in this bylaw section 15.4. to take place within not more than twelve (12) calendar days, unless the student requests an adjournment. Such suspension shall be for conduct which impedes, obstructs, impairs or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. Prior to the commencement of a temporary suspension of a student, the college shall give the student oral notice (which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges against her/him and, if she/he denies them, the college shall forthwith give the student an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter. The complainant shall be notified in the event that an emergency suspension is imposed against a student, and/or when the suspension is subsequently lifted to the extent that the suspension involves the complainant in the same manner notice is given to the student.

## Faculty-Student Disciplinary Committee Structure:

k. Each faculty-student disciplinary

committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.

- l. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training upon appointment and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons: CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.
- m. The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a panel of six (6) HEO appointed biennially by the president. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) HEO's. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which all students registered at the college shall be eligible to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) students. In the event that the student or faculty

panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than four (4) consecutive years. Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the president shall designate from the panels one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained on an annual basis, and who shall constitute the faculty-student disciplinary committee in all such cases.

- n. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student panel by lottery.
- o. Each academic year, the chief student affairs officer, and her or his designee, shall appoint/identify one or more college employees to serve as presenters for the hearings. This list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day of the academic year.
- p. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

## Faculty-Student Disciplinary Committee Procedures:

q. The following procedures shall apply to faculty-student disciplinary proceedings:

### Hearing:

1. The chairperson shall preside at the hearing. The chairperson shall inform the respondent of the charges, the hearing procedures and her or his rights.
2. All faculty student disciplinary committee hearings are closed hearings unless the respondent requests an open public hearing. Notwithstanding such requests, the chairperson shall not permit an open hearing in cases involving allegations of sexual assault, stalking, or other forms of sexual violence. Furthermore, the chairperson has the right to deny the request and hold a closed hearing when an open public hearing would adversely affect and be disruptive to the committee's normal operations. In the event of an open hearing, the respondent must sign a

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written waiver acknowledging that those present will hear the evidence introduced at the hearing

3. After informing the respondent of the charges, the hearing procedures, and her or his rights, the chairperson shall ask the respondent to respond. If the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the committee and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its case. At the conclusion of the college's case, the respondent may move to dismiss the charges. If the motion is denied by the committee, the respondent shall be given an opportunity to present her or his defense.
4. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may rule on the admissibility of the evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. In addition, if any party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.
5. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. The college must assign a staff member for each hearing, with the sole responsibility of ensuring that the hearing is recorded in its entirety. No other recording of the proceedings may be permitted. A respondent who has been found to have committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent's representative or attorney. In the event of an appeal, both the respondent and the complainant are entitled upon request to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their representatives or attorneys.
6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.

7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination. In the event the respondent is found to have committed the conduct charged, the committee shall then determine the penalty to be imposed.
8. The college, the respondent and the complainant are permitted to have lawyers or other representatives or advisors act on their behalf during the pendency of a disciplinary action, which shall include the calling and examining of witnesses, and presenting other evidence. Any party intending to appear with an attorney shall give the other party 5 (five) calendar days' notice of such representation.
9. The chairperson of the faculty-student disciplinary committee retains discretion to limit the number of witnesses and the time of testimony for the presentations by any party and/or their representative.
10. In the event that the respondent is charged with a sexual assault, stalking or other forms of sexual misconduct, neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they wish to, the respondent and the complainant may cross-examine each other only through a representative. If either or both of them do not have a representative, the college shall work with them to find a representative to conduct such cross-examination. In the alternative, the complainant and respondent may provide written questions to the chairperson to be posed to the witness.
11. In a case involving the CUNY Policy on Sexual Misconduct:
  - a) Evidence of the mental health diagnosis and/or treatment of a party may not be introduced.
  - b) Evidence of either party's prior sexual history may not be introduced except that (i) evidence of prior sexual history between complainant and respondent is admissible at any stage of the hearing, and (ii) past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage of that hearing related to penalty

#### Penalty Phase:

12. If the respondent has been found responsible, then all parties may introduce evidence related to the respondent's character including any past findings of a respondents' responsibility for domestic violence, stalking, or sexual assault or any other sexual violence. The College

may introduce a copy of the respondent's previous disciplinary record; including records from any CUNY institution the respondent has attended, where applicable, provided the respondent was shown a copy of the record prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the committee in a sealed envelope, bearing the respondent's signature across the seal, and shall only be opened if the respondent has been found to have committed the conduct charged. The previous disciplinary records, as well as documents and character evidence introduced by the respondent, the complainant, and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained. The complainant and respondent may also provide or make an impact statement. Such evidence and impact statements shall be used by the committee only for the purpose of determining an appropriate penalty if the charges are sustained.

#### Decision:

13. The committee shall deliberate in closed session. The committee shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.
14. The respondent shall be sent a copy of the faculty-student disciplinary committee's decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the respondent shall be sent a copy of faculty-student disciplinary committee's decision within fourteen (14) calendar days of the conclusion of the hearing. The chief student affairs officer is also encouraged to send the decision to any other e-mail address that he or she may have for the respondent. The decision shall be final subject to any appeal. In cases involving a crime of violence or a non-forcible sex offense, as set forth in FERPA, the complainant shall simultaneously receive notice of the outcome of the faculty-student disciplinary committee's decision as it relates to the offense(s) committed against the complainant, in the same manner as notice is given to the respondent.
15. When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the respondent shall be

# Rules & Regulations

barred from admission to, or attendance at, any other unit of the university while the penalty is being served.

## Appeals:

16. A respondent or a complainant may appeal a decision of the faculty-student disciplinary committee to the president on the following grounds: (i) procedural error, (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or (iii) the disproportionate nature of the penalty. The president may remand for a new hearing or may modify the penalty either by decreasing it (on an appeal by the respondent) or increasing it (on an appeal by the complainant). If the president is a party to the dispute, her/his functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or her or his designee. If the penalty after appeal to the president is one of dismissal or suspension for one term or more, a respondent or a complainant may appeal to the board committee on student affairs and special programs. The board may dispose of the appeal in the same manner as the president.

17. An appeal under this section shall be made in writing within fifteen (15) calendar days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or the board committee as the case may be. Within three (3) calendar days of the receipt of

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any appeal, either to the president or the board committee on student affairs and special programs, the non-appealing party shall be sent a written notice of the other party's appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party's appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal.

18. The president shall decide and issue a decision within fifteen (15) calendar days of receiving the appeal or within fifteen (15) calendar days of receiving papers in opposition to the appeal, whichever is longer. The board committee shall decide and issue a decision within five (5) calendar days of the meeting at which it hears the appeal.

## Notations on Transcripts:

19. In cases in which a respondent has been found responsible for a Clery Act reportable crime of violence, the college must place a notation on her/his transcript stating that she/he was suspended or expelled after a finding of responsibility

for a code of conduct violation. In all other cases, the college must place a notation of the findings and penalty on a respondent's transcript unless a mediation agreement, the committee's decision, or the decision on any appeal under section 15.4(p), expressly indicate otherwise.

20. A notation of expulsion after a respondent has been found responsible for a Clery Act reportable crime of violence shall not be removed. In all other cases, a notation of expulsion, suspension or any lesser disciplinary penalty shall be removed, as a matter of right, upon the request of the respondent to the Chief Student Affairs Officer made, four years after the conclusion of the disciplinary proceeding or one year after the conclusion of any suspension, whichever is longer. If a finding of responsibility for any violation is vacated for any reason, any such notation shall be removed.

## SECTION 15.5. ACTION BY THE BOARD OF TRUSTEES.

Notwithstanding the foregoing provisions of this article, the board of trustees reserves full power to suspend or take other appropriate action against a student or a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or units of the university in the use of its facilities or in the achievement of its purposes as an educational institution in accordance with procedures established by the board of trustees.

## SECTION 15.6. COLLEGE GOVERNANCE PLANS.

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

### Campus Behavior Code

In order to ensure the continuance and enhancement of the positive image and reputation of all members of the College community and in the interest of promoting student and faculty welfare at the College and the safety and security of our entire College community, the following Code of Behavior is in effect:

Gambling and the sale possession of drugs, including marijuana, are illegal by New York State law. Violators will be subject to disciplinary action and/or referral to outside authorities.

Any student who does not show his or her ID card upon a legitimate request will be considered a trespasser.

*Alcoholic beverages are not permitted at any College (department or program) event to which students are invited or expected to participate.*

Any form of cheating is prohibited.

Any student violating the code of behavior or any law or regulation established by the College, and by the city, state or federal government (including the use of drugs) shall be subject to formal disciplinary procedures as outlined in Articles 15.3 to 15.5 of the Board of Higher Education Bylaws and sanctions as listed in the Board of Higher Education Bylaws and Article 129A of the Education Law. The initiation of disciplinary procedures requires a predisciplinary hearing before a counselor from the Office of the Dean of Students as set up in line with the requirements of the Bylaws of the Board of Trustees immediately following an incident which is judged to be an infraction of law or Behavior Code to determine whether or not the case should be referred to the Student-Faculty Discipline Committee. As a result of emergency or extraordinary circumstances, a student may be suspended for a period not to exceed seven (7) school days. A hearing must be held within that same time period unless the student agrees or consents to an extension of the time.

If the charges are of sufficient nature and have not been settled at the predisciplinary hearing, a formal hearing will be scheduled before the Faculty-Student Discipline Committee as specifically outlined in Article 15.3 of the Bylaws of the Board of Trustees.

Students as a result of this hearing or failure to appear at the hearing may be subject to immediate and permanent suspension which may apply to all units of The City University of New York. All students involved will be advised of the various levels of appeal under the Bylaws of the Board of Education.

### Damage to College Equipment

Any student who damages any school equipment is required to pay the costs of repair or replacement.

### BMCC Policy on Plagiarism

Plagiarism is the presentation of someone else's words, ideas, or artistic/scientific/musical/technical work as one's own creation. A student who copies or paraphrases published or online material, or another person's research, without properly identifying the source(s) is committing plagiarism.

Plagiarism violates the ethical and academic standards of our college. Students will be held responsible for such violations, even when unintentional. To avoid unintended plagiarism, students should consult with their instructors about when and how to document their sources. The library also has both print and digital guides designed to help students cite sources correctly.

Plagiarism carries a range of penalties commensurate with the severity of the infraction. The instructor may, for example, require the work to be redone, reduce the

course grade, fail the student in the course, or refer the case to the Faculty-Student Disciplinary Committee (see Article 15.4 of the Bylaws of the Board of Trustees). Cases referred to that committee could result in suspension or expulsion from the College.

## Student Records Policy

Annually, Colleges inform students of the Family Educational Rights and Privacy Act of 1974, (FERPA) as amended. The Office of the Registrar will disclose FERPA information by publishing a notice in the College Catalog, Registrar Website and in other appropriate locations. This annual notice shall prescribe the procedures whereby a student may make a formal request for non-disclosure of directory information, exercise the right to inspect and review education records, request an amendment of education records and obtain a copy of the College's education records policy. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See Section "6" below on your right to prevent the disclosure of directory information. The FERPA rights of students are:

1. The right to inspect and review your educational records.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, you will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, you may appeal to the college's FERPA appeals officer. Additional information regarding the appeal procedures will be provided to you if a request is denied. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review the records. Schools may charge a fee for copies.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

You may ask the college to amend a record that you believe is inaccurate or misleading. You should write to the college official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by you, the college will notify you of the decision and advise you of your right to a hearing before the college's FERPA

appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

4. You may appeal the alleged denial of FERPA rights to the:

General Counsel and Vice Chancellor for Legal Affairs, The City University Of New York, 535 East 80th Street, New York, NY 10021

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5920

For additional information: [www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

6. The college will make the following "directory information" concerning current and former students available to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, photograph, e-mail address, full or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, participation in officially recognized activities and sports, height and weight of athletic team members.

## Withholding Student Record Data

"According to University policy, a student who is financially delinquent or in default of any of their financial accounts at the College, University, or other agency of the State or Federal Government for which the College is an agent, will not be permitted to complete registration, or be issued a copy of their grades, a transcript, certificate or degree, nor receive funds under any campus based student assistance program. (University Report, Fiscal Affairs, Section CIV, April 23, 1979.)"

## Immunization Requirements

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

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

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

NYS Health Law 2165, in effect since July, 1989, requires that students born after 1956 submit to Health Services Rm. N303, documented proof of measles, mumps, and rubella immunization or immunity. Please refer to the information you received in your admissions packet or visit our website at [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu) for detailed options that will allow you to select which one completes your requirements.

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

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

NYS Health Law 2167, in effect since August, 2003, requires that all students, those born after 1956 and those born prior to 1957, receive and read the information on Meningitis, specifically Meningococcal Disease. You must fill out and sign the response form by either selecting to waive your right to the Meningitis vaccine or taking the form to your doctor, receive the vaccine and sign. These response forms must be submitted to Health Services, room N303. Please refer to the information you received in your admissions packet or visit our website at [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu) for details.

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

No Meningitis vaccines are offered by our office.



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

## The Affirmative Action Policy

Borough of Manhattan Community College of The City University of New York is committed to providing equal employment and educational opportunity to all persons without regard to race, color, religion, national or ethnic origin, age, gender, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, partnership status, status as victim of domestic violence, or marital, military, or veteran status. It is a violation of this policy for any member of the College community to engage in discrimination or to retaliate against a member of the community for raising an allegation of discrimination, filing a complaint alleging discrimination, or for participating in any proceeding to determine whether discrimination has occurred.

The College recruits, employs, retains, and promotes employees in all job classifications on the basis of ability and without regard to the status of an individual with respect to any of the protected groups. To ensure equal employment opportunities and nondiscrimination against minorities and women in accordance with CUNY's policy and federal, state, and local requirements, the College implements an Affirmative Action Program.

The College's admission and retention policies, and education and student activities programs likewise do not discriminate on the basis of any applicable protected group.

*Affirmative Action Officer, Director of Compliance, Title IX, Section 504 Coordinator, Odelia Levy, Esq., Room S701k, Tel: (212) 220-1236.*

## CUNY Policy Against Sexual Harassment Policy Statement

It is the policy of The City University of New York 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's non-discrimination policy. 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 that 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.

### A. 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 allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

### B. 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 explicitly or implicitly 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 such 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 a faculty member and student, supervisor and employee, or tenured and untenured faculty members), 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.

### C. Examples of Sexual Harassment

Sexual harassment may take different forms:

Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment include, but are not limited to the following:

- Requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
- Submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target finds, and a reasonable person would find, that an intimidating, hostile or abusive work or academic environment has been created. Examples of this kind of sexual harassment include, but are not limited to:

- Sexual comments, teasing, or jokes;
- Sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- Graphic or sexually suggestive comments about an individual's attire or body;
- Inquiries or discussions about sexual activities;
- Pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- Sexually suggestive letters or other written materials;
- Sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
- Coerced sexual intercourse or sexual assault.

### D. Consensual Relationships

Amorous dating or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor or other member of the

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University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or co-worker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the University community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged.

For purposes of this section, an individual has "professional responsibility" for another individual at the University if he or she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid or awards or other remuneration, or that may impact upon other academic or employment opportunities.

## *E. Academic Freedom*

This policy shall not be interpreted so as to constitute interference with academic freedom.

## *F. False and Malicious Accusations*

Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

## *G. Procedures*

The University shall develop procedures to implement this policy. The President of each constituent college of the University, the Senior Vice Chancellor at the Central Office, and the Dean of the Law School shall have ultimate responsibility for overseeing compliance with this policy at his or her respective unit of the University. In addition, each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility shall be required to report any complaint of sexual harassment to an individual or individuals to be designated in the procedures. All members of the University community are required to cooperate in any investigation of a sexual harassment complaint.

## *H. Enforcement*

There is a range of corrective actions and penalties available to the University for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this Policy are subject to various penalties, including termination of employment and/or student expulsion from the University.

*Effective: October 1, 1995*

*Board Approved: November 29, 2004 (No. 6A)*

*Revised by OHRM July 2008 per agreement with Equal Employment Practices Commission*

This policy applies to all BMCC faculty, staff, and students, to all BMCC sponsored programs on or off the campus, and to visitors, vendors, contractors, etc., engaged in an activity or program on the campus.

## **Nondiscrimination on the Basis of Disability**

Borough of Manhattan Community College of The City University of New York does not discriminate on the basis of disability. This includes admission and retention of students and employment of faculty and staff (instructional and non-instructional employees).

Employees covered by a disability discrimination provision in their collective bargaining agreements may use their grievance procedure provided in their respective agreements. Otherwise, employees and students may avail themselves of the following procedures:

Bring concerns to the ADA/504 Coordinator, Odelia Levy, Esq., Room S701k, tel. (212) 220-1236. Complaints will be handled on an informal and confidential basis in order to ensure the privacy of both the complaint and the accused. If the matter cannot be resolved through the informal process, the complainant may avail him/herself of the formal complaint procedure.

A formal complaint may be made verbally or in writing. The complainant should provide their name, address, and describe the alleged violation with specificity. With respect to employees, these rules contemplate informal and/or formal investigations, affording all interested persons the opportunity to submit evidence relevant to a complaint. Complaints should be submitted to Ms. Stein.

A complaint should be filed within 30 days after the complainant first becomes aware of the alleged violation. This requirement can be waived at the discretion of the ADA/504 Coordinator. If warranted, an investigation will be conducted and the ADA/504 Coordinator will issue a written determination after consultation with the President. A copy of the determination shall be forwarded to the complainant and the appropriate officers of the College.

## **Nondiscrimination of Students on the**

## **Basis of Pregnancy, Childbirth and Related Conditions**

Borough of Manhattan Community College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from the Office of Accessibility in Room N360 or Title IX coordinator Ms. Odelia Levy in room S701.

## **No Smoking Policy**

Following the enactment of the New York City Clean Air Act, a Smoking Policy was adopted in 1988 for units of The City University of New York including Borough of Manhattan Community College. The Clean Air Act was adopted in response to findings of the Surgeon General of the United States that passive exposure to cigarette smoke (second-hand or passive smoke) is linked to a variety of negative consequences. For overall health and safety concerns, and following the classification by the U.S. EPA of second-hand smoke as a Class A carcinogen, with input from faculty, staff, and students, the College became a *smoke-free* campus in April 1993. Smoking is not permitted on the premises of Borough of Manhattan Community College at either 199 Chambers Street or 70 Murray Street. The administrator designated to review issues/complaints related to the College's *No Smoking* policy is the Vice President for Legal Affairs and Faculty and Staff Relations, Robert Diaz, Room S710.

# BMCC Administration

## BMCC ADMINISTRATION AND STAFF

### OFFICE OF THE PRESIDENT

Antonio Pérez  
*President*

John Montanez  
*Dean of Grants and Development*

Manuel Romero  
*Executive Director of External  
and Public Affairs*

Thomas Volpe  
*Director of Publications*

Odelia Levy  
*Chief Diversity Officer and Special Advisor to  
the President*

Linda Herring  
*Director of BMCC Tribeca  
Performing Arts Center*

### OFFICE OF THE SENIOR VICE PRESIDENT OF ACADEMIC AFFAIRS

Karrin Wilks  
*Provost/Senior Vice President  
of Academic Affairs*

Erwin J. Wong  
*Dean for Academic Programs and Instruction*

Christopher Shults  
*Dean for Institutional Effectiveness and  
Strategic Planning*

Jim Berg  
*Associate Dean of Faculty*

Janice Zummo  
*Assistant Dean of Academic Support Services*

Sandra Rumayor  
*Director of Evening/Weekend Programs*

Carei Thomas  
*Director of Academic Advisement and Transfer*

Bettina Hansel  
*Director of Institutional Research  
and Assessment*

Dereck Walcott  
*Director of Testing*

Alona Bach  
*Director of Research*

Alexandra Pyak  
*Director of BMCC Learning Academy*

Marjorie Dorime-Williams  
*Director of Assessment*

Nadine Browne  
*Director, ASAP*

Anna Vidiaev  
*Director of Faculty Appointments*

Peter Williams  
*Director of College Now*

Ashtian Holmes  
*Director UMLA*

Argenis Rodriques  
*Director of COPE*

Laura Burrell  
*Director of Internships and  
Experimental Learning*

Deborah Stengle  
*Director, Study Abroad*

Gregory Bryant  
*MECA Liaison*

Gregory Farrell  
*Director of the Learning Resource Center*

Janey Flanagan  
*Director of E-Learning*

Franklin Winslow  
*Director of the Writing Center*

Megan Elias  
*Director of the Center for Excellence in  
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Founded in 1847, The City University of New York (CUNY) is the nation's leading public urban university. It is noted for its commitment to academic excellence and its open admissions policy. Comprised senior colleges, six community colleges, a graduate school, a law school, and a medical school with a full-time faculty of 6,000 and more than 70 research centers and institutes, the City University ranks among the country's major research institutions.

Nearly 200,000 students are currently registered at the City University. This includes both full-time graduate and undergraduate students enrolled in credit-bearing courses.

The following are some of the services provided by CUNY to help students and prospective students with their educational needs:

### Office of Admissions Services (OAS)

The Office of Admissions Services (OAS) assists all prospective students and applicants who are interested in attending one of the Colleges of the The City University of New York. The office is located at 1114 Avenue of the Americas (15th floor) in Manhattan and includes the following divisions:

The Information Center provides information about CUNY admissions procedures, international student admissions, financial aid, CUNY programs the Seek/College Discovery Program and General Equivalency Diplomas (GED). The Center is open Monday through Thursday from 9 a.m. to 6 p.m. and Friday from 12 p.m. to 5 p.m. ID is required to enter the building.

The High Schools Services and Community Outreach divisions disseminate pre-admissions information about CUNY to students and guidance counselors in all New York City schools and most of the large community agencies. OAS administers the Test of English as a foreign Language (TOEFL) and its Publications Office prepares CUNY's Freshman and Transfer Guides.

### University Application Processing Center (UAPC)

The University Processing Center (UAPC) processes all freshman and advanced standing transfer applications and evaluates all foreign educational documents. Application inquiries should be directed to OAS.

### Right to Know

In 1998, the federal government passed higher education amendments. This requires colleges to disclose completion or graduation rates and transfer out rates to current and to prospective students beginning July 1, 2000. Current and prospective students may obtain this information at the Registrar's Office, Room S315.

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# Registered Programs

## INVENTORY OF REGISTERED PROGRAMS

Program Name	Program Code	HEGIS Code	Degree Awarded	Date Registered
Accounting	01080	5002	A.A.S.	3/72
Accounting	35613	5002	Certificate	4/15
Accounting for Forensic Accounting	35014	5002	A.S.	11/11
Animation and Motion Graphics	37124	5012	A.S.	1/15
Art Foundations: Art History	37485	5610.00	A.A.	6/15
Art Foundations: Studio Art	37484	5610.00	A.S.	6/15
Bilingual Childhood Education	28377	5649	A.A.	11/03
Biotechnology Science	33675	5604	A.S.	3/10
Business Administration	01076	5004	A.A.	3/72
Business Management	79416	5004	A.A.S.	8/79
Child Care/Early Childhood Education	81256	5503	A.S.	7/81
Childhood Education	28378	5649	A.A.	11/03
Communication Studies	35127	5606	A.A.	1/12
Community Health Education	36607	5506	A.S.	3/14
Computer Information Systems	91517	5103	A.A.S.	10/91
Computer Network Technology	91518	5104	A.A.S.	10/91
Computer Science	92040	5101	A.S.	1/92
Criminal Justice	33085	5505	A.A.	6/09
Engineering Science	89095	5609	A.S.	4/89
Geographic Information Science	36021	0701	A.S.	5/13
Gerontology	37583	5506.20	A.S.	7/15
Health Informatics	36821	5213	Certificate	5/14
Health Information Technology	01094	5213.00	A.A.S.	3/72
History	37532	5622.00	A.A.	6/15
Human Services	91516	5506	A.S.	1/91
Liberal Arts	01079	5649	A.A.	3/72
Mathematics	19458	5617	A.S.	11/94
Modern Languages	37472	5611.00	A.A.	6/15
Multimedia Programming and Design	21882	5008	A.S.	5/12
Nursing	01093	5208.1	A.A.S.	9/67
Paramedic	88036	5299	A.A.S.	2/88
Psychology	38147	5620.00	A.A.	5/16
Respiratory Therapy	01096	5215	A.A.S.	3/72
School Health Education	36867	5608	A.S.	8/14
Science	19052	5649	A.S.	9/93
Science for Forensics	32756	5619	A.S.	2/09
Science for Health Professions	38145	5604.00	A.S.	5/16
Secondary Education for Mathematics & Science	35379	5503	A.S.	4/12
Small Business/Entrepreneurship	92039	5004	A.A.S.	1/92
Sociology	37471	5622.00	A.A.	6/15
Theatre	25134	5610	A.S.	7/01
Video Arts and Technology	82563	5008	A.S.	5/12
Writing and Literature	22639	5615	A.A.	3/00

**Note:** Enrollment in other than registered or otherwise approved programs may jeopardize your eligibility for certain student aid awards.



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