

Medgar Evers College

of The City University of New York

**2005-2008
COLLEGE BULLETIN**



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

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

MEDGAR EVERS COLLEGE

of The City University of New York

1650 Bedford Avenue - Brooklyn, New York 11225-2010

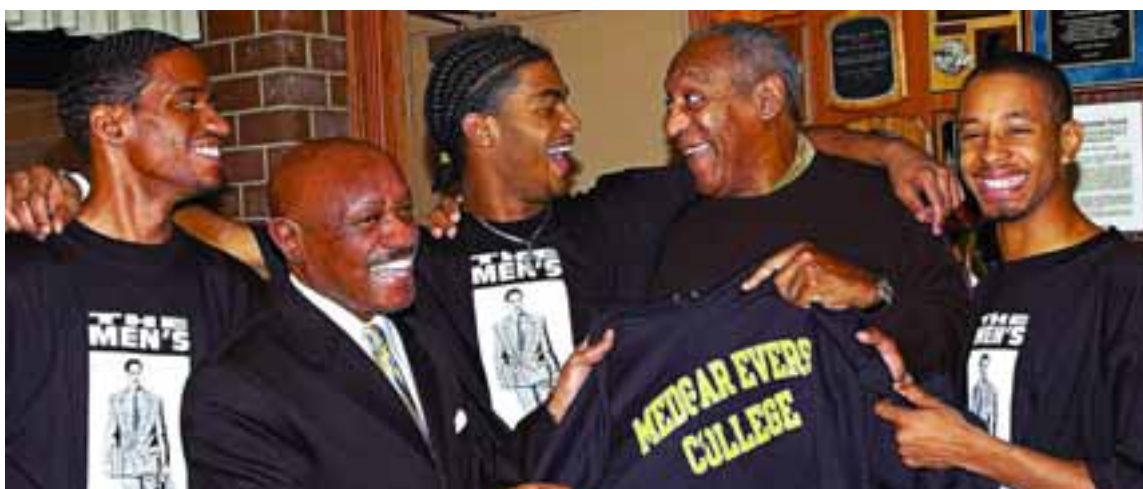
Admissions Information: (718) 270-6024

**2005 - 2008
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A Message from Dr. Edison O. Jackson, President of Medgar Evers College



Welcome to Medgar Evers College where we "Create Success, One Student at a Time." You have chosen a college that is student-centered and committed to ensuring that you meet and exceed your personal goals. In our community of learners, you have access to an international faculty representing top-notch universities. Our administration and staff are dedicated, knowledgeable, and committed to excellence and to you, our students.

Medgar Evers College is one of the 11 senior colleges of the City University of New York, the nation's largest urban university. Born out of the struggles and legacies of the civil rights movement, Medgar Evers College was formally established on July 30, 1970, and was named to honor, and to continue the legacy of civil rights activist Medgar Wiley Evers. We continue to affirm our founders' belief that education has the power to transform lives, thus providing a better life for the greatest number of people.

Medgar Evers College is a place where educational access, excellence in education, service to the community, and commitment to Creating Success, One Student at a Time, are at the center of all that we do.

The College offers associate and baccalaureate degrees through our School of Business, our School of Science, Health and Technology, and our School of Liberal Arts and Education. Whether you enter with the goal of earning a Certificate, an Associate degree, or a Baccalaureate degree, you can choose from an array of programs including Business, Public Administration, English, Education, Nursing, Psychology, Computer Science, Computer Information Systems, Biology, Mathematical Sciences, Science and Professional Studies to provide you with the knowledge and skills needed for success in your chosen career. Our associate degrees articulate with our baccalaureate degrees, thus providing you with the opportunity to prepare for a career or to go on to earn graduate and professional degrees. Graduates of Medgar Evers College are leaders in banking, business, engineering, government, law, medicine, and other professions. Adults seeking skills for high wage careers will also find the programs they need in our School of Professional and Community Development. Our Library and computer laboratories house the resources and state-of-the-art equipment that support academic excellence in whichever academic path you choose at the College.

Entering students begin their academic career with the Freshman Year Program. This program addresses the needs of first year college students and covers those areas necessary for college success. Freshman Seminar courses, collaborative learning, group projects and study modules addressing study skills, college adjustment, financial literacy, healthcare, leadership skills, and career development are included. Students are assigned to faculty, staff, and peer mentors and counselors who will provide support and advice. Our student-centered program has been nationally recognized by our selection as a Founding Member of the Foundations of Excellence in the First College Year. Jointly sponsored by the Policy Center on the First Year of College and the American Association of State Colleges and Universities, the aim of the Foundations of Excellence project is to develop a model of excellence for the first year that will be adapted nationally by public colleges and universities.

All students are required to complete our Core Curriculum, which provides a general education in the liberal arts and sciences. In the second year, students are assigned faculty mentors in their majors. They also receive assistance from our Student Advocacy & Support Services Center (SASSC) which is staffed with highly trained counselors who assist students with academic and personal counseling issues.

The College provides supplemental academic support and tutoring through our Academic Foundations Division and our Learning Center. Both the Women's Center and the Male Development and Empowerment Center provide counseling, lectures, and activities that address important issues specific to ensuring the success of our Medgar men and women.

In support of our namesake's legacy, the American Democracy Project promotes civic awareness and engagement through service learning, community engagement, and publishing prospects. Opportunities to learn from some of the finest

thinkers and opinion leaders in politics, business, the arts and the professions abound through our Presidential Lecture Series. The line-up of our notable speakers has included Danny Glover, Tony Brown, and Dr. William Cosby.

In addition to the College's superb academic programs and services, our Office of Student Life provides numerous opportunities to become involved in extracurricular and cultural activities that will enhance your education and enrich your intellectual and personal development. Student-run publications offer opportunities to develop professional writing skills; while our student chapters of professional associations, such as the American Management Association and the National Association of Black Accountants, promote professional development-leadership opportunities and networking.

Medgar Evers College is fully accredited by the Middle States Commission on Higher Education. Our School of Business, accredited by Association of Collegiate Business Schools and Programs (ACBSP), meets rigorous national standards, as does our Department of Nursing, which is fully accredited by the New York State Education Department and the National League for Nursing Accrediting Commission, Inc.

Our growing campus supports state-of-the-art smart classrooms and laboratories in our new School of Business and Student Services building, and with our Science, Health and Technology Building slated for construction, you can look to your future success knowing that *if your mind can conceive it, and your heart believe it, then you surely, surely can achieve it.*

Again, I congratulate you on your decision to enroll at our College.

Sincerely,



Dr. Edison O. Jackson
President



Medgar Wiley Evers



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

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

As Medgar Evers searched for a platform for positive solutions to the problems in his native state of Mississippi, he found a way for bringing about change through the National Association for the Advancement of Colored People (NAACP). He joined the

Association's ranks in 1953 as a chapter organizer and in 1954 was appointed State NAACP Field Secretary for Mississippi. In 1955 Medgar, his wife Myrlie, and their three children moved to the state capitol, Jackson, Mississippi. From his NAACP headquarters based in Jackson, he continued his work registering black voters, organizing boycotts of companies that practiced racial discrimination, and fighting against racial hatred in order to promote understanding and equality between the races.

During the early sixties, our nation had two leaders who embraced one common theme and shared a common goal. On June 12, 1963, U.S. President John F. Kennedy - who would be assassinated only a few months later - expressed this sentiment in an address to the nation: "White resistance to civil rights for Blacks is a moral crisis." President Kennedy pledged his support for federal action on integration and the achievement of full civil and voting rights for African Americans. That same night, as he got out of his car in front of his home after returning from an NAACP meeting, Medgar Wiley Evers was ambushed and killed by the blast of a shotgun. He was buried in Arlington National Cemetery, Washington, DC. In 1963, the NAACP posthumously awarded Medgar Wiley Evers the Spingarn Medal, its prestigious award given annually since 1915 to outstanding African American leaders and achievers in all walks of life.

A founding member of the White Citizens Council, a Mississippi white supremacist group, was arrested and indicted for the murder of Medgar Evers. Finally, in February of 1994, after two failed trials to bring the murderer to justice, through the undaunted efforts of his wife, Myrlie Evers Williams, and the passage of more than thirty years, the white supremacist, by then 73 years old, was convicted of the murder.

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

History of Medgar Evers College

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

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

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

On January 27, 1969, the Board of Higher Education adopted a resolution changing Community College

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

On September 1, 1989, its third president, Dr. Edison O. Jackson, was appointed. Student enrollment has now grown to over 5,000 and more than 4,700 students have graduated and gone on to become productive professionals, active civic and political leaders, and change-agents in the Brooklyn community and in the world at large.

Medgar Evers College is leading the way into the 21st Century, continuing its agenda of excellence and its vision of creating innovative academic programs that meet the demands of the changing workplace; enhancing teaching and learning, expanding research, promoting student success, establishing linkages and providing service to the community.



Mission Statement



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

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

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

ACCREDITATION STATEMENT

Medgar Evers College of The City University of New York is fully accredited by the Commission on Higher Education and the Middle States Association of Colleges and Schools. The University of the State of New York and the New York State Education Department have approved all academic programs offered by the College. In addition, the degree programs for the Bachelor of Science and the Associate of Applied Science in Nursing are accredited by the National League for Nursing. The college's School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and the Teacher Education Department has been recommended for accreditation after meeting all standards by the National Council for Accreditation of Teacher Education (NCATE) Medgar Evers College is a member of the American Council on Education, The College Board, American Association of Colleges and Universities, and the National Association for Equal Opportunity in Education.

Goals

Goal 1: Consistent with The City University of New York Board of Trustee's policies, the College seeks to serve the Central Brooklyn community which is comprised of students with diverse socioeconomic, political, cultural and national backgrounds.

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

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

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

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

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

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

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

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

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

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

Goal 3: The College seeks to improve the students' understanding of self, past, and present societies, and future trends by providing its students with a liberal education which communicates the knowledge of tradition, the teachings of scholars, and the beauty and profundity of their cultural heritage.

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

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

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

Objective 3.4: Liberal Education - To broaden general awareness and understanding of the interrelatedness of the domains of knowledge and to promote understanding of the diversity and pluralism of people and cultures.

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

Goal 4: The College seeks to prepare students for leadership roles in a changing world, so that they and the College can be energizers or change-agents in the community.

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

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

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

Goal 5: The College seeks to develop non-degree educational and co-curricular social, economic, and cultural programs which serve its students and a broad population of community residents.

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

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

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

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

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

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

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

Goal 7: The College seeks to create a positive environment that provides opportunities for professional growth of all its employees and that permits freedom of thought and inquiry, the free exchange of ideas, and the pursuit and advancement of knowledge by faculty and students.

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

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

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

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

Goal 8: The College seeks to develop and maintain processes and procedures for coordination and oversight that ensure that standards of quality are met and that its mission and goal priorities are accomplished as effectively and efficiently as possible.

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

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

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



Degree & Certificate Programs

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

SCHOOL OF BUSINESS

College Curriculum

	HEGIS Code
AAS Computer Applications	5104
AS Public Administration	5508
AS Business Administration (additional emphasis in Accounting)	5004
BS Accounting (CPA)	0502
BS Accounting (Managerial)	0502
BS Business	0501
BS Public Administration	2102
BS Computer Information Systems	0702
B.P.S Applied Management (emphases in Business Services, Health Services, and Social Services Management)	0506

SCHOOL OF LIBERAL ARTS AND EDUCATION

College Curriculum

	HEGIS Code
AA Teacher Education	5503
AA Liberal Arts (emphases in English, Social Sciences, Mass Communications, World Studies, Philosophy & Religious Studies, Foreign Languages, and Psychology)	5649

BA Psychology	2001
BA English	1501
BA Liberal Studies (emphases in Geography, History, and Political Science)	4901
BA Special Education & Early Childhood Education	0808
BA Special Education & Childhood Education	0808
BA Childhood Education	0802

SCHOOL OF SCIENCE, HEALTH AND TECHNOLOGY

College Curriculum

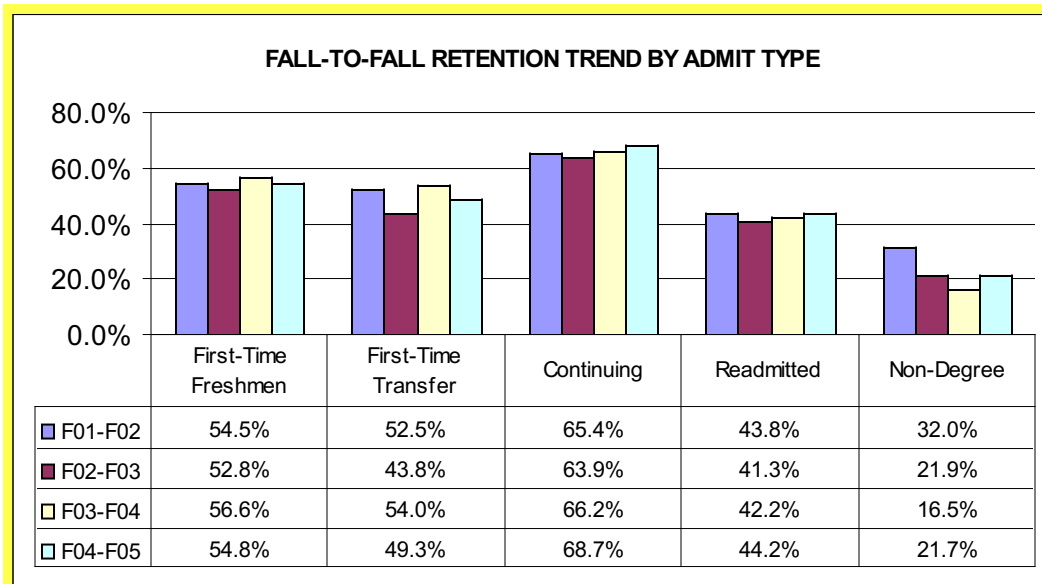
	HEGIS Code
AAS Nursing (Clinical)	5208
AS Computer Science	5103
AS Science (emphases in Biology, Mathematics, and Physical, Environmental and Computer Sciences)	5649
BS Biology	0401
BS Environmental Science	0420
BS Nursing	1203
BS Mathematical Sciences	1701
BS Computer Science	0701
Certificate in Practical Nursing	5209

Graduation & Retention Statement

GRADUATION AND RETENTION STATEMENT

Most First-Time Freshman (FTF) at Medgar Evers College take more than two years to earn an associate degree and more than four years to earn the baccalaureate degree. Almost half of our students attend college part-time for a variety of reasons – employment, family, and living responsibilities. In addition, many students who enter the College take one to three skills development courses. Consequently, on average, the time to graduation for First Time Freshmen (FTF) for the associate degree is five years and six to seven (6.7) years for the baccalaureate degree. Students, full-time or part-time, who persist for at least the first three semesters, are more likely to earn degrees. The average seven-year graduation rate for an entering FTF in an associate degree program is 17%.

About 3.4% of the associate degree graduates who start as FTF earn the associate degree in two years; 16% of the baccalaureate degree graduates earn it in four years. These students tend to be “traditional” college students who attend full-time and require little or no non-credit skills development courses.



	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Average
Cohort							
6 Year	14.6%	14.2%	13.5%	18.6%	14.5%	13.0%	14.7%
7 Year	16.5%	16.4%	14.5%	19.8%	18.0%		17.0%
8 Year	17.5%	17.1%	15.2%	21.3%			17.8%
9 Year	18.6%	18.0%	15.7%				17.4%
10 Year	19.2%	19.4%					19.3%

Office of Admissions

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

Office: 1637 Bedford Avenue

Director: Warren Heusner
718 270-6048 office
718 270-6411 fax
wheusner@mec.cuny.edu

Office: 1665 Bedford Avenue

Office Manager: Janel Dowling
718 270-6027 office
jdowling@mec.cuny.edu

ADMISSIONS COUNSELORS

Shaneeque Askew
718 270-6028 office
askew@mec.cuny.edu

Nelson Carrillo
718 270-6026 office
ncarrillo@mec.cuny.edu

Aliya Latif
718-270-6027
alatif@mec.cuny.edu

FOREIGN STUDENT ADVISOR

Julie Augustin
718 270-6021 office
jaugustin@mec.cuny.edu

RECRUITMENT COORDINATOR

Michael Simmonds
718 270-6030 office
msimmonds@mec.cuny.edu

Fred Battle
718 270-6023 office
fbattle@mec.cuny.edu

TRANSFER EVALUATION COORDINATOR

Rose Banton
718 270-6032 office
rosebant@mec.cuny.edu

GENERAL INFORMATION

Where To Send Admission Applications

Freshman and Transfer applications and all supporting materials should be sent to the University Application

Processing Center (UAPC) at the address indicated on the application. Arrangements should also be made to send official transcripts to UAPC. All colleges previously attended must be indicated on these applications; failure to do so will subject the student to admissions denial and denial of transfer credits.

Freshman and Transfer applications may also be hand delivered to the Medgar Evers College Office of Admissions. Please call the office to confirm when you may deliver your application in person at 718 270-6024.

APPLICATION FEES***

Freshman \$65.00

Transfer \$70.00

Paid to MEC Bursar's Office

Re-admit \$10.00

Non-degree \$40.00

(Non-degree applicants are those who wish to register for credit bearing courses but are not seeking a degree at Medgar Evers College)

Non-CUNY Visiting \$40.00

(Visiting students are those students who are currently enrolled in a degree bearing program at another institution but wish to take courses at MEC)

***** All application Fees are Non-Refundable**

Transfer applicants do not have to pay an application fee if they were enrolled at another CUNY institution prior to the semester of entry at Medgar Evers College.

Application Deadlines

Students are admitted to the College by the University Application Processing Center (UAPC) in several phases or "allocations." Students allocated in earlier phases have a better chance of getting their first program choice and may have greater access to University-based financial aid funds. Since the deadline for each phase may vary from semester to semester, applicants should contact the CUNY Office of Admissions Services at 212 290-5600.

Immunization Requirements

New York State law, effective September 1989, requires that all matriculated students born after December 31, 1956 submit proof of immunization against measles, mumps, and rubella prior to registration. In addition, you must complete and submit a Meningococcal Meningitis Vaccination Response Form. Students who cannot provide evidence of previous immunization according to State requirements must be re-immunized. Additional information regarding these regulations may be obtained from the College's Health Services office at 718 270-6075.

Admission requirements and deadlines are subject to change without notice.

Up-to-date information on admission procedures and requirements, filing deadlines, and transfer policies are available from the Admissions Office, 1625 Bedford Avenue, 718 270-6024.

FIRST TIME ADMISSIONS (FRESHMEN)

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

ADMISSION REQUIREMENTS

High School Diploma and Grade Average

A diploma from an accredited high school is required of all freshmen for admission to Medgar Evers College. Furthermore, an overall academic average of eighty percent (80%) is required for entrance into a baccalaureate degree program, all those with less than an eighty percent (80%) average will be considered for the Associate degree programs only.

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

In addition, freshman applicants to baccalaureate programs must demonstrate readiness for college-level work in English and Mathematics. They may demonstrate this by:

1. attaining a 480 score on the verbal and math sections on the SAT, 20 on the ACT;
2. attaining a 75 on the New York State English and Mathematics Regents examinations; or by
3. passing the CUNY Skills Assessment Test.

For specific information on the CUNY Skills Assessment Test, please see *Testing Center and Services*.

College Preparatory Initiative

In partnership with the New York City Board of Education, the University has instituted requirements for entering students called the College Preparatory Initiative (CPI).

Students entering Medgar Evers College in or after fall of 2000 will be expected to have at least sixteen (16) units of high school work in academic courses including:

1. a minimum of two (2) units of Laboratory Science
2. three (3) units of Mathematics
3. four (4) units of English

4. four (4) units of Social Science
5. two (2) units of Foreign Language
6. one (1) unit of Fine Arts

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

Students admitted to a community or senior college who do not meet these requirements will be advised to take appropriate courses designed to remedy this lack of preparation.

Demonstration of Basic Skills Proficiency upon Admissions to the College

Please see the "Academic Requirements and Regulations" section or this Catalog.

ADMISSION TO SEEK/SPECIAL PROGRAMS

SEEK (Search for Education, Elevation, and Knowledge) is a Program of the City University of New York designed for eligible students who require intensive academic and financial support to complete a college degree. A stipend for educational expenses is awarded to those students who are eligible.

Applicants who wish to be considered for the SEEK Program must complete page two (2) of the Regular Freshman Application. Applicants may also contact the Medgar Evers College SEEK Department at 718 270-4970 to discuss eligibility.

ADVANCED STANDING (TRANSFER ADMISSION)

Students who have attended another college or post-secondary institution and have a Grade Point Average (GPA) of 2.0 may file an "Application for Advanced Standing (Transfer Admission)." Transfer applications are available at the Medgar Evers College Office of Recruitment and Admissions or at The City University of New York Office of Admission Services.

Applicants who have completed fewer than twenty-four (24) college credits may apply but must also provide an official copy of their high school transcripts. Applicants for the Nursing Program must meet special requirements. To review those requirements, please see the "Department of Nursing" section of this Catalog.

Students on probation from another institution who have not been academically dismissed may be admitted to Medgar Evers College under the following conditions:

1. less than a 1.5 GPA for 0 to 12.5 credits accumulated; or
2. less than a 1.75 GPA for 13 to 24.5 credits accumulated.

He/she must follow the probationary requirements as indicated under the "Conditions for Retention and Academic Progress" section of this Catalog.

Transfer students who have been academically dismissed

from another institution, and who have not been enrolled in any college for two years or more prior to the semester of application, are eligible for admission under the "Two Year Forgiveness Policy." That is, they will enter as regular transfer students.

TRANSFER OF CREDITS

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

All courses for which a student has earned a grade of "C" or better at an accredited institution will be considered for transfer. "C" and "D" grades from other CUNY units may also be transferable. However, "C" and "D" grades are not transferable in departmental requirements or English courses. Courses taken at institutions not accredited by the Regional Accrediting Association are not transferable toward any of our degree programs.

A maximum of thirty (30) credits may be transferred toward an Associate degree. A maximum of ninety (90) credits may be transferred toward a baccalaureate degree.

FULL FAITH IN CREDIT

Medgar Evers College offers transfer students with an Associate degree from an accredited institution the opportunity to complete their baccalaureate degree in a related field in less time and for less money through the College's Full Faith in Credit Policy. According to this policy, Medgar Evers College will accept all previous coursework with a grade of "C" or better, thereby reducing the amount of time and money usually required to complete the baccalaureate degree. Medgar Evers College is the only CUNY College that offers Full Faith in Credit to transfer students.

Note: If a student decides to change to a different academic program from an Associates Degree program, he/she will be required to complete additional coursework or follow the required pre-requisites in that area in consultation with an Academic Advisor. Students enrolling in licensure programs (e.g. nursing, education, accounting) may be subject to additional departmental requirements.

STUDENTS EDUCATED ABROAD

Graduates of foreign institutions must complete page 3, "Students Educated Abroad," of the appropriate admissions application. Foreign students who hold a temporary visa, and whose native language is not English, must also take the Test of English as a Foreign Language (TOEFL) which measures English proficiency. Arrangements to take

this test can be made by contacting the:

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

or

Testing Center and Services
Medgar Evers College
1650 Bedford Avenue, Room B-2037
Brooklyn, New York 11225
718 270-4835

F1 Visa Status

Students educated abroad and seeking admissions as an F1 Visa holder must submit the appropriate application and all supporting documents as stipulated on the application directly to the University Application Processing Center (UAPC). The UAPC will notify the Medgar Evers College Office Recruitment and Admissions of your eligibility for acceptance after your documents have been verified.

Once cleared by UAPC, each student will receive an acceptance packet from Office of Recruitment and Admissions outlining any additional information needed in order to enroll at the College. For additional questions, students may contact the Office of Recruitment and Admissions to speak with the Foreign Student Advisor.

SECOND DEGREE STUDENTS

A Second Degree Student is one who has completed a baccalaureate or Associate degree and wishes to work toward another degree at the same level or at a lower level (i.e. Baccalaureate to Baccalaureate, Associate to Associate, Baccalaureate to Associate). Students who complete an Associate Degree and then continue to pursue a baccalaureate are working toward a higher degree and are not considered to be "second degree" students.

Students who wish to apply for a second degree must satisfy the following criteria:

1. The second degree must be in a different and unrelated discipline from the first degree.
2. The student must complete 32 credits beyond those already taken toward the first degree.
3. Second degree students must enroll for at least two full semesters in order to meet the one year residency requirement.
4. Students who have completed their first degree at a college other than Medgar Evers College must file an "Application for Transfer" (Advanced Standing). Students who completed their first degree at Medgar Evers College must file an "Application for Readmission as Second Degree Student."

READMISSION

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

Readmission on Probation

Please refer to the section on "Conditions for Retention and Academic Progress" for information on the readmission of MEC students whose cumulative Grade Point Average is less than 2.0.

NON-DEGREE

Applicants who are not interested in earning a degree but who wish to enroll in courses relating to special interests, career advancement, preparation for graduate school, etc., may be admitted as non-degree students.

All non-degree applicants must fulfill CUNY and College-wide requirements by completing appropriate basic skills in Reading, Writing, and Mathematics and must complete pre-requisites and co-requisite courses before enrolling in college-level or advanced level courses. Permit students and baccalaureate degree holders are exempted from taking the placement tests.

Change of Status from Non-degree to Degree

Non-degree students are encouraged to file for change of status (matriculation) through the internal transfer process in the Office of Recruitment and Admissions after completing one semester at the college. Non-degree students are required to file for matriculation before exceeding fifteen (15) credits. Further information regarding non-degree admission or eligibility for matriculation is available only from the Medgar Evers College Office of Recruitment and Admissions.

CUNY PERMIT STUDENTS

Students from other CUNY colleges who wish to register for courses at Medgar Evers College must secure a permit from and pay their fees at their home college. Applicants are required to complete the permit application via the CUNY portal. For information on how to complete a permit application via the CUNY Portal, please visit www.cuny.edu, click the "Current Students" link followed by the "Transfer Information" link. Then click the "Course

Permits" link. All Permit instructions can be obtained from this page.

DIFFERENTLY ABLED STUDENTS

Prospective differently abled should plan a visit to the campus to arrange for any special services they may require. To plan a visit and to discuss services available please contact Services for the Differently Abled at 718 270-5027.

Federal law prohibits discrimination because of disabilities. Information is requested voluntarily, kept confidential, and is used solely for the purpose of furnishing counseling services and assistance.



Educational Costs

Comptroller: Witly Paul
718 270-6113 office
718 270-6915 fax
witly@mec.cuny.edu

Office: Metro Tech

**Bursar/
Tap Coordinator:** George Softleigh
718 270-6086
718 270-6286
george@mec.cuny.edu

**Assistant Bursar/
Revenue:** Marcia White
718 270-6087
marciaw@mec.cuny.edu

Office Assistants: Nicholas Farnolo
718 270-6094
nicholasf@mec.cuny.edu

Darline Guillaume
718 270-6093 office
darline@mec.cuny.edu
SBSS 308

ACCOUNTING ASSISTANTS

India VanTull
718 270-6089
ivan-tull@mec.cuny.edu

Bonita Grant
718 270-6091
bgrant@mec.cuny.edu

Hermione Louissaint
718 270-6084
hermione@mec.cuny.edu

Assistant Tap Coordinator

Sharon Clinkscale
718 270-6085
sharonc@mec.cuny.edu

THE COST OF EDUCATION

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

RESIDENCY FOR TUITION BILLING PURPOSES

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

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

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

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

TUITION

Beginning with the 2005-2006 Academic Year, undergraduate

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

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

Registration Validation: 72-Hours Rule

No student registration is final until it has been validated by the Bursar. After a student has had his/her courses entered, he/she is issued a bill. That bill must be signed and taken to the Bursar's Office in the School of Business and Student Services Building, Room SBSS 308.

1. The Bursar's Office will exchange the student's bill, on receipt of payment and after applying financial aid estimates or accepting Academic Management Services (AMS) deferred payment plan, for a validated Bursar's Receipt.
2. This Bursar's Receipt is the only acceptable proof that registration has been validated.
3. Students who participate in the early registration process must have their registration validated by the "due date" indicated on the face of the bill.
4. Students who register during regular or late registration must have their registration validated within 72 hours of the date that they registered.

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

Tuition and Fees

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

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

Payment of Tuition and Fees

When planning to register for courses, students must be prepared to pay tuition, student activity/consolidated fees, and any other fees associated with registration. A student is not officially registered until all financial obligations to the College have been satisfied. All fees must be paid within 72-Hours after the day of registration. If this is not possible, students may make arrangements to pay through one of the following methods:

1. Financial Aid Award (PELL or TAP)
2. Student Loan
3. Academic Management Services (AMS) Tuition Payment Plan
4. Tuition Waiver
5. Voucher
6. Special Registration Status (i.e. Veteran or other third party)

Notice To Financial Aid Students

All Financial Aid Students must go to the Bursar's Office to

validate their registration in order to receive a Bursar's Receipt.

Registration dates are printed in the "Schedule of Classes" for each semester.

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

Method of Payment

Payment may be in cash, money order, certified check, travelers check, credit card (MasterCard, Visa, Discover, or American Express), or tuition payment plan where payments have been made directly to AMS. Please note the following:

1. Students can make payment in e-SIMS by credit card only.
2. No partial payment is accepted in e-SIMS.
3. AMS accepts payment online by credit card or by check.
4. Students are encouraged to apply online for AMS payment plan and make their payments online.

Drop Box

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

All Students**Accelerated fees for credits in excess of eighteen (18):**

Less than or equal to 2	\$100.00
Greater than 2 but less than or equal to 4	\$230.00
Greater than 4 but less than or equal to 6	\$460.00
Greater than 6	\$690.00

All students must pay the following:

1. Student Activity Fee \$35.85
2. Consolidated Service Fee \$15.00
3. Technology Fee

Full-time Students	\$75.00
Part-time Students	\$37.50

 Technology fee of \$75.00 will be charged if the student registers initially as full-time and subsequently changes to part-time status once the class begins.
4. Senior Citizens are exempted from Technology Fee.

If paying by check or money order:

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

DEFERMENTS**Advance Payment**

Academic Management Service, (AMS) offers a student a chance to pay his/her tuition in advance. The money will be available to pay the student tuition when the student registers for the semester. The Advance Payment Plan is available for a specific semester or for the entire academic year.

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

AMS Student Deferment Plan

A student may be granted a deferment for the current semester or term. Generally, AMS requires that the student pay at least sixty percent (60%) of an outstanding balance before he/she can use the AMS Payment Plan. However, on a case-by-case basis, with the authorization of the Bursar, AMS may make exceptions and accept less than the sixty percent (60%).

Financial Aid students may be deferred from paying their tuition if they are receiving PELL (*Federal Financial Aid*), TAP (*State Tuition Assistance Program*) and/or other specified Financial Aid Programs.

PAYMENT FOR PARAPROFESSIONALS

Financial Aid is the first source of payment.

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

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

PRIOR SEMESTER TUITION

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

EARLY REGISTRATION

Students registering during the Early Registration Period will be:

1. **mailed a bill that MUST be paid** by the payment-due-date printed on the bill.
2. If **payment is not received** by the due date, the College will:
 - a. cancel all courses for which the student has pre-registered and
 - b. the student will have to re-register during the regular registration period.

REGULAR AND LATE REGISTRATION

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

ADDITIONAL EDUCATIONAL EXPENSES

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

Student Living Away From Parents

	<u>Academic Year</u>	<u>Summer Session</u>
Books & Supplies	\$500.00	\$250.00
Transportation	\$810.00	\$405.00
Housing	\$market price	market price
Food	\$1,091.00	

Student Living With Parents

	<u>Academic Year</u>	<u>Summer Session</u>
Books & Supplies	\$500.00	\$250.00
Transportation	\$810.00	\$405.00
Housing	\$1,500.00	\$750.00

REFUND

In order to receive a one hundred percent (100%) tuition refund, including accelerated fees:

1. a student must withdraw from course(s) prior to the first day of classes, or
2. withdraw from the College.

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

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

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

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

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

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

DAMAGED LIBRARY BOOK

The student must pay any overdue fines, up to and including the date the item is reported as being damaged. He/she must also pay an amount to be determined by the nature and extent of the damage not to exceed the current price of the item, plus a processing charge of \$10.

LOST LIBRARY ITEM

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

MISCELLANEOUS FEES AND CHARGES ALL ARE NON-REFUNDABLE

Application Admission Fee	\$65.00	Freshmen & Non-degree Students: with the exception of Senior Citizens
	Nonrefundable	
	\$70.00	Undergraduate Transfer Students, with the exception of Senior Citizens
	Nonrefundable	
Senior Citizens	\$65.00	
Re-admission	\$10.00	Students who were absent from College for one (1) or more semesters, with the exception of Senior Citizens
Late Registration	\$25.00	Charged after the specified registration period
Program Change	\$18.00	
Insufficient Funds	\$30.00	Charge for Non Negotiable (NG) Checks
Transcript Request	\$7.00	Each Transcript (<i>if transcript is sent to another CUNY campus, there is no charge</i>)
Make-up Exams	\$15.00	First Make-up Exam
	\$5.00	Each Additional Make-up Exam
	\$25.00	Maximum for a Semester
Duplicate ID Card	\$10.00	Effective Date July 1, 1997
Duplicate Diploma	\$15.00	
Duplicate Bill	\$5.00	
Student Activity	\$35.85	All Students
Consolidated Services	\$15.00	All Students: Including Non-degree Students and Senior Citizens
Technology Fee	\$75.00	Per Semester for Full-time Students
	\$37.50	Per Semester for Part-time Students
Library Fine for Overdue Book	\$0.10	Accrued Daily: Including Days the Library is Closed
		Maximum Accrual: The Current Cost of Item

Financial Aid

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

Office: 1637 Bedford Avenue

Director: Conley James
718 270-6141
718 270-6194
conley@mec.cuny.edu
1637 Bedford Avenue

Assistant Director: Wilson Mendez-Lorenzo
718 270-6134
wmendez@mec.cuny.edu
1637 Bedford Avenue

Assistant to the Director: Tracy Noel
718 270-6298
tnoel@mec.cuny.edu

College Assistants: Jennifer Warrington
718 270-6141
jwarrington@mec.cuny.edu

Nilsa Watson
718-270-6135
nwatson@mec.cuny.edu

FINANCIAL AID COUNSELORS & COORDINATORS

Sharon Bartell
718 270-6136
sharonb@mec.cuny.edu

Evelyn Jacques
718-271-6132
ejacques@mec.cuny.edu

Lisa Speller
718 270-6138
lspeller@mec.cuny.edu

FEDERAL WORK-STUDY COORDINATOR

Amado Calderon, Jr.
718 270-6133
amado@mec.cuny.edu

After having identified their educational costs and matching them to their own personal resources, most students discover that, in order for them to enter or to

continue college, they need some form of financial assistance. The financial aid staff at Medgar Evers College helps students receive all of the financial aid for which they are eligible. They do this through the provision of information, advice and services in accordance with Federal and State financial aid regulations. However, the primary responsibility to meet educational costs rest with the student and when relevant with the student's family..

APPLYING FOR FINANCIAL AID

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

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

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

Verification

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

FEDERAL FINANCIAL AID PROGRAMS (TITLE IV)

General Eligibility Requirements

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

1. Be enrolled or accepted for enrollment
2. Be a matriculated student

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

CAMPUS-BASED FINANCIAL AID PROGRAMS

Federal Work Study Program (FWS)

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

Federal Supplementary Educational Opportunity Grant (FSEOG)

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

Federal Perkins Loan (FPL)

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

NON-CAMPUS BASED FINANCIAL AID PROGRAMS

Federal Pell Grant (FPELL)

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

William D. Ford Federal Direct Loan Program

The William D. Ford Federal Direct Loan Program, pro-

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

Direct Loans are subsidized (that is, the Federal Government pays the accruing interest on the loan while the student is in school and during certain deferment periods). All students must complete a FAFSA to determine eligibility or ineligibility for a FPELL Grant prior to certification for a loan application. An entrance and exit counseling interview is required. The loan is need-based and a student may not borrow more than his/her need. A student's financial need is based on the following formula: Cost of Education (Minus) - Expected Family Contribution = Financial Need

Direct Unsubsidized Loans

An independent student in need of additional aid may apply for and receive a Direct Unsubsidized Loan. (Interest accrues from the date of loan origination and is the responsibility of the borrower.) For both types of loans, repayment of loan principal does not begin until the student has left school and the grace period has expired. The Loan may be counted as part of the expected family contribution and is referred to as non need-based. An entrance and exit counseling interview is required.

Federal Direct PLUS Loan

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

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

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

Veterans Administration (VA) Educational Benefits

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

NEW FEDERAL GRANT PROGRAMS

The federal government has created two new federal grant programs

1. Academic Competitiveness Grant (ACG)

The student recipients must have graduated from a “ rigorous ” high school program for the first grant and then must maintain a 3.0 GPA for renewal for the second year. Academic Competitiveness Grant for up to \$750 are available for the first year of study and up to \$1,300 for the second academic year of study.

2. SMART Grant

Students receiving the SMART Grant must be federally designated math or science majors and have a 3.0 GPA. SMART Grants are for the 3rd and 4th year of college. Student grants are \$4,000 annually. Student recipients in both programs must be U.S. citizens, Pell eligible and be enrolled full-time in a degree program.

STATE FINANCIAL AID PROGRAMS

General Eligibility Requirements

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

Tuition Assistance Program (TAP)

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

1. Students in associate degree or certificate programs are eligible for up to three years of assistance (36 payment points).
2. Students in bachelor degree programs are eligible for up to four years of assistance (48 payment points).
3. SEEK students are eligible for up to five years of assistance (60 payment points).

Awards vary according to tuition charges, type of institution attended, family net taxable income and the academic year in which student receives his/her first payment. At Medgar Evers, the minimum award is \$100 and the maximum is ninety percent (90%) of the cost of tuition.

Aid to Part-time Study (APTS)

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

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

City University Supplemental Tuition Assistance (CUSTA)

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

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

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

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

Vietnam Veterans Tuition Awards

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

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

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

Regents Awards for Children of Deceased or Disabled Veterans

This award is available to the child of a veteran who died or who has a current disability of fifty percent (50%) or more or who had such a disability at the time of death, resulting from U.S. Military service during one of the following periods:

1. **April 16, 1917 and November 11, 1918**
2. **December 7, 1941 and December 31, 1946**
3. **June 27, 1950 and January 31, 1955**
4. **October 1, 1961 and May 7, 1975**

He/she must be a legal residence in New York State. Legal residence in New York State on the part of the parent is also required at the time of entry into military service and at the time of death. Award amounts are based on tuition and non-tuition costs of attendance. Students must file a TAP Application in addition to the appropriate CV or CO Award Supplement. Forms may be obtained by contacting New York State Higher Education Services Corporation at 518 473-7087.

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

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

State Aid to Native Americans

State Aid is available to applicants who:

1. Are a member of one of the Native American tribes within New York State; and
2. Have graduated from an approved high school or earned a General Equivalence Diploma (GED) or are enrolled in a program in an approved postsecondary institution in New York State.

The award is \$1,350 per semester for a maximum of four years of full-time study. Students registered for less than twelve (12) credits will be funded at approximately \$46 per credit. **Developmental Skills Programs are not fundable.**

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

Students who are Delinquent or in Default

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

STUDENTS' RIGHTS AND RESPONSIBILITIES FOR FINANCIAL AID

Students, it is your responsibility to:

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

Appeal of Financial Aid Probation / Suspension

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

1. The student indicates in writing to the Director of Financial Aid:
 - a. reasons why he/she did not achieve the minimum academic requirements;
 - b. reasons why his/her aid should not be terminated, and;
 - c. supplement any written appeal with

documentation to support why satisfactory academic progress was not maintained.

2. Appeals will be received by a committee to determine if the student's claim is justified. The student is then advised of the decision.

Waiver of Good Academic Standing Requirements

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

Tuition Credit, Check Disbursement and Refund Policy

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

1. TAP
2. FPELL
3. Loans

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

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

SCHOLARSHIPS

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

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

Academic Competitiveness (AC) Grant Program

Beginning in 2006-07, qualifying students who have completed rigorous secondary school programs and are eligible for federal Pell grants can receive an AC grant for up to \$750 for the first year of study and up to \$1,300 for the second academic year of study. According to the U.S. Education Department, to be eligible for the grant, each academic year, a student must:

1. Be a U.S. citizen;
2. Be a Federal Pell Grant recipient;
3. Be enrolled full-time in a degree program;
4. Be enrolled in the first or second academic year of the student's program of study at a two-year or four-year degree-granting institution;
5. Have completed a rigorous secondary school program of study (after January 1, 2006, if a first-year student, and after January 1, 2005, if a second-year student);
6. If a first-year student, not have been previously enrolled in an undergraduate program; and
7. If a second-year student, have at least a cumulative 3.0 grade point average on a 4.0 scale (as set forth in regulations to be promulgated soon) for the first academic year.

Additional information on what qualifies as rigorous secondary school programs for New York State students appears below.

National Science and Mathematics Access to Retain Talent Grant (SMART)

Beginning in 2006-07, qualifying, Pell-eligible third and fourth year students with majors in mathematics, science, engineering, technology, computer science, and high-need foreign languages can receive a National SMART grant for up to \$4,000 for each of the third and fourth academic years of study. To be eligible for each academic year, a student must:

1. Be a U.S. citizen;
2. Be a Federal Pell Grant recipient;
3. Be enrolled full-time in a degree program;
4. Be enrolled in a four-year degree-granting institution;
5. Major in physical, life or computer science, engineering, mathematics, technology, or a critical foreign language; and
6. Have at least a cumulative 3.0 grade point average on a 4.0 scale (as set forth in regulations to be promulgated soon).

Additional information on both grant programs, including a message from Secretary of Education is available on the U.S. Department of Education's Web site at <http://www.ed.gov/policy/highered/guid/secletter/060502.html>.

State Standards for Academic Performance

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

State Academic Performance Chart**Tap**

Payment Number		1	2	3	4	5	6	7	8	9	10
PURSUIT	Credits Completed Prior Semester	0	6	6	9	9	12	12	12	12	12
	Minimum cumulative Credits Earned	0	0	6	18	31	45	60	75	90	105
	PROGRESS Minimum Grade Point Average	0	0	1	1.2	2.0	2.0	2.0	2.0	2.0	2.0

For example, to receive your fifth payment of TAP, you must have completed 9 credits the prior semester for a total of at least 31 cumulative credits with a minimum Grade Point Average of 2.0.

The standards apply to students receiving their first awards in 2006-07.

New 2 Yr	Cum Credits	0	3	9	18	30	45				
Standard	Cum GPA	0	0.5	0.75	1.3	2.0	2.0				
New 4 Yr	Cum Credits	0	3	9	21	33	45	60	75	90	105
Standard	Cum GPA	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

Federal Standards for Academic Progress

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

Associate of Arts degree (60 Credits x 1.5 = 90 Attempted Credits)

Credits Accumulation	15	30	45	60	75	90
Reg. Cumulative Credits	10	20	30	40	50	60
Conditional Standard.	03	19	32	45	60	

Bachelor of Arts degree (120 Credit degree x 1.5 = 180 Attempted Credits)

Credit Accumulation	15	30	45	60	75	90	105	120	135	150	165	180	
Reg. Cumulative Credits	1	0	20	30	40	50	60	70	80	90	100	110	120
Conditional Standards		05	16	27	39	50	61	72	84	95	106	120	

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



Registration Information

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

Office: 1637 Bedford Avenue
Suite 306

Registrar: Cynthia Gordon-Cooper
718 270-6040
718 270-6171
cynthia@mec.cuny.edu
1637 Bedford Avenue
Suite 301

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

Assistant Registrar: Chinyere Nwasike
718 270-6042
chinyere@mec.cuny.edu

**Senior College
Laboratory Technician:** TBA
718 270-6148
718 270-6171

**CUNY Administrative
Assistant:** Robin Fields-Mock
718-207-6042
robinm@mec.cuny.edu

**CUNY Information
Aid:** Valencia Smith
718-270-6044
mith@mec.cuny.edu

CUNY Office Assistant: Lisa Hartridge-Lucas
718 270-6043
hartridge@mec.cuny.edu

Allan Stewart
718-270-6045
allans@mec.cuny.edu

Students register for classes according to the procedures established by the Registrar's Office. Students have the responsibility of keeping informed about their program of study and changes in College policies and procedures by consulting with their academic advisors, counselors, faculty mentors, and appropriate administrative offices. They should also refer to such College publications as the Catalogue, Schedule of Classes Booklet, Student Handbook, and Curriculum Worksheet. The registration process for a student begins with filling out the advisement form, a document used to keep track

of his/her program of study. It then proceeds to the selection and registration of courses and concludes with the payment of tuition and fees. If a student has not met the requirements for admission or has outstanding debts, a "Stop" will be placed on the student's record and registration postponed until the "Stop" is cleared. Based on the type of "Stop", (i.e., *Bursar, Financial Aid, Admissions, Athletic, Probation, Library, or Immunization*) the student will be directed to the office responsible for clearing the "Stop." Once the "Stop" is cleared, the student can continue with the registration process.

1. **Courses** at Medgar Evers College are held Monday through Sunday.
2. **Day Courses** are identified by Section Numbers ranging from 001-049, and are held from 7:30 a.m. to 5:50 p.m., Monday through Friday.
3. **Evening Courses** are identified by Section Numbers ranging from 050-059, and are held Monday through Friday from 6:00 p.m. to 10:50 p.m.
4. **Saturday Courses** are identified by Section Numbers ranging from 060-069 and are generally held from 9:00 a.m. to 5:50 p.m.
5. **Classes Held Off-campus** may meet days, evenings, or weekends and are identified by Section Numbers ranging from 040-409 and 080-089.
6. **Sunday Courses** are offered for Nursing & Business majors. The Nursing classes will be held at hospitals throughout the metropolitan area of New York and are identified by Section Numbers ranging from 090-099. The Business classes are identified by Section Number 070-079.

REGISTRATION CATEGORIES

New Students

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

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

Readmit Students

Students who are in good academic standing can readmit anytime during the semester for the following semester's registration process. Students seeking readmission must

contact the Admissions Office to inquire about the final dates to file readmission applications for the upcoming semester. In order to be readmitted, students are mandated to settle any outstanding debts.

Students who have been readmitted can usually register approximately one week after the Admissions Office has activated their e-SIMS file. In the event that registration is not completed before "Late Registration" begins, the \$25.00 Late Registration Fee will be waived by the Admissions Office.

Transfer Students

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

Continuing Students

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

Academic Probation (ADP) Students

Students whose overall Grade Point Average falls below a 2.0 will receive a warning letter from the ADP Committee explaining the procedures that are followed if the Grade Point Average does not improve. If the student's academic Grade Point Average does not improve for two (2) or more consecutive semesters, a "Probationary Stop" is placed on the student's record and the student may be eligible for dismissal.

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

e-SIMS Registration

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

How to Access

1. Go to www.mec.cuny.edu
2. Click the image that says e-SIMS
3. This will take you to a page with e-SIMS Log-in instructions
4. Once again select the image that says e-SIMS
5. Your Log-in ID is your ENTIRE Student ID Number
6. Your PIN will either be the first six digits of your Student ID Number or your six digit birth date (mm/dd/yy)

If you experience trouble logging in, please call or visit the Office of the Registrar, 718 270-6040, 1637 Bedford Avenue, Room 301.

Student Email

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

To access your account, you must visit the Medgar Evers College website at www.mec.cuny.edu.

1. Click the link that reads Campus E-mail
2. On the page that follows, click the link which reads Student E-mail
3. A log-in screen will appear
4. In the area that reads User Name type your first initial, last name and the last four digits of your Student ID Number. **Example:** John Smith 123-45-6789 should be typed like this: jsmith6789
5. Your password will either be blank or the last four digits of your Student ID Number
6. Then click OK

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

CUNY E-PERMIT VIA THE CUNY PORTAL

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

CUNY Portal Access (e-PERMIT/Blackboard)

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

Once you have done this:

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

REGISTRATION PROCEDURES

Before the registration period, students should:

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

Early Registration

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

Regular Registration

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

1. Continuing Students should contact the Registrar's

Office, 1637 Bedford Avenue.

2. New, Transfer and Readmitted Students should contact the Admissions Office, 1665 Bedford Avenue.

Late Registration

Late Registration usually begins during the final days in which a student can either register for courses or make changes in courses previously selected. Late Registration is the most critical period due to cancellations, and closed courses. In addition, there is also an additional fee of \$25.00 for registering late. However, any student whose admissions process has been delayed may have this fee waived if the original registration dates extended into the Late Registration period.

Program Change Period

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

Refunds

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

Tuition Payment Policy

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



Academic Requirements and Regulations

Provost: Dominic Nwasike
718 270-5010 office
718 270-5177 fax
dominic@mec.cuny.edu

Office: B-3010

Associate Provost: Michael FitzGerald
718 270-5010
mfitzgerald@mec.cuny.edu

Assistant Provost: Phyllis Curtis-Tweed
718 270-5010
ptweed@mec.cuny.edu

**Executive Assistant
to the Provost:** 718 270-5010

MEDGAR EVERS COLLEGE ACADEMIC POLICIES

DEMONSTRATION OF DEVELOPMENTAL SKILLS PROFICIENCY UPON ADMISSION TO THE COLLEGE

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

Developmental Skills Exemption Requirements for First-time Freshmen & Transfer Students:

As of fall 2000, all first-time admitted freshmen and transfer students must demonstrate college readiness upon admission to the College. Students will be exempted from developmental skills courses in reading, writing and mathematics if they meet any of the following criteria:

1. Passing Scores on NY State Regents Examination:

A - grade of 75 or above on the English Language Arts Regents Examination will exempt the student for reading and writing basic skills.

A - grade of 75 or above in the Sequential Math II or III, or the Math A or B Regents will exempt the student from mathematics basic skills.

2. Satisfactory SAT/ACT Scores

A - score of 480 or above on the verbal section of the SAT or a score of 20 or above on the verbal section of the ACT will exempt the student from reading and writing basic skills.

A - score of 480 or above on the math section of the SAT or a score of 20 or above on the math section of the ACT will exempt the student from mathematics basic skills.

3. Passing the CUNY Skills Assessment in the designated subject areas.

Testing Requirements for Transfer and Readmitted Students

Students who initially enrolled at Medgar Evers College or any CUNY college prior to September 1978 are now required to satisfy the CUNY Skills Assessment. These students are also required to take and pass the CUNY Proficiency Exam (CPE) once they have accumulated sufficient academic credit (between 45 and 60 credits).

Testing Exemptions and Testing Requirements for Non-Degree Students with a Bachelor's Degree

Students who have earned a Bachelor's Degree from a Middle States equivalent or New York State Board of Regents accredited college will be exempted from taking skills assessment tests, from developmental courses, and also from taking the CUNY Proficiency Exam (CPE). Students from other colleges will be required to take the CUNY Skills Assessment Tests and the CUNY Proficiency Exam (CPE).

Mathematics Developmental Skills

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

Course	Title	Hours	Credits
MTH 009	Post Secondary Math I	4.0	0
MTH 010	Post Secondary Math II	4.0	0

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

Reading and Writing Developmental Skills

Students must achieve an appropriate score on the CUNY/ACT Test in Reading and Writing to be exempted

from Developmental Skills Reading and Writing courses. There are two levels of skills classes in both Reading and Writing, and one combination course:

Course	Title	Hours	Credits
ENGR 005	Critical Literacy I	4.5	0
ENGR 006	Critical Literacy II	4.5	0
ENGW 005	Composition I	4.5	0
ENGW 006	Composition II	4.5	0
ENRW 005	English Reading & Writing	7.5	0

Exit from Developmental Skills

Exit from any level of the developmental skills Reading, Writing and Mathematics course sequences is accomplished by a combination of factors:

1. Student performance on Academic Foundations Division departmental exams;
2. Class work and teacher evaluation; and
3. To exit the upper-level courses, students also must re-take and pass the respective CUNY Developmental Skills Tests (CUNY/ACT Reading, Writing and Math) demonstrating readiness for college-level work.

The Testing Center

All CUNY/ACT Reading, Writing and Math Placement and Exit Tests and the CUNY Proficiency Exams (CPE) will be administered by the Testing Center. Additional information on testing policies and test scores may be obtained at the Medgar Evers College Testing Center, located at 1650 Bedford Avenue, Room 2037, or by telephone at (718) 270-4835 or by emailing asktesting@mec.cuny.edu

Developmental Skills Requirements for Entrance to Bachelor's Degree Programs

Students must pass and exit the CUNY Reading, Writing and Mathematics exams prior to enrolling in a baccalaureate degree program.

Developmental Skills Requirements and Matriculation Policy for Non-Degree Students

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

DEGREE REQUIREMENTS

Applicable Degree Program Requirements

To earn a degree, a student must complete both the college-wide and departmental requirements in effect at the time of their admission to the College. If there are changes in these degree requirements, currently enrolled students may continue to follow the original requirements or choose to meet the new requirements - with the exception of programs that have external licensing requirements, such as Nursing, Education and Accounting. In the event that any requirements in a department or program are revised with College Council approval, a student who has not fulfilled the original requirements must satisfy the new requirements. Students who are readmitted to the College after four or more consecutive semesters of absence must meet the requirements for degrees in effect at the time of readmission. Students in good standing who must interrupt their studies for one or more full semesters, up to a cumulative maximum of two years, may apply in advance to the Office of the Registrar for an official Leave of Absence. Such students, upon their return, must fulfill the requirements that are in effect at the time of readmission.

Graduation Minimum Grade Point Average

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

Change of Degree Major

To change a degree major, students must be advised by their respective academic advisor/counselor in the Student Advocacy and Support Services Center, the Freshman Year Program or the SEEK/Special Programs. The change of major becomes official when the academic departments are notified by the advisor/counselor. Change of Major forms are available in the Student Advocacy and Support Services Center, Room B-2032, the Freshman Year Program and SEEK/Special Programs. Refer to the Academic Calendar for deadline date for change of major.

Academic Residency Requirements

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

Credit Load Recommendations and Maximum Limits

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

CREDITS REQUIRED FOR CLASS STANDING

The number of credits successfully earned by a student determines class standing.

Credit Requirements for Students in an Associate Degree Program

Lower Freshman	0	-	15	credits completed
Upper Freshman	16	-	30	credits completed
Lower Sophomore	31	-	45	credits completed
Upper Sophomore	46	-	60	credits completed

Credit Requirements for Students in a Baccalaureate Degree Program

Lower Freshman	0	-	15	credits completed
Upper Freshman	16	-	30	credits completed
Lower Sophomore	31	-	45	credits completed
Upper Sophomore	46	-	60	credits completed
Lower Junior	61	-	75	credits completed
Upper Junior	76	-	90	credits completed
Lower Senior	91	-	105	credits completed
Upper Senior	106	-	120	credits completed

Veterans Credits

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

SEQUENCE OF COURSES

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

1. 100 Level Courses are designed for Freshmen
2. 200 Level Courses are designed for Sophomores

3. 300 Level Courses are designed for Juniors
4. 400 Level Courses are designed for Seniors

It is, therefore, expected that:

1. 100 Level will be taken before 200 Level Courses
2. 200 Level will be taken before 300 Level Courses
3. 300 Level will be taken before 400 Level Courses
4. All Lower Division Requirements should be completed by the time a student is in the junior year or has completed sixty-one (61) credits

PRE- AND CO-REQUISITE COURSES**Pre-Requisite Course**

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

Co-Requisite Course

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

ACADEMIC STANDING**Examination and Evaluation of Students**

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

Grading System and Grading Policies

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

Quality Points Per Credit

Symbols	Definitions	Index
A+	97 - 100	Exceptional 4.0
A	93 - 96.9	Excellent 4.0
A-	90 - 92.9	Outstanding 3.7
B+	87.1 - 89.9	Very Good 3.3
B	83 - 87	Good 3.0
B-	80 - 82.9	Good 2.7
C+	77 - 79.9	Satisfactory 2.3
C	70 - 76.9	Satisfactory 2.0
D+	67.1 - 69.9	Passing 1.3
D	63 - 67	Passing 1.0
D-	60 - 62.9	Passing 0.7
F	0 - 59.9	Failure 0.0
PEN	Grade Pending	0.0
P	Pass	0.0
R	Repeat	0.0

NC	No Credit	0.0
W	Withdrew	0.0
WA	Administrative Withdrawal for Non-compliance with immunization Policy	0.0
WF	Withdrew/ Failing	0.0
WU	Withdrew Unofficially	0.0
ABS	Absent from Final Exam	0.0
INC	Semesters Work is Incomplete	0.0
AUD	Audit	0.0
FAB	ABS Converts to an "F"	0.0
FIN	INC Converts to an "F"	0.0
PEN	Grade Pending	0.0
FPN	PEN Converts to an "F"	

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

"P" and "F" - Pass and Fail Grades

The Pass and Fail grading system is used when the course content or format does not provide an appropriate basis for the alphabetic system of student evaluation. Grades "P" and "F" may be assigned to any individual student enrolled in a class in consultation with the instructor. The Pass/Fail option is available neither in Core courses nor in courses in a student's degree major. A student must obtain approval from the instructor after enrollment in the course. A student may not complete more than six (6) credits with "P" within the total associate program, and no more than twelve (12) credits with "P" within the total baccalaureate program. The Pass/Fail option must be selected and approved within the first five (5) weeks of class. Once this option is selected, it is irreversible.

Grades of "P" do not carry quality points and are not calculated in the GPA; however, the number of credits earned is counted toward the number of credits required for the degree.

NC - No Credit Grades for ENGL 112 & 150

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

ABS/FAB - Absent Grades

An "ABS" grade is given only when the student misses a final exam and is doing passing work in the course. A make-up exam is permitted. If a grade of "ABS" is given,

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

INC/FIN - Incomplete Grade

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

AUD

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

WU

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

Grades for Developmental Skills Courses

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

Grades:

P = Passing/Satisfactory

All course requirements have been met.

R = Repeat

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

W = Withdrew Officially

WU = Withdrew Unofficially

The courses to which these grades apply include the following: ENGR 005, ENGR 006, ENGW 005, ENGW 006, ESL 002, ESLR 005, ESLR 006, ESLW 005, ESLW 006, MTH 009, and MTH 010.

Scholastic Index

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

Grade	No. of Credits
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
D+	1.3
D	1.0
D-	0.7
F, WF, and WU	0.0

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

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

In the example, the Scholastic Index is:

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

The unresolved grades "ABS" and "INC" are not computed in a Scholastic Index. Upon resolution, the final letter grades that replace them are counted in the Index. The final grade "W" is not computed in a Scholastic Index.

The effect on the Scholastic Index of a student's repeating a course is noted below under the sub-heading "Repeating a Course."

The minimum cumulative GPA needed for graduation is 2.0.

Repeating Courses/Recalculation of GPA

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

1. Students must repeat any College-wide Core course in a sequence if the final grade received in the lower level course is below a "C."
2. Students do not have to repeat a course in which an Incomplete (INC) or Absent (ABS) grade was awarded until that grade is changed to an "FIN" or "FAB." Students have until the end of the subsequent semester to complete the requirements for a course in which an "INC" and "ABS" grade is awarded. The deadline dates for completion of course requirements are in the Academic Calendar. The Academic Calendar can be found in the Course Schedule Booklet or at the Registrar's page on the College web site. Failure to complete course requirements will result in "FIN" or "FAB" grades. It is only at this point that a student may repeat the course from a subsequent semester.

University Policy Regarding Computing of "D" or "F" in the GPA.

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

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

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

Note 3: This resolution applies to grades of "C" or better received for courses re-taken in the semester/quarter beginning September 1, 1990 and thereafter, such grades of "C" or better will replace grades of "D" or "F" at the same college that were previously calculated into the cumulative GPA. Students replacing grades of "D" or "F" earned before September 1, 1984 must receive the

approval of the College wide Academic Standards and Regulations Committee.

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

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

ACADEMIC HONORS

Dean's Honor List

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

Honors for General Excellence

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

Valedictorian and Associate Scholar

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

GRADE APPEAL PROCESS

A grade appeal must adhere to the following process:

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

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

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

ATTENDANCE AND OTHER COURSE REQUIREMENTS

All students are responsible for attending classes regularly and participating fully in the work of each course. Additional attendance regulations may be determined by the Department. The class instructor shall announce in

writing any special attendance regulations for these courses at the beginning of the course. It is the student's responsibility to be informed of the requirements of each course, to take examinations at the time prescribed by each instructor, and to turn in all assignments when they are due. A grade of "WU" will be assigned to students who have absences that exceed those prescribed by the instructor. A "WU" grade is equivalent to an "F" grade. Attendance may affect eligibility for Financial Aid. (See section on Financial Aid.)

WITHDRAWAL FROM COURSES

A student may officially withdraw from a course without academic penalty through the ninth week of classes during the fall and spring semesters; through the third week for the Summer Session; and through the first week of the Winter Session. Please review the Academic Calendar for exact dates and deadlines in the Course Schedule Booklet or on the Office of the Registrar's web page. When contemplating withdrawal from courses, the student should bear in mind that academic standing or eligibility for financial aid may be affected. Failure to adhere to the procedures for withdrawing from courses will result in "WU" grades.

In order to officially withdraw from a course, a student must:

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

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

Students who wish to withdraw may do so by submitting the Change of Program Form in the Registrar's Office. For students withdrawing from the 4th through the 8th week, a grade of "W" is given, which is not counted in computing the GPA. Courses officially dropped after the 8th week of classes will appear as a "WF" and count as an "F" grade. Grades of "W", "WF", and "PEN" are given by the Registrar's Office only.

Unofficial Withdrawal from Class

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

"WU" are counted as "F" grades. Both "WF" and "WU" grades can be appealed by filing a petition through the Student Advocacy and Support Services Center which is reviewed by the College-wide Committee on Academic Standards and Regulations. All appeals must be accompanied by substantive documentation. All such appeals will be presented to the Committee for approval or denial. The student is subsequently notified of the decision by the coordinator of the Committee.

REQUEST FOR TRANSCRIPTS

Request for official and student copy of transcripts can be made at the Registrar's Office. There is a \$7.00 fee for each official and student copy. However, currently enrolled students may obtain a free student copy of their transcript via e-SIMS as long as there are no STOPS on the student record. Copies of transcripts requested for other CUNY colleges are free for all students.



Academic Programs

**Provost:**

Dominic Nwasike
718 270-5010 office
718 270-5177 fax
dominic@mec.cuny.edu
Office: B-3010A

Associate Provost:

Michael FitzGerald
718 270-5010
mfitzgerald@mec.cuny.edu
B-3010C

Assistant Provost:

Phyllis Curtis-Tweed
718 270-5010
ptweed@mec.cuny.edu
B-3010B

**Executive Assistant
to the Provost**

718 270-5010

DIRECTORS & COORDINATORS**Center for Learning & Teaching Excellence**

Louise Giddings
718 270-4912
giddings@mec.cuny.edu
B-1015D

College-wide Core Curriculum

Senen Vivero
718 270-4942
vivero@mec.cuny.edu
B-2015

Center for Professional Education

Joy Woolley, Coordinator @ East New York
718 257-2702.
joyw@mec.cuny.edu

**College Credits Learning Experience Program (CLEP)
International Education**

Veronica Udeogalanya
718 270-5010
veronica@mec.cuny.edu
B-3010

College NOW

Alicia Collins
718 270-6412
acollins@mec.cuny.edu
C-302C

Dual Enrollment

Andre Lake
alake@mec.cuny.edu
718 270-6908
Metro Tech

Honors Program

Mark Pollard
718 270-5061
mpollard@mec.cuny.edu
Metro Tech

CUNY BA/BS Program

Nicole Berry
718 270-5159
simone@mec.cuny.edu
B-2032G

COLLEGE-WIDE CORE CURRICULUM

The goals and objectives of the Core Curriculum are rooted in the Mission of the College; to develop and maintain high quality professional, career-oriented undergraduate degree programs in the context of a liberal arts education. Specifically, the objectives of the Core Curriculum are that a graduate of Medgar Evers College should:

1. Have knowledge of self and of his or her cultural heritage, especially if African American.
2. Have a focused understanding of current and historical issues in Black Studies (*American, Caribbean, and African*).
3. Have an understanding of the Foundations of Western Culture.
4. Have the knowledge necessary for living and working in a multi-ethnic, multicultural, late 20th Century Western Society.
5. Have specific knowledge in the areas of history, science, humanities, etc, as identified by the appropriate college departments, e.g., knowledge of specific literary, artistic, philosophical, and scientific works.
6. Have a fundamental understanding of the processes of scientific inquiry and appreciation of both the power of these processes and their limitations.
7. Have a sense of values, ethics, and morals as a way of viewing the world and of guiding and directing one's life.
8. Have an understanding of the complexity of moral questions and political issues.
9. Have a non-sexist, non-racist perspective on world issues.
10. Have the literary thinking skills and knowledge fundamental for life-long learning.
11. Have good research and writing skills.

The Core Curriculum is divided into seven areas:

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

Each course in the Core Curriculum directly addresses one of these areas.

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

1. **Liberal Arts, Psychology, Public Administration, Nursing Majors:** CL 101 Computer Literacy
2. **Accounting, Business and Computer Information Systems:** CIS 211 Introduction to Computers and Information Systems
3. **Biology, Science, Computer Science Majors:** CIS 151 Introduction to Computing

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

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

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

Students should consult with their academic advisors to determine the alternatives available to them.

**COLLEGE-WIDE REQUIREMENTS FOR ALL
DEGREES: 20 CREDITS**

Courses		Credits	Hours
ENGL 112	College English I	3	3
ENGL 150	College Composition II	3	3
ENGL 211	Intro to Literature	3	3
	or		
PHIL 101	Intro to Logic	3	3
HIST 101	World Civilization I	3	3
	or		
HIST 102	World Civilization II	3	3
SPCH 102	Fundamentals of Speech	3	3
MTH 115	Nature of Mathematics	3	3
	or		

MTH 136	Algebra & Geometry and	1	3
MTH 138	College Algebra & Trigonometry	2	3
FS 101	Freshman Seminar I and	1	3
FS 102	Freshman Seminar II or	1	1.5
*SP/C 003	Transition from High School to College and	.5	1.5
*SP/C 004	College as a Social System	.5	1.5

*** For SEEK students**

**ADDITIONAL CORE REQUIREMENTS FOR
ASSOCIATE DEGREE: 11 CREDITS**

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

Courses		Credits
SSC 101	Culture, Society, and Social Change	3
PSYC 101	Intro to Psychology	3

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

Courses		Credits
ART 100	Intro to World Art	2
MUS 100	Intro to World Music	2

Choose one of the following "Historical Studies" courses: 3 Credits

Courses		Credits
HIST 200	Growth and Development of the U.S.A.	3
HIST 201	African American History and Culture	3
HIST 230	History of Africa to 1800	3
HIST 231	History of Africa Since 1800	3
HIST 242	History of the Caribbean	3

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

Courses		Credits
BIO 101	Intro to the Science of Biology	3
BIO 111	Intro to Biology	3
PHS 101	Intro to Physical Science	3
CHM 112	Basic Chemistry	3
PHY 103	Astronomy	3

Total Core Credits: Associate degrees 11 Credits +

College-wide requirements 20 credits = 31

**ADDITIONAL CORE REQUIREMENTS FOR
BACCALAUREATE DEGREE: 29 CREDITS**

Courses		Credits
ENG 212	Masterpieces of World Literature	3
ART 100	Intro to World Art	2
MUS 100	Intro to World Music	2

Choose one of following "Historical Studies" courses:

Courses		Credits
HIST 200	Growth and Development of the U.S.A.	3

HIST	201	African American History and Culture	3
HIST	230	History of Africa to 1800	3
HIST	231	History of Africa Since 1800	3
HIST	242	History of the Caribbean	3

Choose "International Studies" Option a,b, or c: 6 Credits

Courses	Credits
a. POL 210 International Relations	3
b. ECON 333 International Economics	3
c. GEOG 101 Introduction to Geography	3
a. I or II Foreign Languages I and II	6
b. SPCH 121 American Sign Language I	3
c. SPCH 122 American Sign Language II	3

Choose one of the following "Mathematics and IT Applications" courses: 4 Credits

Courses	Credits
MTH 141 Finite Mathematics	4
MTH 151 Pre-calculus	4
MTH 201 Calculus I	4
MTH 202 Calculus II	4
MTH 209 Elementary Statistics	4
MTH 220 College Geometry	4
MTH 222 Intro to Probability and Statistics	4
MTH 231 Math for Teachers of Elementary School	4

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

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

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

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

* Course includes a laboratory

** Only six credits of Science are required in the College-wide Core for baccalaureate degrees

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

Courses	Credits
SSC 101 Culture, Society, and Social Change	3
SSC 305 Critical Issues in Society	3
PSYC 101 Intro to Psychology	3

ANTH 201	The Nature of Culture	3
SOC 101	Culture, Society, and Social Change	3

Total Core Credits: baccalaureate degrees 29 Credits + College-wide Requirements 20 Credits = 49
(See ** above)

CENTER FOR PROFESSIONAL EDUCATION

The Center for Professional Education is designed for working adults who are pursuing college degrees and for non-degree students needing courses in order to improve their skills or to upgrade their qualifications for job advancement or job change.

The Program assists students with customized admission, advisement, registration, and bursar procedures. Students may take courses on the main campus or take advantage of the Center for Professional Education Campus Satellite Program, which maintains an off-campus site located in the East New York section of Brooklyn, New York. Students attend courses with other working adults after work hours. These courses are open to all Medgar Evers College students.

Individuals interested in further information or corporations, agencies, union, churches, or community organizations wishing to explore how the College can meet the educational needs of their constituents should call the Center for Professional Education's Executive Director at 718 270-6269 or the East New York Coordinator at 718 257-2702.

CREDIT FOR LIFE EXPERIENCE PROGRAM (CLEP)

The Credit for Life Experience Program (CLEP) offers the mature individual with considerable life and work experiences, an opportunity to transform those experiences into college credits and to apply them towards a degree at Medgar Evers College of The City University of New York. A student can earn a maximum of fifteen (15) credits.

CLEP Eligibility Requirements

To initiate the process, applicants must be enrolled full-time or part-time at Medgar Evers College and have completed twenty-four (24) college credits; these credits must include English 112 and English 150. If enrolled in English 150, a student may request permission to apply at that time. If the student has completed the College requirements in his/her major, the amount of credits requested and approved must be less than that which is needed for graduation.

CLEP Application Process

Applications may be obtained in the Office of Academic Affairs, Room B-3010 and submitted to the Coordinator. Before submission of the application to the Coordinator of the CLEP, a student must have paid a non-refundable fee of \$75.00 to the Bursar's Office. After the student meets

with the Coordinator, the student will be informed of a date for attending a portfolio seminar.

In addition to the CLEP, Medgar Evers College also participates in the College-Level Examination Program, (CLEP by Examination). CLEP by Examination will be administered at Medgar Evers College beginning in spring 2005.

Credit for Prior Learning and Life Experience

Students may earn a maximum of fifteen (15) credits toward the baccalaureate degree and six (6) for the Associate degree. Students will be expected to demonstrate that their knowledge and skills compare reasonably with those covered in specific college courses.

All inquiries about the CLEP, CLEP by Examination, and Credit for Prior Learning and Life Experience should be directed to the coordinator at 718 270-5010.

CUNY BACCALAUREATE PROGRAMS

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

Applicants must have:

1. completed all Basic Skills coursework
2. passed all CUNY skills tests
3. completed at least fifteen (15) college credits with a Grade Point Average of 2.5 or higher
4. set clear academic goals

The CUNY BA/BS degrees are fully accredited and are awarded by The City University New York rather than by an individual college. The Program operates under the auspices of the CUNY Graduate School and University Center. Further information may be obtained from the CUNY Baccalaureate Program Office at 365 Fifth Avenue in Manhattan 212 817-8220. Students are required to meet with the appropriate School Dean for guidance:

School of Business

Dean Joan Parrott - Fonseca
718 270-5101
jfonseca@mec.cuny.edu

School of Liberal Arts & Education

Dean Mwalimu Shujaa
718 270-4912

School of Science, Health, & Technology

Dean Moshin Patwary
718 270-6218
mohsin@mec.cuny.edu

INTERNATIONAL EDUCATION PROGRAM GUIDELINES

The following guidelines is designed to help faculty and staff interested in initiating overseas study and exchange opportunities at Medgar Evers College. Interested faculty should:

1. Discuss such plans with their department chairpersons to ensure their support.
2. Contact the Office of Academic Affairs to receive the necessary materials for application.
 - a. Materials are posted on the Academic Affairs website.
3. Demonstrate that he/she:
 - a. has a contact with an individual or institution overseas, or
 - b. is planning a site visit for the purpose of initiating a new study abroad program.

There are five types of programs, each with its own set of requirements (**See CUNY Agreement Below**).

1. **Faculty Led Study Abroad Programs**
2. **Exchange Programs**
3. **Consortium Agreements** - Where the institution's team (faculty/students) is a part of a larger group.
4. **Third Party Providers** - where students of an institution participate in the program of another institution.

Faculty must:

1. Develop roles of the host- and home-institution.
2. Develop mandatory pre- and post-program workshops.
3. Develop post-program evaluation, assessment, and reports.
4. Develop health emergency plan and maintain health information on all participants.
 - a. Maintain insurance documentation.
 - b. Specify the types of required insurance.
5. Develop student conduct policies; clarify at the beginning what constitutes immediate expulsion from the program.
6. Define policies for student dismissal from the program. Definitely, a misconduct of any kind would qualify for dismissal from the program.
7. Appoint a deputy program leader to guarantee continuity in case of an emergency e.g. if one gets

- sick for whatever reason the other continues the itinerary.
8. Explain all disciplinary procedures.
 9. Explain early withdrawal policies and clearly state what the consequences will be for participants. Reasons for early withdrawal may include health issues, family emergencies, and other crisis.
 - a. Consult the Family Rights-Privacy Act and Americans with Disability Act (ADA)
 - b. Establish an emergency contact and evacuation plan.
 - c. Get students to sign waiver for Family Privacy Act before the trip so, if for any reason a student is missing and cannot be located, the College can contact his/her family.
 - d. ADA students should provide faculty with a minimum of 60 days notice prior to trip, in order to document and accommodate students.
 10. Explain the approved itinerary for the trip is mandatory for all students who sign up for the trip.
 11. All approved field trips are structured as part of the grade(s) for the course(s).
 12. Inform students that passports and visas are required documentation and cannot be substituted.
 13. Stipulate luggage requirements - participants are advised not to carry too much luggage to avoid excess luggage on their return.

Format for Preparing Study Abroad Proposals

1. Country of Destination
2. City of Host Institution
3. Academic Characteristics of the Program
 - a. Description of the University or Institution
 - b. Academic Program(s) of Study
 - c. Participating Faculty
 - d. Detailed Course Syllabus (**attach copy**)
 - e. Detailed Itinerary for the trip indicating courses credit hours (**attach copy**)
 - f. Medium of Instruction (**clarify any language requirements**)
 - g. Indicate all mandatory field trips
 - h. Indicate dates, times, and venue(s) of pre-and post-workshops for the program
4. Agreement
 - a. Attach copies of all CUNY Agreement Guidelines and samples.
 - b. Programs without an approved clear CUNY Agreement with the Host Institution and a CUNY Board Resolution will participate in the Study Abroad Program.
5. Non-Academic Consideration Accommodations
 - a. Documentation must include an indication of adequate and affordable housing accessible to the university and hotel where the group is residing.
6. Staff Support at Host Institution
 - a. Indicate whether there is an office and staff member of the host institution who will be available to the study abroad students?
7. Facilities
 - a. Indicate what type of facilities will be available to the faculty and students such as library, computer and e-mail access, taxi or bus services and telephone services
8. Costs
 - a. Costs should be clearly broken down to avoid confusion to students.
 - b. CUNY tuition for the semester under consideration must be paid before the trip commences. The following should be clearly identified:
 - Airfare
 - Accommodations: families, residences, apartments, or hotels
 - Meals
 - Books
 - Medical Insurance
 - Field Trips, Ground Transportation
 - Living Expenses
 - c. Students need to know the complete costs up front. Costs cannot be adjusted at a later date. All students who are eligible for Financial Aid must apply for it before the trip begins. Any program administrative fee must be identified and included as cost items.
 - d. All students and accompanying faculty are responsible for their own passports and visas.
9. Exchange Programs
 - a. Institutional Partners - visit every year.
 - b. Exchange commitment is developed by both sides.
 - c. All CUNY campuses are to abide by the stipulated agreement guidelines by the CUNY legal office.
 - d. All the agreement documents must be approved by the legal office of CUNY before any campus can proceed with plans for any exchange programs.
10. Checklist Before Trip Commences
 - a. A completed agreement document signed by both institutions
 - b. Documented adequate housing arrangements for all parties involved
 - c. Evidence of financial arrangements for transportation, health insurance, living expenses and other expenditures.
 - d. An itinerary of the visiting faculty or students including a detailed description of purpose and benefits of the exchange.
11. Resources
 - a. **NAFSA:** Association of International Educators www.nafsa.org
 - b. **Open Doors:** report on International Educational

Exchange 2003. Hey-Kyung Koh Chin, editor.
New York. Institute of International Education
www.iie.org

c. **The Guide to Successful Short-term Programs Abroad**

Edited by Sarah E. Spence and Kathy Tuma
NAFSA: Association of International Educators

d. **NAFSA's Guide to Education Abroad for Advisers and Administrators**

- NAFSA: Association of International
Educators www.nafsa.org

e. **Securing America's Future: Global Education for a Global Age Report of the Strategic Task Force on Education Abroad**

- NAFSA: Association on International Educators

12. Preparing for the Worst

a. **NUFFIC: Netherlands Organization for International Cooperation in Higher Education**
www.nuffic.nl

b. **The Forum on Education Abroad**
Standards of Good Practice in Education Abroad
www.forumea.org

13. CUNY Resources

- a. CUNY Website: www.cuny.edu
- b. Office of General Counsel Approval Form: International Agreement
- c. Model International Agreement Resolution
- d. Student Exchange Agreement
- e. Waiver and Release Agreement
- f. Clearance Form for all Medgar Evers College International Education Programs

For additional information, please contact: Professor
Veronica Udeogalanya at 718 270-5012 or
veronica@mec.cuny.edu.

COLLEGE NOW PROGRAM AT MEDGAR EVERS COLLEGE

The College NOW Program at Medgar Evers College began in 1999. Since its inception we have served over 2,000 students living in Central Brooklyn, Manhattan, Queens and Staten Island. Students enrolled in New York City Department of Education public high schools are eligible.

College NOW is a collaborative initiative of the City University of New York and the New York City Department of Education. Its primary goals are to improve the academic achievement of high school students and to ensure that graduating students are ready to do college-level work.

The Medgar Evers College/College NOW Program currently partners with 12 public high schools located in Central Brooklyn. In most cases, a public high school partners with a CUNY college to design a program of academic and preparatory courses and workshops. College

NOW Programs also offer arts activities and performances for students and professional development opportunities for teachers.

1. Building the Academic Foundation Necessary for College Success

College NOW students can take a variety of non-credit courses to help them become better readers, writers, and mathematicians. Ideally, this type of preparation should allow them to do better in their high school classes and to raise their scores on the standardized tests that count towards college admission and placement. The child who comes to college reading and writing well has an enormous head start; he or she is likely to get more out of the college classroom - and to pass and graduate.

2. Sampling College Life

What's it like to be on a university campus, without the bell ringing to signal class changes? With a more age-diverse group of students? With a broad range of cultural activities and ready access to labs, libraries, and computing facilities? Is it exciting? Is it overwhelming? Depending on the courses or activities signed up for, College NOW students might:

- a. tour the campus
- b. interact with college students and faculty
- c. get an ID that permits use of college facilities

3. Accepting the Challenge of College-Level Work

Your child may already be qualified to jump right into a college-level class, so why hold off until later? By taking college classes now, College NOW students get to explore fields they might decide to major in later; begin to cultivate the different kinds of study habits, self-discipline, and intellectual questioning necessary for progress in college; and, upon passing a course, begin accumulating real, transferrable, college credit on their transcripts. The other advantage to this last point - College NOW credits (as with all aspects of College NOW) cost you nothing!

Please contact College NOW, 718 270-6413, to find out more information on current course offerings as well as whether or not your child is eligible to take classes.

DUAL ENROLLMENT PROGRAM

The Dual Enrollment Program implemented, spring 2002, between Medgar Evers College and Middle College High School at Medgar Evers College provides High School students the opportunity for college study while they are still in High School. Students choose designated college classes from a select menu of courses approved by both the High School and the College's academic departments. Students follow the same enrollment procedures as regular college students and may take a maximum of two classes each semester.

Completed courses convert into accrued credits on both the high school and college transcripts of the student. The earned college credits are transferable.

Enrollment in the program also allows student access to College laboratories, health and fitness facilities, and the Library.

Requirements to Participate in the Program

1. Eleventh or 12th grade student
2. Receive a signed approval from the principal or designee of Middle College High School at Medgar Evers College
3. Receive two teacher (ELA and Math) recommendations
4. Have a High School GPA of 80 or above
5. Receive a score of:
 - a. 75 or above in English Language Arts and Math Regents, or
 - b. 480 or above on both Verbal and Math SAT
6. Dual Enrollment Contract signed by parents and student
7. Maintain minimum "C" (75%) in each college class

Program Benefits

1. Align more closely high school graduation requirements with College Admission Standards.
2. Help students with the academic and psycho-emotional transition to college course work and environment.
3. Motivate students to take more rigorous and challenging academic classes.
4. Build student academic stamina and capacity for performing in excellence.
5. Reduce time duration for completion of a baccalaureate degree.
6. Provide access to Medgar Evers College amenities that include a nationally recognized, high-quality student engagement and support initiatives, campus forums, stimulating academics, cultural and recreational activities, use of library, laboratories, computer stations, and the health and fitness center.
7. Increase potential for success in college that leads to graduation with a bachelor's degree.

For more information, contact the office of the Principal of the Middle College High School or the Dual Enrollment Liaison Office in the Medgar Evers College Division of Youth Development Programs at 718 270-6217.

HONORS PROGRAM

In keeping with the College mission, the Medgar Evers College Honors Program is designed to nurture and enhance the development of high achieving and intellectually curious students who choose to attend and to continue at Medgar Evers College. It provides opportunities for students to enrich and expand their undergraduate experience by interacting academically

and socially within a collegiate environment with peers and faculty mentors who are committed to excellence and will inspire exceptional scholarship and critical analysis.

The Lower Division Honors Program is for freshmen and sophomore students and is based on the College's Core Curriculum, which offers a common Core experience required of all students regardless of major. The Upper Division Honors program focuses on specific degree programs and is designed for juniors and seniors only.

The Program provides a broad array of offerings, which promote intellectual connections, interdisciplinary, and cross-disciplinary learning experiences intended to develop problem-solving, and analytical abilities, through critical thinking. The program, with the assistance of an Honor's Faculty Mentor/Advisor also offers high achieving students the opportunity to take an active role in shaping their education. The participation of highly qualified MEC faculty mentors, nationally and internationally known, are an integral part of the Honors Program. Student are expected to excel in a wide range of endeavors, and demonstrate the qualities that epitomize Medgar Evers:

1. Commitment
2. Dedication
3. Leadership
4. Conviction
5. Service to Community

Eligibility Requirements

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

Incoming freshman who are high school graduates with a combined SAT score of 1200 or above, or 27 on the ACT and who rank in the upper fifteen percent of their graduating class, or who are the recipients of a Medgar Evers Scholarship Award, are automatically considered for admission to the College's Honors Program.

Continuing Medgar students or transfer students who have achieved a 3.5 cumulative GPA and have at least fifteen college semester credits are automatically considered for admission upon application to the program.

Exceptional students who do not meet the criteria for automatic consideration for admission are encouraged to apply as well. The primary condition for admission is evidence of sufficient personal commitment and

exceptional extracurricular and academic ability to do honors level work. In addition, faculty may recommend those students whom they feel demonstrate the capability to undertake the offerings of the Honors Program. The Honors Committee admits students to the College's Honors Program on an individual basis after approval.

All students in the Honors Program must maintain a cumulative GPA of 3.5 or higher to continue in the Program. If a cumulative G.P.A. of a student becomes lower than 3.5, the student may be placed on Honors Probation for a semester. Appropriate review and support is provided during such period. All full-time (day or evening) undergraduates who meet the eligibility criteria are invited to apply. Part-time students with at least fifteen College credits and a GPA of 3.5 may also apply.

Honors Program Application should include:

1. A written biographical sketch.
2. A written statement of the student's goals and objectives for prospective participation in the Honors Program.
3. Two letters of recommendation. An applicant for the Lower Division Honors Program must submit a letter from a high school teacher or a faculty member if the student is already enrolled in MEC. The other may come from an individual who is knowledgeable of the

student's academic, social, religious, vocational, and/or civic contributions.

For students applying for the upper division honors program, two letters of recommendation from faculty and an earned GPA of 3.5 are required.

4. An interview with an Honors Program Panel.

Program Benefits

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

Honors Program students also have a wide range of possibilities for enriched and independent work that is not typically available in regular courses. Through Honors courses, students have opportunities to establish close and meaningful relationships with professors and students in smaller class settings. In addition to faculty-student mentoring relationships, Honors Program students are introduced to opportunities for internships, graduate school scholarships and fellowships, and other awards of recognition. All Honors Program work is documented on the students' transcripts and in the commencement programs at graduation.



Academic Schools & Departments

Provost: Dominic Nwasike
718 270-5010 office
718 270-5177 fax
dominic@mec.cuny.edu
B-3010A

Office:

Associate Provost: Michael Fitzgerald
718 270-5010
tba@mec.cuny.edu
B-3010C

Assistant Provost: Phyllis Curtis-Tweed
718 270-5010
ptweed@mec.cuny.edu
B-3010B

ACADEMIC Schools & DEPARTMENTS School of Business

Dean: Joan Parrott-Fonseca
718 270-5101
jfonseca@mec.cuny.edu
S-219

Departments

Accounting

Chairperson: Rosemary Williams
718 270-5104
rosemary@mec.cuny.edu
S-219

Business Administration

Chairperson: Jit Chandan
718 270-5112
chandam@mec.cuny.edu
S 124-10

Computer Information Systems

Chairperson: Adesina Fadario
718 270-5115
fadairo@mec.cuny.edu
S-219

Economics & Finance

Chairperson Veronica Udeogalanya
718 270-5012
S-120,24,26

Public Administration

Chairperson: Gregorio Mayers
718 270-7050
mayers@mec.cuny.edu
S 123-1

School of Liberal Arts & Education

Dean: Mwalimu Shujaa
718 270-4989
mshujaa@mec.cuny.edu
B-1015D

Associate Dean (Acting) Frances Lowden
718 270-4918
lowden@mec.cuny.edu
B-1005A

Departments:

Education

Chairperson: Claudia Schrader
718 270-4935
cschrader@mec.cuny.edu
B-1005B

English

Chairperson: Elizabeth Nunez
718 270-5049
elizabeth@mec.cuny.edu
rocksbl@mec.cuny.edu
B-1032Z

Foreign Languages

Chairperson: Senen Vivero
718 270-4942
vivero@mec.cuny.edu
B-1032Y

Interdisciplinary Studies

Chairperson: Delridge Hunter
718 270-4931
dhunter@mec.cuny.edu
B-1032N

Mass Communications, Creative & Performing Arts & Speech

Chairperson: Iola Thompson
718 270-4983
ithompson@mec.cuny.edu
B-1010

Philosophy & Religious Studies

Chairperson: Darryl M. Trimiew
718 270-4947
dtrimiew@mec.cuny.edu
B-1032

Psychology

Chairperson: Patricia Canson
718 270-4851
pcanson@mec.cuny.edu
B-1032J

Social & Behavioral Sciences

Chairperson: Philip Oguagha
718 270-4858
philipo@mec.cuny.edu
B-1032U

School of Science, Health, & Technology

Dean: Mohsin Patwary
718 270-6218
718 270-6196
mohsin@mec.cuny.edu
C-315

Departments

Biology

Chairperson: Anthony Udeogalanya
718 270-6213
anthonyu@mec.cuny.edu
C-317

Mathematics

Chairperson: Darius Movasseghi
718 270-6416
darius@mec.cuny.edu
C-400H

Nursing & Allied Health

Associate Dean (Acting) Georgia McDuffie
718 270-6222
gmcduffie@mec.cuny.edu
C-200J

AAS/PN Nursing

Chairperson: Heather Gibson
718 270-6222
hgibson@mec.cuny.edu
C-200D

BSN Nursing

Chairperson: Beverly Bonaparte
718 270-6231
bonaparte@mec.cuny.edu
C-200C

Physical, Environmental, & Computer Science

Chairperson: John Gibbs
718 270-6453
john@mec.cuny.edu
C-407A

COLLEGE OF FRESHMAN STUDIES

Dean: Gale Gibson-Ballah
718 270-5170
gale@mec.cuny.edu
B-2015A

Departments:

Academic Foundations Division

Director: Chudi Nwasike
718 270-4977
chudin@mec.cuny.edu
B-2038F

Freshman Year Program

Director: Owen Brown
718 270-4977
owen@mec.cuny.edu
B-1007H

SEEK/Special Programs

Director: Janice Zummo
718 270-4973
janice@mec.cuny.edu
B-1007P

Student Advocacy and Support Services Center

(Acting) Director: Simone Rodriguez-Dorestant
718 270-5170
simone@mec.cuny.edu
B-2032C

- a. Academic Warning
- b. Probation & Dismissal Office
- c. Transfer Student Activities

Counseling

Director: Juollie Carroll
718 270-5123
jcarroll@mec.cuny.edu
B-2032J

Learning Center

Director: Michael Chance
718 270-5153
michaelc@mec.cuny.edu
B-2036D

Testing Center and Services

Director: Sharon Michel
718 270-4835
sharone@mec.cuny.edu
B-2037

Differently Abled

Director: Anthony Phifer
718 270-5027
aphifer@mec.cuny.edu
B-1011

School of Business

Dean
Joan Parrott-Fonseca
718 270-5101
jfonseca@mec.cuny.edu
S-210

Executive Assistant
LeVar Burke
718 270-5101
lburke@mec.cuny.edu
S-210

Secretary:
Lateefah Bell
718 270-5110
labell@mec.cuny.edu

Departments and Chairpersons

Accounting
Rosemary Williams
718 270-5104
rwilliams@mec.cuny.edu
S-219

Business Administration
Jit Chandan
718 270-5112
chandan@mec.cuny.edu
S-124-10

Computer Information Systems
Adesina Fadairo
718 270-5111
sfadairo@mec.cuny.edu
S - 219

Economics and Finance
Veronica Udeogalanya
718 270-5012
veronica@mec.cuny.edu
S-120 - 24

Public Administration
Gregorio Mayers
718 270-5070
mayers@mec.cuny.edu
S-123-1

REGISTERED DEGREE PROGRAMS

Accounting
BS Accounting

Business Administration
BPS Applied Management
BS Business
AS Business Administration

Computer Information Systems (CIS)
BS Computer Information Systems
AAS Computer Applications

Department of Public Administration

BS Public Administration
AS Public Administration

MISSION

Attesting to its high academic quality, the School of Business is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP), and its Department of Public Administration is a member of the National Association of Schools of Public Affairs and Administration (NASPAA). The School's mission is to continuously provide a teaching and learning environment that promotes academic excellence; fosters leadership, intellectual growth and scholarship; teaches an appreciation of cultural diversity, and the global community; and is responsive to the needs of business, industry, the community, government and non-profit sectors.

Accomplished scholars and business professionals teach a cutting edge curriculum that has a strong business foundation, and reflects current trends in the marketplace. The faculty mentors 1300 students, giving them individual attention in small class settings, with a wide array of day, evening and weekend courses. Students are imbued with knowledge, analytical and decision making skills, leadership skills and ethical practice. The School's Accounting majors consistently rank tops in CUNY on the CPA Exam.

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

The School recently managed \$2 million in grants and sponsored research and has two Centers:

1. Center for Entrepreneurship and Economic Development (CEED)
2. DuBois Bunche Center for Public Policy (DBC)

The School of Business has established two Honor Societies and an Honors Program:

1. Delta Mu Delta
2. Kappa Beta Delta
3. Honors Program

It has five (5) outstanding student clubs that win national awards, participate in national and regional conferences, promote personal and career development, and provide community service:

1. American Marketing Association (AMA)	MAN 211	Intro to Business & Management	3
2. National Association of Black Accountants (NABA)	MAR 231	Elements of Marketing	3
3. Computer Information Systems Technology Association (CISTA)	BUS 301	International Business or	
4. Society for Public Administration (MECSPA)	ECON 333	International Economics	3
5. Minority Investment Association (MIA)	BUS 274	Business Statistics	3
	MAN 314	Organizational Behavior	3
	MAN 351	Operations Management	3
	BUS 451	Business Policies & Strategies	3

Moreover 3,000, School alumni are managers and leaders in major corporations, business and legal professions, small businesses, public and non-profit agencies. They are leaders, problem solvers, team builders and innovators in their fields, and major supporters of the Business School and the College. There are also several major corporations who support the School of Business.

DEGREE PROGRAMS

All business degree programs in the School are ACBSP accredited.

The School of Business offers the following baccalaureate, four year, degrees:

1. Bachelor of Science, (BS) in Accounting
2. BS in Business
3. BS in Financial Economics (Pending Fall 2007)
4. BS in Public Administration
5. BS in Computer Information Systems
6. Bachelor of Professional Studies (BPS) in Applied Management

The School also offers three (3) Associate Degrees:

1. Associate of Science (AS) in Business Administration
2. AS in Public Administration
3. Associate of Applied Science (AAS) in Computer Applications

Freshmen who enter the College may be admitted directly to the School of Business. All programs in the School are based on a strong liberal arts foundation. Under advisement from the college, students may select an emphasis in the areas of economics, finance and entrepreneurship.

Students are required to complete:

1. College's Liberal Arts Core
2. School's Business Core
3. Courses in their Major
4. Electives

SCHOOL OF BUSINESS CORE

Courses		Credits
ACCT 217	Principles of Accounting I	3
ACCT 227	Principles of Accounting II	3
CIS 261	Micro-Computer Applications	3
FIN 250	Intro to Business Finance	3
LAW 208	Legal Environment of Business	3

*Majors in Public Administration may substitute SSC 301 (Statistics for Social Sciences) for BUS 274 (Business Statistics)

Academic Standards

A. Students Seeking Bachelors Degrees in:

1. BS in Accounting
2. BS in Business
3. BS in Financial Economics (Pending Fall 2007)
4. BS in CIS
or
5. BS in Public Administration from the School of Business must complete the following courses with a minimum "C" grade:

Courses		Credits
ENGL 112	College Composition I or Equivalent	3
ENGL 150	College Composition II or Equivalent	3
	Behavioral Science	
PSYC 101	Intro to Psychology or	
SSC 101	Intro to Social Science or	
SOC 101	Intro to Sociology or Equivalent	3
ECON 212	Principles of Macroeconomics	3
ECON 213	Principles of Microeconomics	3
CIS 211	Computers & Information Systems: Intro	3

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

For students seeking the BS in Business or the BS in Accounting:

1. All courses in the Business Core Curriculum must be completed with a minimum "C" grade.
2. At least eighteen (18) credit hours of Upper Level, 300 and 400 Level Course requirements must be completed with a grade "C" or better.
3. Accounting majors must pass all Upper Level, 300 and 400 Level Course requirements with a grade of "C" or better.

B. Students Seeking Associate Degrees:

1. AS in Business
2. AS in Public Administration

3. AAS in Computer Applications from the School of Business must complete the following courses with a minimum "C" grade:

Courses		Credits
ENGL 112	College English I or Equivalent	3
ENGL 150	College English II Behavioral Science	3
PSYC 101	Intro to Psychology or	
SSC 101	Intro to Social Science or	
SOC 101	Intro to Sociology or Equivalent	
ECON 212	Principles of Macroeconomics	3
CIS 211	Computers & Information Systems: Intro	3
All Core courses from the Business Core Curriculum require a minimum "C" grade.		

**Dubois Bunche Center
for Public Policy**

The Dubois Bunche Center for Public Policy (DBC) is an urban policy think tank addressing critical issues which impact Central Brooklyn, communities of color, and beyond. DBC produces research publications, sponsors conferences and seminars, and produces media programs. DBC initiatives include: the NYC MWBE Disparity Study, the Brooklyn Empowerment Zone, Redistricting and Voting Rights, Criminal Justice, Communications Policy, Youth Development, International Affairs, and the US Census. The Census Information Center is a DBC Program and federal depository for Census data and products serving the community and academia.

One course of at least three (3) credit hours in Mathematics from the College-wide Core Curriculum must be completed. This course must be approved by the faculty of the School.



Department of Accounting

Chairperson: Rosemary Williams
718 270-5104 office
718 270-5181 fax
rwilliams@mec.cuny.edu
Office: S-219-27

Secretary: Beverly Tarver
718 270-5195
beverly@mec.cuny.edu
S-123-7

Assistant Professors: Isaac Spira, Rosemary Williams, Avril K. George

Lecturer: Granville Ainsworth

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

The Department of Accounting prepares students for careers in Accounting with a strong emphasis in the liberal arts and general education. Upon the completion of the program students are able to find employment in public accounting, private, and government sectors, and non-profit organization and entrepreneurship.

The degree program in Accounting is based on a strong foundation in the General Business Core Curriculum, which provides our graduates with a strong business managerial foundation. After completing the Business Core Curriculum, students may select upper level courses in Accounting and obtain a BS degree in Accounting. In this degree program, students may select courses that prepare them to take the C.P.A. Examination, or they may choose to follow the managerial accounting track.

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

ACADEMIC STANDARDS

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

The 120 credits of the program are distributed as follows:

BS IN ACCOUNTING

Requirements	Credits
College-wide Core	49

School	9
Business Core	33
Accounting	29

Accounting CPA Required Courses

Courses		Credits
ACCT 311	Intermediate Accounting I	3
ACCT 312	Intermediate Accounting II	3
ACCT 407	Federal Taxation I	3
ACCT 367	Cost Accounting I	3
ACCT 408	Federal Taxation II	2
ACCT 473	Auditing	3
ACCT 477	Advanced Accounting I	3
ACCT 479	Advanced Accounting II	3
ECON 370	Managerial Economics	3
FIN 325	Corporate Finance	3
LAW 211	Business Law II	3

Managerial Accounting Required Courses

Courses		Credits
ACCT 311	Intermediate Accounting I	3
ACCT 312	Intermediate Accounting II	3
ACCT 367	Cost Accounting I	3
ACCT 467	Cost Accounting II	3
ACCT 407	Federal Taxation I	3
FIN 325	Corporate Finance	3
ACCT 477	Advanced Accounting	3

COURSE DESCRIPTIONS

ACCOUNTING

ACCT 217 Principles of Accounting I

3 credits; 4 class hours

Principles of Accounting I is a study of the basic principles of accounting, including the accounting cycle, journalizing, posting, preparation of a trial balance, worksheet, adjusting entries and closing entries. Special journals and subsidiary ledgers are discussed. Emphasis is given to cash accounts, accounts and notes receivable, inventories, plants and assets and payroll.

Pre-requisite: MTH 136

ACCT 227 Principles of Accounting II

3 credits; 4 class hours

Principles of Accounting II is an extension of the basic principles of accounting, including partnerships, corporation, financial statement and analysis, and the fundamentals of managerial accounting. Topics covered in managerial accounting include elements of cost analysis, job and process costing, and elements of C-V-P analysis.

Pre-requisite: ACCT 217

ACCT 311 Intermediate Accounting I

3 credits; 3 class hours

Theories and practices in the determination of income, liabilities and asset valuation are studied. Financial statements are studied as a means of communicating information to creditors, potential creditors, stockholders, potential investors, and others. Topics of interest include financial statement analysis, inventory valuation, receivable and fixed assets. Reporting practices and regulations are studied. Software applications are considered.

Pre-Requisite: ACCT 227

ACCT 312 Intermediate Accounting II

(continuation of ACCT 311)

3 credits; 3 class hours

Topics of interest include equity measurement, the determination of long term liabilities, earnings per share, leases, pensions, statement of cash flows, and software applications.

Pre-requisite: ACCT 311

ACCT 367 Cost Accounting I

3 credits; 3 class hours

A detailed study of the techniques of cost accounting and analysis of accounting for managerial planning, cost control and decision making. Areas of concentration include: Cost concepts and analysis of costs, material control, accounting for labor, nature and application of manufacturing overhead (including factory overhead and variance analysis), job cost order systems, process cost systems, direct costing, CVP, and break even analysis.

Pre-requisite: ACCT 311

ACCT 401 Field Experience/Internship

3 credits; 3 class hours

Students in their last semester at Medgar Evers College will be placed in work areas of their respective major to gain job experience. Students will be required to submit weekly reports concerning the nature of the work they're doing and also to report the different techniques and approaches that arise in their major area.

Pre-requisite: ACCT 312

ACCT 407 Federal Taxation I

3 credits; 3 class hours

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

Pre-requisite: ACCT 311

ACCT 408 Federal Taxation II (continuation of ACCT 407)

2 credits; 2 class hours

This course will emphasize an in-depth study of the Internal Revenue Codes and application of regulations as they pertain to the taxation of partnerships, corporations, estates and trusts.

Pre-requisite: ACCT 407

ACCT 467 Cost Accounting II (continuation of ACCT 367)

3 credits; 3 class hours

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

Pre-requisites: ACCT 367

ACCT 473 Auditing

3 credits; 3 class hours

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

Pre-requisite: ACCT 312

ACCT 477 Advanced Accounting I

3 credits; 3 class hours

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

Pre-requisite: ACCT 312

ACCT 478 Municipal Accounting

3 credits; 3 class hours

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

Pre-requisite: ACCT 312

ACCT 479 Advanced Accounting II

(continuation of ACCT 477)

3 credits; 3 class hours

This course will cover additional topics in the theory of accounting. Other topics include liquidations, fiduciaries,

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

Pre-requisite: ACCT 477

ACCT 480 Contemporary Accounting

3 credits; 3 class hours

This course has two objectives:

1. To acquaint the student with current accounting issues and problems using the latest field research,
 - 2 To bring together concept and methodologies covered in previous courses, in accounting and other disciplines, so that the student may view accounting as a whole and in perspective.
- Selected readings from recent publications, questions and problems from the CPA examination, and other materials will be assigned.

Pre-requisites: ACCT 479



Department of Business Administration

Chairperson: Jit Singh Chandan
718 270-5112 office
718 270-5181 fax
chandan@mec.cuny.edu

Office: S-124-10

Secretary: Frances Tate
718 270-5100
frances@mec.cuny.edu
S-124

Professor: Jit Singh Chandan

Assistant Professors: Edward Adedeji,
Sambhavi Lakshminarayanan

Lecturer: Edwin Knox

The **mission** of the Department of Business Administration is to prepare students for professional careers as entrepreneurs, managers and marketing professionals. The department offers a Bachelor of Science degree in Business, a Bachelor of Professional studies in Applied Management (BPS – AM) and an Associate of Science degree in Business Administration. The goals of the degree programs are to provide essential knowledge and skills, and develop competencies that graduates need to enter business careers, to enter graduate and professional schools of their choice, to become life long learners, to become professionals in business organizations and contributors to the communities in which they reside.

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

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

Students who do not wish to choose an emphasis may select a combination of courses up to twelve (12) credits from the Department of Business Administration at the 400 level.

ACADEMIC STANDARDS

Students in the department are expected to pass all Business Administration required courses with a grade of “C” or better. In addition, they must have a grade of “C”

or better in ENGL 112 and ENGL 150. For graduation, a students must have a cumulative GPA of 2.0 or higher.

B. S. in Business

The 120 credits of the program are distributed as follows

Requirements	Credits
College wide core	49
School	12
Business core	30
Department requirements	12
Other electives	17

A. S. in Business Administration

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

The 60 credits in the program are distributed as follows:

College wide core	34
Business requirements	21
Electives	5

B. S. degree in Business

Core Requirements (30credits)

	Courses Credits
1 BUS 103 Introduction to Business	3
2 MAN 211 Principles of Management	3
3 MAR 231 Essentials of Marketing	3
4 FIN 250 Introduction to Business Finance	3
5 ACCT 217 Principles of Accounting I	3
6 ACCT 227 Principles of Accounting II	3
7 LAW 208 Legal Environment of Business	3
8 MAN 314 Organizational behavior	3
9 MAN 351 Operations Management	3
10 BUS 451 Business Policies and Strategies	3

Departmental Requirements (12 Credits)

1 BUS 301 International Business	3
2 BUS 402 Business Ethics	3
3 MAN 316 Human Resource management	3
4 MAR337 Marketing Research	3

B. S. degree in Business (Management Electives)

1 MAN 311 Management Theory and Practice	3

2 MAN	317	Labor Relations Management	3
3 MAN	371	International Management	3
4 MAN	401	Field Experience/Internship	3
5 MAN	403	Women in Business and Management	3
6 MAN	414	Development of Management Thought	3
7 MAN	416	Management Science	3
8 MAN	421	Management Information Systems	3

B. S. degree in Business (Marketing Electives)

1 MAR	232	Principles of Retailing	3
2 MAR	233	Advertising	3
3 MAR	234	Salesmanship	3
4 MAR	331	Marketing Management	3
5 MAR	332	Retail Management and Merchandising	3
6 MAR	336	Public Relations	3
7 MAR	338	International Marketing	3
8 MAR	339	Marketing for Entrepreneurs	3
9 MAR	401	Field Experience/Internship	3
10. MAR	405	Pricing Policy and Strategy	3
11 MAR	432	Physical Distribution and Logistics	3
12 MAR	434	Product Management	3

B. S. degree in Business (Entrepreneurship Electives)

1 BUS	311	Small Business Management	3
2 MAR	331	Marketing Management	3
3 MAR	335	Consumer Behavior	3
4 MAR	336	Public relations	3
5 MAR	339	Marketing for Entrepreneurs	3
6 MAR	405	Pricing Policy and Strategy	3
7 MAR	432	Physical Distribution and Logistics	3
8 MAN	400	Family Business Management	3
9 MAN	4011	Internship	3
10 MAN	403	Women in Management	3

B. S. degree in Business (International Business Electives)

Courses		Credits
1 ECON	333 International economics	3
2 ECON	455 International Finance	3
3 FIN	456 Multinational Financial Management	3
4 MAR	338 International Marketing	3
5 MAN	371 International Management	3
6 MAN	403 Women in Business and Management	3
7 MAN	414 Development of Management Thought	3

A. S. Degree in Business Administration: Business Core and Other Requirements

1 BUS	103	Introduction to Business	3
2 BUS	274	Business Statistics	3
3 MAN	211	Principles of Management	3
4 MAR	231	Essentials of Marketing	3
5 LAW	208	Legal Environment of Business	3
6 FIN	250	Introduction to Business Finance	3

7 ACCT	217	Principles of Accounting I	3
8 ELECTIVES			5

Bachelor of Professional Studies

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

Liberal Arts and Other Required Courses: 33 Credits

Courses		Credits
ENGL	112 College English I	3
ENGL	150 College English II	3
SSC	101 Psych 101/SOC 101/ANTH 201	3
CIS	211 Intro to Computers	3
MTH	Mathematics	4
BIO	101 /PHS 101	3
	Humanities/Social Science	3
Electives		
Liberal Arts		11

Pre-Management Requirements: 19 Credits

Courses		Credits
MTH	141 Mathematics	4
ECON	212 Macroeconomics	3
ECON	213 Microeconomics	3
ACCT	217 Principles of Accounting I	3
MAN	211 Intro to Business and Management	3
ENGL	240 Technical Writing	3

Management Foundation Requirements: 15 Credits

Courses		Credits
MAN	314 Organizational Behavior	3
MAN	316 Human Resource Management	3
MAN	421 Management Information Systems	3
BUS	274 Business and Economic Statistics I	3
MAN	401 Internship/Field Experience	3

Career/Technical Foundation: 30 - 36 Credits

Area of Emphasis Electives by advisement is nine (9) credits at 300 and 400 Level Courses in the following areas:

1. Business Services Management
2. Social Services Administration
3. Health Services Administration

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

Business Services Electives

Courses		Credits
ECON	305 Labor Economics	3
MAN	317 Labor Relations Management	3

MAN	351	Operations Management	3
MAN	402	Business Ethics	3
MAN	403	Intro to Women in Bus & Man	3
MAN	416	Management Science	3
MAR	331	Marketing Management	3
MAR	335	Consumer Motivation and Behavior	3
MAR	336	Public Relations	3
MAR	337	Marketing Research	3
MAR	434	Product Management	3

Social Services Electives

Courses		Credits
SOC	303 Social Deviance	3
SOC	338 Social Welfare Policies and Services	3
SOC	340 Selected Problems in Community Development	3
SOC	400 Human Behavior & Social Environment	3
SOC	412 Gerontological Seminar	3
SOC	457 Community Organization	3
SSC	304 Social Science Research Methods	3
SSC	305 Critical Issues in Society	3
PA	300 Public Bureaucracy	3
PA	330 Public Policy, Advocacy, Systems Management and Administration	3
PA	340 Systems Analysis in Planning & Budgeting	3

Health Services Electives

Courses		Credits
HSC301	Fundamental Concepts of Gerontology	3
HSC302	Health Issues throughout the Aging Process	3
HSA300	Principles of Health Services Administration	3
HSA302	Health Perspectives	3
HSA310	Health Planning and Policy Issues	3
HSA400	Issues and Trends in Health Services Administration	3

COURSE DESCRIPTIONS**BUSINESS****Bus 103 Introduction to of Business**

3 credits; 3 class hours

This course has been designed to serve as an introductory and general survey of business to acquaint students with the importance of business as a field of study. It involves general outlines of various aspects of business including management, marketing, finance, accounting, business law, human resources management and information systems. Topics to be covered include understanding of business environment, entrepreneurship, global aspects, managing operations, functions of management, principles of marketing, managing information, principles of accounting, money and banking and business law. This course will prepare students to take higher level courses in these various fields.

BUS 204 Insurance

3 credits; 3 class hours

A survey course covering life, health, property and casualty insurance, insurable types of interest, rights of beneficiaries, insurance policies, reinsurance rates, and regulations of insurance companies.

Pre-requisites: MAN 200, MTH 141 and ECON 213

BUS 274 Business Statistics

This course will introduce students to the concepts and the application of statistical techniques in the analysis of business situations and business decisions. This course will lay the foundation for business courses in financial decision making, marketing research, decision theory, operations management and so on. Topics to be covered include descriptive statistics, probability distributions, sampling distributions, intervals estimation and hypothesis testing. Other topics include simple and multiple regression analysis, time series and non-parametric methods.

Pre-requisite: MTH 136

BUS 301 International Business

3 credits; 3 class hours

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

Pre-requisites: MAN 211

BUS 311 Small Business Management

3 credits; 3 class hours

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

Pre-requisite: MAN 211

BUS 402 Business Ethics

3 credits; 3 class hours

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

Pre-requisite: MAN 314

BUS 451 Business Policy and Strategy

3 credits; 3 class hours

This capstone course is required of all senior students for the B. S. in Accounting and B. S. in Business. Students will have the opportunity to integrate knowledge from the

functional areas in analyzing business problems and developing policy recommendations for executive action. Emphasis is placed on the seminar and case study approaches.

Pre-requisites: Ninety (90) Credits

BUS 500 Independent Study

3 credits; 3 class hours

This course provides exceptional students with an opportunity to conduct research in an area of special interest. Usually, only senior level students are admitted to this course.

Pre-requisite: Permission of chairperson

LAW

LAW 208 Legal Environment of Business

3 credits; 3 class hours

This course is an introduction to the legal and regulatory environment in which business transactions take place. The course is also extended to include business ethics and social responsibility. The topics covered will enable students to understand how the laws affect and constrain the decisions that business managers make. Topics covered will include law and ethics, the American legal system, private law, the regulatory environment, business organizations and financial markets, business and its employees, the market place, business and the global environment.

Pre-requisites: ENGL 150 and MAN 200

LAW 210 Business Law I

3 credits; 3 class hours

After a brief survey of the American legal system the essential principles of the law of business are examined and applied to typical business transactions. The principle materials of study are New York contracts and their applications.

Pre-requisites: ENGL 150 and MAN 200

LAW 211 Business Law II

3 credits; 3 class hours

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

Pre-requisite: LAW 208 or LAW 210

MANAGEMENT

MAN 211. Principles of Management.

3 credits; 3 class hours

A practical course designed to examine management process, concepts and principles, and to improve personal competency in problem solving, decision making and communication. The course deals with functional approach to management and covers the functions of planning, organizing, directing and controlling. Emphasis is paid to leadership characteristics, motivation, communication and con-

flict management. Cases are discussed for practical application of management fundamentals.

Pre-requisite: BUS 103

MAN 311 Management Theory and Practice

3 credits; 3 class hours

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

Pre-requisite: MAN 211

MAN 314 Organizational Behavior

3 credits; 3 class hours

This course considers the behavioral aspects of management in terms of physical, economic and human variables. Principle theories of individual and group or ganizational behavior are examined to appraise the motivation, leadership and communication process.

Pre-requisite: MAN 211

MAN 316 Human Resource Management

3 credits; 3 class hours

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

Pre-requisite: MAN 314

MAN 317 Labor Relations Management

3 credits;3 class hours

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

Pre-requisite: MAN 314

MAN 351 Operation Management

3 credits; 3 class hours

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

Pre-requisite: BUS 274

MAN 371. International Management

3 credits; 3 class hours

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

Pre-requisite: BUS 301

MAN 400 Family Business Management

3 credits; 3 class hours

The course focuses on understanding family business systems theory, culture, and stages of evolution, individual development and career planning. The course also examines strengths and weaknesses of a family firm, the management of family structure, conflicts, relationship, organizational issues of estate planning, and planning for succession.

Pre-requisite: MAN 314

MAN 401 Field Experience Internship

3 credits; 3 class hours

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

Pre-requisite: Junior Standing and by permission of chairperson

MAN 403 Women in Business and Management

3 credits; 3 class hours

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

Pre-requisite: MAN 314 or by permission of chairperson

MAN 414 Development of Management Thought

3 credits; 3 class hours

This is a course in the study of the works of pioneers in management and organizational theory in order to develop a historical perspective of management thought.

Analysis of research in the field and its applicability to modern management practices will be covered.

Pre-requisite: Junior Standing and MAN 314

MAN 416 Management Science

3 credits; 3 class hours

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

Pre-requisite: MAN 351

MAN 421 Management Information Systems

3 credits; 3 class hours

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

Pre-requisites: CIS 211 or permission of chairperson

MARKETING

MAR 231 Essentials of Marketing

3 credits; 3 class hours

This basic course focuses on the distribution of goods from the producer to the consumer. The current marketing system is described, analyzed and evaluated in terms of commodities, functions and institutions in order to improve efficiency and lower overall distribution costs.

Pre-requisite: BUS 201

MAR 232 Principles of Retailing

3 credits; 3 class hours

This intensive survey course acquaints students with the current operations of large and small retail establishments. Included are store layouts, organization, budgeting and controlling, personnel management, services, and the procurement and marketing of merchandise offerings.

Pre-requisite: MAR 231

MAR 233 Principles of Advertising

3 credits; 3 class hours

This course presents a descriptive survey of advertising and its role in the marketing structure. Particular emphasis is placed on major media, production, copy and layout

techniques along with product and brand identification. Advertising is viewed in terms of its promotional effectiveness for the firm and upon the consumer.

Pre-requisite: MAR 231

MAR 234 Salesmanship

3 credits; 3 class hours

This topical survey of the principles of persuasive communication in the marketing process focuses on inter-personal relations of buyers and sellers. Creativity as a requisite for successful selling is stressed along with current practices utilized in both industrial and consumer goods' market.

Pre-requisite: MAR 231

MAR 331 Marketing Management

3 credits; 3 class hours

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

Pre-requisite: MAR 103

MAR 332 Retail Management and Merchandising

3 credits; 3 class hours

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

Pre-requisites: MAR 231

MAR 334 Sales Management

3 credits; 3 class hours

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

Pre-requisite: MAR 231

MAR 335 Consumer Motivation and Behavior

3 credits; 3 class hours

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

Pre-requisite: MAR 231

MAR 336 Public Relations

3 credits; 3 class hours

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

Pre-requisite: MAR 231

MAR 337 Marketing Research

3 credits; 3 class hours

This course covers the fundamentals of scientific investigation in solving marketing problems. Emphasis is placed on both quantitative and qualitative approaches as well as examining the importance of research in marketing.

Pre-requisites: BUS 274

MAR 338 International Marketing

3 credits; 3 class hours

This course offers an analytical survey of the policies, practices, and function, distribution, and the role of government in world markets. Detailed emphasis centers on the technical, legal, and financial features of international marketing.

Pre-requisites: BUS 301

MAR 339 Marketing for Entrepreneurs

3 credits; 3 class hours

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

Pre-requisite: MAR 231

MAR 401 Field Experience/Internship

3 credits; 3 class hours

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

Pre-requisite: Junior Standing and by permission of chairperson

MAR 405 Pricing Policies and Strategies

3 credits; 3 class hours

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

Pre-requisites: MAR 337

MAR 432 Physical Distribution and Logistics

3 credits; 3 class hours

This course provides an examination of physical supply

and distribution logistics within the marketing system. Emphasis is placed on location theory, inventory analysis and control, channel selection and traffic management and system optimization. The relationships between costs and profitability are reviewed through case studies and simulation models and quantitative methods.

Pre-requisites: MAR 337

MAR 434 Product Management

3 credits; 3 class hours

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

Pre-requisites: MAR 337

REAL ESTATE

RE 101 Real Estate Principles and Practices

3 credits; 3 class hours

A course designed to prepare an applicant for licensure as a real estate broker or salesman. Emphasis is placed on the following topics: real estate ownership and interests, contracts or real estate land surveying and property descriptions, deeds, leases, and other real estate instruments; and investment. Also covers the appraisal and brokerage functions, and all other areas required to prepare for the New York Real Estate Broker's License Examination.

Pre-requisite: None

RE 102 Real Estate Appraisal, Valuation and Financing

3 credits; 3 class hours

In this course a survey is made of the nature, importance and purpose of appraisal. A study is made of the principles controlling real estate value, the economic cost, and income approach to appraisals and valuation. Value analysis of neighborhood characteristics, site analysis, financing of real estate, mortgage companies, mortgage loans, federal programs (FHA, VA, GNMA) and sources of alternative methods of financing are examined.

Pre-requisite: RE 101

RE 203 Real Estate Management

3 credits; 3 class hours

A course designed to cover the following topics in real estate management: organizing and planning brokerage operations, selecting and training sales personnel, marketing practices and policies, maximizing profits and advertising as the above topics relate to residential, commercial, and industrial real estate properties.

Pre-requisite: RE 101

RE 204 Real Estate Management of Low Income Housing

3 credits; 3 class hours

A course specifically designed to cover the following topics: rights and liabilities of landlords and tenants, and co-ops management; New York City regulations; rent controls; vacancy decontrol; racially integrated housing units; zoning and building ordinances; fire, health, and safety regulations.

Pre-requisite: RE 101

Department of Computer Information Systems

Chairperson: Sikiru Adesina Fadairo
718 270-5115 office
718 270-5181 fax
sfadairo@mec.cuny.edu

Office: S-219

Secretary: Linda St. Fleur
718 270-5118
lindaf@mec.cuny.edu
1637 Bedford Avenue

Professor: Chris Castillo
Associate Professor : Sikiru Adesina Fadairo
Assistant Professors: Anthony Onyekelu-Eze,
Leonid Knizhnik
Instructor: Orandel Robotham

The **mission** of the Department of Computer Information Systems (CIS) is to prepare students to develop information systems that meet the needs of government, nonprofit, business and industrial entities. Specifically, students acquire the ability to manage information systems and computing resources for an entire organization.

CIS offers a Bachelor of Science degree in Computer Information Systems, a Bachelor of Science degree in Business with CIS electives and an Associate in Applied Science degree in Computer Applications.

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

Academic Standards

Students in the Department are expected to pass Computer Information Systems required Core courses with a grade of "C" or better. For graduation, a student must have an index of 2.0 in his/her major. To obtain a baccalaureate degree in the Department of Computer Information Systems, a student must complete a total of 120 credit hours of study and must choose one of two concentrations:

Concentration	Credits
Systems Analysis and Design	15
Network Systems Management	15

The 120 credits of the program are distributed as follows:

Requirements	Credits
A. Liberal Arts Requirements	50

1. College-wide Core	10
2. School Requirement	10
B. Business Core Requirements	24
C. CIS Major Requirements	36

Courses in Segments B and C are shown below. Consult with the CIS Department for full details of Segment A.

Business Core Requirements: 24 Credits				Credits
Courses				
ACCT	217	Principles of Accounting		3
ECON	316	Business and Economic Statistics		3
FIN	250	Intro to Business Finance		3
LAW	208	Legal Environment of Business		3
MAN	205	Intro to Management and Marketing		3
MAN	314	Organizational Behavior		3
MAN	351	Operations Management		3
BUS	451	Business Policy		3

CIS Major Requirements: 36 Credits

Departmental Requirements: 21 Credits				Credits
Courses				
CIS	252	Machine Organization & Assembly Language		3
CIS	300	Data Structures for Business Applications		3
CIS	301	Operating Systems		3
CIS	311	Systems Development & Implementation		3
CIS	403	Computer Networks		3
CIS	420	Database Concepts		3
CIS	444	Applied Systems Development Project		3

Systems Analysis and Design Concentration: 15 Credits

Courses				Credits
CIS	320	Fundamentals of E-Commerce		3
CIS	401	CIS Internship		3
CIS	411	Advanced Systems Development & Implementation		3

Electives

Two six (6) credit courses from the 300 or 400 CIS Series, **one** of which **must be** an Advanced Programming Course

6

Network Systems Management Concentration: 15 Credits

Courses				Credits
CIS	323	Network Operating Systems		3
CIS	401	CIS Internship		3
CIS	413	Internet & Emerging Technologies		3

Electives

Two Elective from the list below:

CIS	331	Information Security	3
CIS	410	Computer Graphics	3

CIS 421 Distributed & Client/Server Computing 3

**BS Degree in Business with Computer
Information Systems Electives**

Students seeking the BS degree in Business with an emphasis in CIS will select the electives from the schedule below. Note that you must satisfy the pre-requisites of these courses as needed.

Computer Information Systems Electives

Courses		Credits
CIS 300	Data Structures for Business Applications	3
CIS 301	Operating Systems	3
CIS 332	Advanced Programming	3
CIS 400	EDP Audit and Control	3
CIS 403	Computer networks	3
CIS 411	Advanced Systems Development	3
CIS 420	Database Concepts	3
CIS 444	Applied Systems Development Project	3
PHS 221	Intro to Telecom	3

**AAS Degree in Computer Applications Core
& Other Requirements**

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

AAS Program Structure

Business Core Requirements: choose 6 Credits

Courses		Credits
ACCT 217	Principles of Accounting I	3
CIS 223	Foundation of CIS*	4
ECON 212	Macroeconomics*	3
MAN 200	Introduction to Business & Management	3

* See College-Wide Requirements

Computer Applications Major Requirements: 12 Credits

Courses		Credits
CIS 232	Intro to Programming	3
CIS 252	Machine Organization & Assembly Language	3
CIS 311	Systems Development	3
CIS 332	Advanced Programming	3

Business Electives: 7 Credits

Courses		Credits
CIS 255	Survey of Computer Languages	3
Electives Various (See Department)		4

College-wide Requirements for:

B. S. Degree Business

B. S. Degree in Computer Information Systems

BS Degree in Public Administration

Courses Credits

ENGL 112	College English I	3
ENGL 150	College English II	3
ENGL 211	Intro to Literature	3
ENGL 300	Masterpieces in English Literature	3
SPCH 102	Fundamentals of Speech	3
MTH 136	Intermediate Algebra and Trigonometry	4
MTH 141	Finite Mathematics	4
HIST 101	World Civilization I	
	or	
HIST 102	World Civilization II	3
BIO 101	Intro to the Science of Biology	3
PHS 101	Intro to Physical Science	3
PHS 221*	Intro to Telecommunications	3
ART 100	Intro to World Art	2
MUS 100	Intro to World Music	2
FS 101	Freshman Seminar I	1
FS 102	Freshman Seminar II	1
SSC 101	Culture Society and Social Change	
PSYCH 101	Intro to Psychology	
	or	
SOC 101	Intro to Sociology	
	or	
CIS 255	ECON 233, SSC 307, POL210; or S/F 101-102	3
HIST	Elective from 200, 201, 230, 241	3
CIS 211*	Intro to Computer Information Systems	3
	or	
CIS 223	Foundations of CIS	4
ECON 212	Macroeconomics*	3
ECON 213	Microeconomics*	3
	Liberal Arts Electives	2

* **Computer Information Systems Majors:** Must substitute PHS 221 for PHS 101.

* **School of Business Requirements:** Public Administration majors must take Spanish and English 101 and 102.

Computer Information Systems Majors:

1. Must take CIS 340 Visual Basic or CIS 325 Computer Information Systems.
2. Must take CIS 340 Visual Basic or CIS 325 Visual C++ and ECON 333 International Economics as Language Option.
3. CIS Majors take MTH 141 and 241 as their College-wide Core Requirements.

**College-wide Requirements for:
AS Degree Business Administration
AAS Computer Applications
AS Degree in Public Administration**

Courses		Credits
ENGL 112	College English I	3
ENGL 150	College English II	3
ENGL 211	Intro to Literature	3
SPCH 102	Fundamentals of Speech	3

MTH	136	Intermediate Algebra and Trigonometry	4
FS	101	Freshman Seminar I	1
FS	102	Freshman Seminar II	1
HIST	200	Growth & Development of the USA*	
BIO	101	Intro to the Science of Biology	
		or	
PHS	101*	Intro to Physical Science	3
ART	100	Intro to World Art	
		or	
MUS	100	Intro to World Music	2
CIS	211**	Intro to Computer Information Systems	3
ECON	212	Macroeconomics	
		or	
PSYCH	101	Intro to Psychology	
		or	
SSC	101	Culture, Society, & SocialChange	3

CIS Majors (AAS CA) substitute PHS 221 for PHS 101.
CIS Majors (AAS CA) must take CIS 223 four (4) credits.

MINOR REQUIREMENTS

Students outside of this Program may seek a minor in Computer Information Systems. In order to obtain a minor in CIS, students will be required to complete fifteen (15) to sixteen (16) course credits in the Program. The distribution of these credits will include:

1. CIS 223 (*Foundation of Computer Information Systems*)
2. One Programming Course
3. CIS 300 (*Data Structures for Business Applications*)
4. Six (6) Additional Credits Taken at the 300 Level or Above

Each course used to satisfy the requirements for the minor, including electives, must be completed with a grade of "C" or better.

COURSE DESCRIPTIONS

COMPUTER INFORMATION SYSTEMS

CIS 211 Computers and Information Systems: Introduction

3 credits; 4 class hours

This is an introductory course in data Processing emphasizing the use of computers in business applications. Students will be introduced to hardware, software, communications, basic systems concepts, flowcharts and programming. A PC-dominant programming language that is particularly suited for small to medium sized business applications will be used for the development of computer-based problem-solving skills. The course includes several laboratory assignments.

Pre-requisite: MTH 136

CIS 223 Foundations of Computer Information Systems

4 credits; 4 class hours

This course consists of two modules. The first module, examines programming languages in abstract terms. Emphasis will be on language design, translation, encapsulation, sequence control, subprogram control, inheritance and further advances in language design. In addition, language paradigms will be examined including simple procedural language, block-structured procedural language, object-based languages, functional languages and logical programming languages. The second module, provides students with the productivity software tools that are required to navigate the information society and solve a variety of common business problems. Application software such as spreadsheet, database and other integrated applications will be studied in-depth. The course includes several laboratory assignments.

Pre-requisite: MTH 141

CIS 232 Introduction to Programming

3 credits; 3 class hours

This course will focus on an advanced programming language from a theoretical and practical application approach. The emphasis is on structured program design, development, testing, implementation and documentation. Programming structure, data organizations, table processing, editing, debugging of compilation phase programs, and sequential file creation will be covered. The course includes several laboratory assignments.

Pre-requisite: CIS 223

CIS 252 Machine Organization and Assembler Languages

3 credits; 3 class hours

This course is an introduction to IBM PC assembler programming language. It includes the basic concepts and structure of the language, including macros and subroutines. Both binary and decimal arithmetic instructions will be discussed. The course includes several laboratory assignments.

Pre-requisite: CIS 223

CIS 255 Survey of Computer Programming Languages

3 credits; 3 class hours

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

Intelligence (AI) and its programming languages. Several laboratory projects will be assigned.

Pre-requisite: CIS 211 or 223 or CL 101

CIS 261 Microcomputer Applications and Software

3 credits; 3 class hours

This course provides a broad category of training approaches that involve the use of technology in the enhancement of job performance. It emphasizes, through applications, the knowledge essential to the practicing professional in today's technology-based job market.

Application software including Spreadsheet Application, Database Application, Word Processing Application, and other integrated processing will be studied in-depth. Several laboratory projects will be assigned.

Pre-requisite: CIS 211

CIS 300 Data Structures for Business Applications

3 credits; 3 class hours

This course will emphasize the study of the various types of file organizations and access methods including sequential, indexed-sequential, hashed, and inverted file structures. The use of structures such as lists, stacks, queues, graphs, and trees will also be described and analyzed, including their implications for data base management systems. Several laboratory projects will be assigned.

Pre-requisite: CIS 232 or CIS 252

CIS 301 Operating Systems

3 credits; 3 class hours

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

Pre-requisite: CIS 232 or 252

CIS 311 Systems Development and Implementation

3 credits; 3 class hours

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

Pre-requisites: CIS 211 or 223

CIS 320 Fundamentals of Electronic Commerce

3 credits; 3 class hours

This course examines the impact of the emerging technolo-

gies on how we conduct business in an electronic world.

Topics include requirements of commercial web sites from hardware and software to necessary operational processes; copyright, authentication, encryption, certification, and security; on-line payment methods (SET, e-Cash, check and charge); e-Commerce business models, including developmental costs, ongoing operations and marketing; impact of e-Commerce on the traditional marketplace; and potential future commerce scenarios.

Pre-requisite: CIS 223

CIS 323 Network Operating Systems

3 credits; 3 class hours

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

Pre-requisite: CIS 301 or permission of chairperson

CIS 325 Visual C++

3 credits; 4 class hours

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

Pre-requisite: CIS 232 or 252

CIS 331 Information Security

3 credits; 3 class hours

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

Pre-requisite: CIS 252

CIS 332 Advanced Programming

3 credits; 3 class hours

This course covers advanced programming techniques using an advance programming language. The emphasis is on structured program techniques, and students will

write and run programs using the sequential, indexed-sequential and random processing techniques. Multiple input and output devices will be used for program assignments. Topical coverage will include advanced language features such as the SORT facility, the REPORT WRITER, two and three-dimensional table handling, and debugging of execution phase programs. The course includes several laboratory assignments.

Pre-requisite: CIS 232

CIS 340 Visual Basic

3 credits; 4 class hours

This course introduces students to Visual Basic program development cycle: the visual programming steps and the code programming steps. Emphasis will be on:

1. properties, controls, objects, program building blocks, dialog boxes and graphic controls
2. graphic methods, data formatting, and outputting
3. file system controls, general file access and array structures
4. Object Linking and Embedding (OLE) data control and Structured Query Language (SQL)
5. Multiple Document Interface (MDI), Active X and Windows Application Programming Interface (API)

The course includes several laboratory assignments.

Pre-requisite: CIS 232 or CIS 252 or permission of chairperson

CIS 400 EDP Audit & Controls

3 credits; 3 class hours

This course covers the fundamentals of EDP (*Electronic Data Processing*) auditing. The emphasis is on types of EDP audits, EDP controls, EDP concepts and techniques used in EDP auditing, and their effects on systems development. The use of audit software to verify results such as confirmations and reasonableness tests will be covered. Several laboratory projects will be assigned.

Pre-requisites: ACCT 217, CIS 213, FIN 250, and CIS 311

CIS 401 CIS Internship

3 credits; 3 field work hours

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

Pre-requisites: CIS 301, 311, Junior/Senior Status and permission of chairperson

CIS 403 Computer Networks

3 credits; 3 class hours

This course covers vital issues facing technical and business professionals in network services. Data communication networks will be discussed based on their geographical scope (LAN, MAN, WAN) and Internet working require-

ments. Installation, configuration, system integration and management of networking technologies will be covered in-depth. Topics will include SONET and its use in data warehousing; ATM and the hope for unified voice-data-video and virtual LANS; the Internet; Cable TV; on-demand programs and home entertainment/information systems; bulletin boards; Customer Management Solutions; and low-cost ISDN WANs. The course includes several laboratory assignments.

Pre-requisite: PHS 221

CIS 410 Computer Graphics

3 credits; 4 class hours

This course presents principles of effective interactive design for multimedia applications and Internet sites. Several categories of multimedia products are analyzed to demonstrate factors that contribute to good design. Topics covered include screen layout, background, textures, typography, use of video and animation, and imaginative use of clip art. The course includes several laboratory assignments.

Pre-requisite: CIS 300

CIS 411 Advanced Systems Development and Implementation

3 credits; 3 class hours

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

Pre-requisites: CIS 311 and MTH 141

CIS 413 Internet and Emerging Technologies

3 credits; 4 class hours

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

Pre-requisites: CIS 223 and PHS 221 and CIS 325 or 332 or 340

CIS 420 Database Concepts

3 credits; 3 class hours

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

Pre-requisites: CIS 300 and CIS 301

CIS 421 Distributed and Client/Server Computing

3 credits; 3 class hours

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

Pre-requisites: PHS 221 and CIS 301

CIS 425 Special Topics in Information Technology

3 credits; 3/4 class hours

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

Pre-requisites: CIS 300 and CIS 301 or permission of chairperson

CIS 444 Applied Systems Development Project

3 credits; 3 class hours

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

Pre-requisites: CIS 411 or CIS 420 & MTH 241 or permission of chairperson

CIS 500 Independent Study

3 credits; 0 class hour

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

Pre-requisites: CIS 300, CIS 301 and permission of chairperson

Computer Literacy

CL 101 Computer Literacy

3 credits; 3 class hours

This course provides students with the basic knowledge of computing and information communication technologies. It offers students a step-by-step, hands-on introduction to the popular applications that run on industry-dominant operating systems. Topics include data communications and networks, especially E-mail and voice messaging systems. Elementary programming concepts using a PC-dominant programming language, will also be covered. The discussion of ethics, privacy, etc. will familiarize students with the prominent information issues of society. Several laboratory projects will be assigned. This course cannot be substituted for the computer requirements of certain departments in the College.

Pre-requisite: None



Department of Economics and Finance

Chairperson: Veronica Udeogalanya
718 270-5012 office
718 270-5177 fax
veronica@mec.cuny.edu

Office: S-120-24

Secretary: 718 270-5012
S-120

Professors: E. Egbe,
C. N. Ezuma
Kim Kiho

The **mission** of the Department of Economics and Finance is to provide high-quality degree programs and service courses in economics and finance that focus on teaching students current theory and practice, to conduct relevant, original research that supports our teaching activities, and to serve our college and community.

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

The goals of the departmental curriculum are to:

1. Train students in functional areas of financial analysis and planning, investment analysis, and project evaluation.
2. Provide training and skills necessary for critical analysis and interpretation of economic and financial problems facing business entity.
3. Prepare students for advanced studies in economics and finance.

ACADEMIC STANDARDS

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

ADVANCED STANDING

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

CURRICULUM

BS DEGREE BUSINESS ECONOMICS ELECTIVES

COURSES	CREDITS
ECON 212 Principles of Macroeconomics	3
ECON 213 Principles of Microeconomics	3
ECON 302 Urban Economics	3
ECON 303 Theory of Economic Development	3
ECON 307 Intermediate Microeconomics	3
ECON 309 Intermediate Macroeconomics	3
ECON 305 Labor Economics	3
ECON 311 Mathematical Economics	3
ECON 333 International Economics	3
ECON 350 Money & Banking	3
ECON 316 Business & Economics Statistics I	3
ECON 356 Business & Economics Statistics II	3
ECON 370 Managerial Economics	3
ECON 451 Public Finance	3
ECON 455 International Finance	3
ECON 474 Econometric Models	3
ECON 500 Independent Study in Economics	3

BS DEGREE BUSINESS FINANCE ELECTIVES

COURSES	CREDITS
FIN 250 Introduction to Business Finance	3
FIN 325 Corporate Finance	3
FIN 343 Money & Capital Markets	3
FIN 352 Investment Analysis	3
FIN 456 Multinational Financial Management	3
FIN 457 Banking Practices	3
FIN 458 Financial Management	3
ECON 350 Money & Banking	3
ECON 451 Public Finance	3
ECON 455 International Finance	3
FIN 500 Independent Study in Economics	3

PROPOSED BS DEGREE IN FINANCIAL ECONOMICS (FALL 2007)

The program will consist of three segments with a total of

120 credits as illustrated below:

College-wide Core/Liberal Arts Requirements	49 credits
School-wide Business Core Requirements	11 credits
Financial Economics Major Requirements	60 credits
Total Credits for BS in Financial Economics	120 credits

A minor in economics consists of ECON 212, 213, 307, 309, plus 6 credits of advanced economics courses, a total of 18 hours with at least a 2.0 grade point average. A minor in finance consists of FIN 250, 325, 343, 352, plus 6 credits of advanced finance courses, a total of 18 hours with at least a 2.0 grade point average. At least nine of these credits (six of which must be advanced credits from each discipline) from each discipline area must be completed at Medgar Evers College.

COURSE DESCRIPTIONS

Economics

ECON 212 Introduction to Macroeconomics

3 credits; 3 class hours

Elementary macroeconomic analysis dealing with factors that determine the general level of prices, production, employment, income, and consumption in the economy as a whole, with special reference to the United States and other market economies. Such topics as inflation, recession, and public policies used to combat them are studied. Problems of unemployment and economic problems of the minority population will also be discussed.

Pre-requisites: MTH 136 and ENGL 150

ECON 213 Introduction to Microeconomics

3 credits; 3 class hours

Elementary analysis of markets, market structures, consumer demand, and market price determination. Other topics include production and cost analysis, output and price determination by firms, market failures, the of government intervention and regulations and their impact on the functioning of markets. Applications to poverty, international trade, and income distribution will be covered.

Pre-requisite: ECON 212, MTH 141 or MTH 241

ECON 302 Urban Economics

3 credits; 3 class hours

This course will analyze the problems of the urban economy with emphasis on resource allocation, the delivery of services, and the impact of national and regional policies on housing, transportation, pollution, poverty, racism, and discrimination.

Pre-requisite: ECON 213

ECON 303 Theory of Economic Development

3 credits; 3 class hours

The theory of the economic development of national economics and economic regions, implications for community (non-economic) regional development, and characteristics of capitalist and socialist development are explored.

Pre-requisite: ECON 213

ECON 305 Labor Economics

3 credits; 3 class hours

An economic analysis of labor markets in theory and practice with special emphasis on the manpower problems of minorities. Topics such as minimum wage legislation, unemployment, and labor unions will be covered.

Pre-requisite: ECON 213

ECON 307 Intermediate Microeconomic Analysis

3 credits; 3 class hours

This course considers in depth the determination of prices of commodities, and factors of production. The course also discusses optimal resource allocation by firms, households, and other microeconomic entities. Such topics as utility and output maximization, cost minimization, market structures and government regulations and their impact on economic decision-making are studied.

Pre-requisite: ECON 213

ECON 309 Intermediate Macroeconomic Analysis

3 credits; 3 class hours

Discussions of the theories of aggregate income and employment. Emphasis is on the analysis of fiscal and monetary policies, and their implications for the rate of growth, output, employment, and the price level.

Pre-requisite: ECON 213

ECON 311 Mathematical Economics

3 credits; 3 class hours

Mathematical principles from calculus are used as the principal tool in the study of economic theory. Such topics as uni-variate and multivariate differentiation, constrained and unconstrained optimization, and integration, are applied to the study of consumer utility functions, expenditure, cost and profit functions, market supply and demand, market structures, macroeconomic equilibrium, aggregate supply and demand, monetary theory, and balance of payments.

Pre-requisites: MTH 241 and ECON 213

ECON 316 Business and Economics Statistics I

3 credits; 3 class hours

An introduction to applications of the methods of statistical inference and decision theory to the analysis of problems in economics, finance, accounting, marketing, and management. Methodological emphasis will be to show how the methods of summary descriptive measures, sampling procedures, hypothesis testing, the design of experiments, and elements of decision theory are applied to concepts from business management, economics, and general administration.

Pre-requisite: ECON 213 and MTH 141 241

ECON 333 International Economics

3 credits; 3 class hours

Introductory course in the analysis of international resource flows, including commodities and factors of production. The topics of interest include commercial policies, tariffs, transportation, balance of payments, microeconomic implications of balance of payments, exchange rates, multinational companies, and multilateral international institutions.

Pre-requisite: ECON 213

ECON 350 Money and Banking

3 credits; 3 class hours

This course covers the study of money, credit and banking in the US economy covering the impact of money on interest rates, asset prices, consumption, investment, and national income. Topics include federal instruments for controlling money and economic activity; the structure of the banking system; functions of money; the supply and demand for money; and monetary reserves. Keynesian and monetarist theories and policy recommendations are also studied.

Pre-requisite: ECON 213

ECON 356 Business and Economic Statistics II (continuation of ECON 316)

3 credits; 3 class hours

It will cover additional topics on the applications of statistical techniques in the analysis of business, economic, and other administrative kinds of decision making. Topics of interest include analysis of variance, X² tests, quality control, extensions of simple and multiple linear regression, and their applications to decision analysis.

Pre-requisite: ECON 316

ECON 370 Managerial Economics

3 credits; 3 class hours

This course will cover applications of the principles of micro economics in managerial analysis and decision making. Topics covered include the economic foundations of the firm, determination of the value of the firm, analysis and estimation of demand, cost analysis and estimation. Other topics are production functions, pricing practices and output determination in different industrial structures, cost-profit-volume analysis, optimization models, industrial regulation, and capital budgeting.

Pre-requisites: ECON 213 and ACCT 312

ECON 451 Public Finance

3 credits; 3 class hours

This course will present an analysis of the theory and practice of public finance, including taxation, revenues, and expenditures, debt management and public policies.

Pre-requisite: ECON 213

ECON 455 International Finance

3 credits; 3 class hours

This course will present a study of the theories, mechanics, and institutions of international finance. The role of the International Monetary Fund, The World Bank, and The International Finance Corporation in stabilizing and financing world trade are reviewed.

Pre-requisite: ECON 333 or BUS 301

ECON 474 Econometrics and Forecasting

3 credits; 3 class hours

This course studies applications of the methods of regression analysis, and time series forecasting techniques in the estimation of economic and decision-making parameters, and economic forecasting. Emphasis will be on decision making applications such as, cost estimation and forecasting of demand and supply, production functions, and macroeconomic variables.

Pre-requisite: ECON 316

ECON 498 Economics Seminar

2 credits; 3 class hours

This course will cover selected topics in economic analysis. This course is designed to give students the opportunity to further explore topics or subject areas in economic analysis. Students are expected to complete applied problems, and complete simple research projects and discuss contemporary economic and business problems.

Pre-requisite: ECON 316 or ECON 474

ECON 500 Independent Study

3 credits; 3 class hours

This course provides exceptional students with an opportunity to conduct research in an area of special interest. Usually, only senior level students are admitted to this course.

Pre-requisite: Permission of chairperson

Finance

FIN 250 Introduction to Business Finance

3 credits; 3 class hours

An introduction to the principles and practices of financial analysis for the management of the modern business firm. Particular emphasis is placed on the conceptual foundations of financial decision making, time value of money, analysis of financial statements, analysis of the financial needs of the firm, acquisition and management of funds, especially short term funds, and the elements of long term capital management.

Pre-requisites: ACCT 217 and ECON 212

FIN 325 Corporate Finance

3 credits; 3 class hours

An intermediate course in financial analysis for the management of corporations. Emphasis will be on obtaining and managing long term capital. Topics of interest

include risk analysis, discounted cash flow for capital budgeting, capital structures, and security valuation. Computer based models for financial analysis will be introduced.

Pre-requisites: FIN 250 and ECON 316

FIN 343 Money and Capital Markets

3 credits; 3 class hours

This course studies the functions of financial institutions and markets in the U.S. economy; the determination of interest rates, stock prices, bond prices; how money and capital markets facilitate the conduct of business in the free market economies. Topics include the role of depository and other financial institutions in allocating funds to households, business and government borrowers. Regulation and deregulation of financial markets, the bond markets, the stock market, commercial paper, and the role of investment bankers.

Pre-requisite: FIN 325

FIN 352 Investment Analysis

3 credits; 3 class hours

A study of the investment process, including the investment markets, portfolio analysis and management, investment vehicles, and regulations. Topics of interest will include financial statement analysis, the economic environment, bond and stock valuation, mutual funds, convertibles, risk analysis, and commodity markets.

Pre-requisites: FIN 250 and FIN 325

FIN 456 Multinational Financial Management

3 credits; 3 class hours

A study of the process of corporate financial management in an international environment. All the basic elements of corporate finance are studied. The additional complexities arising from the international business and economic environment are introduced to show how they affect corporate financial decisions.

Pre-requisites: FIN 325 and ECON 333 or BUS 301

FIN 457 Banking Practices

3 credits; 3 class hours

This course will cover the operation of banking institutions, particularly commercial bank practices, reserves, loan mechanics, and the consideration of the investment policy, in addition to liquidity, capital structure and stability.

Pre-requisite: FIN 325

FIN 458 Financial Management

3 credits; 3 class hours

This is an integrative capstone course applying various tools of analysis from finance, management, statistics and economics in financial decision making and policy. Emphasis will be on integrating the concepts and techniques from earlier courses in finance. Case analysis will be the preponderant mode of instruction. However, contemporary theories of financial management will be studied concurrently.

Pre-requisite: FIN 325



Department of Public Administration

Chairperson:	Gregorio Mayers 718 270-5067 office 718 270-5065 fax mayers@mec.cuny.edu
Office:	S - 123-1
Secretary:	Magdalin Coa-King 718 270-5070 magdalin@mec.cuny.edu S -123 - 6
Professor:	John Fleteau
Assistant Professor:	Zulema Blair, Mark Pollard
Distinguished Lecturer:	Eugene Pursoo
Adjunct Professors:	Randall Toure, Derrick Thomas

The **mission** of the Department of Public Administration is to produce high performance leaders, administrators, advocates, analysts, problem solvers and change agents in the governmental and nonprofit sectors, in community based organizations and in multinational institutions, as well as to prepare students for admission and completion of graduate and/or professional studies.

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

The Department of Public Administration offers the Bachelor of Science degree and the Associate of Science degree in Public Administration; and a Certificate Program in Non-profit Management. Students take specified course work in the College Core, Department Core, essential tools and electives. All students are required to complete an Internship or a Public Service Practicum, and

a Capstone Seminar in their senior year. At the baccalaureate level students may choose from among five concentrations: Public Sector Management, Public Policy, International Administration, Non-profit Administration, and General Public Administration Studies, which is an approved, customized course of study.

The program offers a strong foundation in public managerial theory and practice, public service, public policy, international administration, ethics, and information technology. Students will acquire the knowledge and skills to understand and critically analyze past, present and future trends in Public Administration; and how public policy and programs can change our world.

Academic Standards

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

BACHELOR OF SCIENCE IN PUBLIC ADMINISTRATION

The Bachelor of Science degree in Public Administration provides students with a strong combination of general knowledge and preparation for graduate studies, careers in public service, and positions in government, non-profit, community-based and international organizations. It requires successful completion of 120 credit hours divided into the following categories:

Categories	Credits
College Core	55
Department Core	36
Concentration	12
Essential Tools	15
Free Electives	2
Total	120

Public Administration majors are required to take Departmental specified courses within the College Core.

Department Core Requirements: 36 Credits

Courses	Credits
PA 103 Intro to Public Administration	3
PA 200 Intre to Non-Profit Administration	3
PA 205 Public Personnel Administration	3
PA 210 New York State & Local Gov	3
PA 225 Intro to Public Policy	3
PA 285 Int 'l Administration	3
PA 300 Public Bureaucracy	3

PA 304	e-Government & Communication Systems	3
PA 326	Ethics in Government	3
PA 360	Constitutional Law & Civil Liberties	3
PA 390	Research methods for Public Administrators	3
PA 490	Internship (Capstone)	3
Total		36

Essential Tools: 15 Credits

Courses		Credits
CIS 211	Intro to Computer Information Systems	3
ECON 212	Macroeconomics	3
ACCT 217	Principles of Accounting	3
PA 214	Organizational Theory in the Public Sector	3
PA 215	Designing Local Programs	3
Total		15

Free Elective: 2 Credits

The Public Administration Program has seven areas of emphasis:

1. Public Sector Management
2. Public Policy
3. International Administration
4. Non-profit Administration
5. Urban Administration
6. Criminal Justice Administration
7. Public Administration Studies

Public Sector Management: 12 Credits

Choose Four of the Following Courses

Courses	Credits
PA 325 Fiscal Administration	3
PA 330 Public Policy, Advocacy & Services for the Aged	3
PA 340 Strategic Planning, Budgeting & Project Management	3
PA 395 Public Administration & Disaster Management	3
PA 405 Municipal Administration	3
PA 410 Administrative Rules and Regulations	3
PA 413 Public Program Implementation & Evaluation	3
PA 415 Policymaking in the Public Interest	3
PA 450 Decision-Making in Public Administration	3

Public Policy: 12 Credits

Choose Four of the Following Courses

Courses	Credits
PA 315 Case Studies in Public Policy Development	3
PA 330 Public Policy, Advocacy, & Services for the Aged	3
PA 405 Municipal Administration	3
PA 410 Administrative Rules and Regulations	3
PA 413 Public Program Implementation & Evaluation	3
PA 415 Policymaking in the Public Interest	3

PA 450	Decision-Making in Public Administration	3
PA 486	Global Public Policy	3

International Administration: 12 Credits

Choose Four of the Following Courses

Courses	Credits
PA 395 Public Administration and Disaster Management	3
PA 407 Comparative Public Administration	3
PA 450 Decision-Making in Public Administration	3
PA 480 Public Administration and Globalization	3
PA 485 Seminar: International Administration & Diplomacy	3
PA 486 Global Public Policy	3

Non-profit Administration: 12 Credits

Choose Four of the Following Courses

PA 330	Public Policy, Advocacy, & Services for the Aged	3
PA 335	Philanthropy, Fundraising & Development in Urban Communities	3
PA 340	Strategic Planning, Budgeting & Project Management	3
PA 395	Public Administration & Disaster Management	3
PA 410	Administrative Rules and Regulations	3
PA 413	Public Program Implementation & Evaluation	3

Urban Administration: 12 Credits Choose Four of the Following Courses

Courses	Credits
PA 340 Strategic Planning, Budgeting & Project Management	3
PA 395 Public Administration & Disaster Management	3
PA 410 Administrative Rules and Regulations	3
PA 413 Public Program Implementation & Evaluation	3
PA 325 Fiscal Administration	3
PA 350 Theories of Urban Administration	3
PA 365 Crime and Punishment in Urban America	3
PA 405 Municipal Administration	3

Criminal Justice Administration: 12 Credits Choose Four of the Following Courses

PA 150	Introduction to Criminal Law	3
PA 235	Criminal Justice and its Processes	3
PA 250	Parole & Probation	3
PA 275	Community Policing	3
PA 365	Crime and Punishment in Urban America	3
PA 440	Judicial Processes and Court Systems	3

Public Administration Studies: 12 Credits

PA students who are interested in the broad aspects of the profession can subscribe to a comprehensive Departmental degree by selecting four courses from among the various emphasis.

COURSE DESCRIPTIONS

PUBLIC ADMINISTRATION

PA 103 Introduction to Public Administration

3 credits; 3 class hours

This course is an introduction to theories, concepts and approaches in Public Administration including basic ideas and techniques relevant to administrative processes in public decision-making, personnel systems, budget processes, and communication systems.

Pre-requisites: None

PA 150 Introduction to Criminal Law

3 credits

This course is specifically designed to provide students with a basic understanding of criminal law and the criminal justice system. It will include the history, theory, and practice of substantive criminal law and the criminal justice system. It will include the legislative purpose and responsibilities, the major elements of statutory offenses and their application in the Criminal Justice Process.

Pre-requisites: ENGL 112

PA 200 Introduction to Non-Profit Administration

3 credits; 3 class hours

This purpose of this course is to provide students with an overview of the organizational, personnel, budgetary and other related concepts in the management of a non-profit entity. It will use a series of textbook reading materials, audio/visual media, and case studies to further enhance the students understanding and development into effective public/non-profit managers.

Pre-requisites: PA103

PA 205 Public Personnel Administration

3 credits; 3 class hours

This course will study nature and characteristics of government civil service. It will also explore a broader analysis of the civil service law and a clearer understanding of how human resource policies and procedures contribute to the attainment of governmental objectives. Accordingly, it will study routine practices of the civil service including human resource strategic planning, position management, staffing, performance evaluation management and maintenance of supportive workplace relations.

Pre-requisites: PA 103

PA 210 New York State and Local Government

3 credits; 3 class hours

This course is an introduction to state and local government in New York. It will provide students with an understanding of the day-to-day issues of local and state governmental units, non-governmental organizations, and administrations in New York. Students will gain the knowledge background of the issues such as sanitation, public

safety, transportation, housing, and other matters that govern the quality of life in New York State. They will be exposed to their policies, processes, and the frameworks that structure the decision making entities of this city and state.

Pre-requisites: PA 103

PA 214 Organizational Theory in the Public Sector

3 credits; 3 class hours

Organization theory and behavior deals with the theoretical aspects of organizational structure/function, behavior and performance. It includes the study and analysis of individual/group behaviors within organizational settings and in the external environment. It examine organizational theory as applied in both the non-profit and public sectors, however, since this is a public administration course, it will emphasize the public sector applications and to non-profit institutions.

Pre-requisites: PA 103 and PA 200

PA 215 Designing Local Programs and Proposal Writing

3 credits; 3 class hours

The purpose of this class is to provide students with an overview of the design of a local/urban social service program. It will identify community needs, stakeholders, advocates, pros and cons to the implementation of such programs. It will develop a workable grant proposal to obtain funding for the program. It will cover the basics of grant and proposal writing.

Pre-requisite: ENGL 150 and PA 200

PA 225 Introduction to Public Policy

3 credits; 3 class hours

This course presents students with an overview of the policymaking process beginning with Problem Identification and agenda-setting and concluding with evaluation and revision or termination. The course will describe and analyze the political environment of policymaking in the United States. Emphasis will be placed on the executive and legislative branches of government. Students will be acquainted with the role of key agents of influence on official policy makers such as: interest groups, political parties, the media, and Think Tank Organizations. Topics will include welfare reforms, immigration, environmental and foreign policy to name a few. Cutting edge study approach will be used coupled with analysis of major debates in print and electronic media.

Pre-requisites: PA 103

PA 235 Criminal Justice and Its Processes

3 credits; 3 class hours

This course examines the application of relevant U.S. and State Constitutional requirements and restrictions on the investigation and prosecution of criminal offenses. Students will also examine the Federal Rules of Procedure and New York Criminal Procedure Law in order to gain

an understanding of the standard operating procedures of the criminal justice system. Particular focus will be on the exclusionary rule and other process remedies, the laws regarding arrest and speedy trial, general trial law and processes, sentencing and appeals.

Pre-requisites: PA 150

PA 250 Community Supervision: Parole and Probation

3 credits; 3 class hours

This course provides students with an understanding of parole and probation as they relate to public safety with an emphasis on community supervision. It is designed to advance concepts of public and personal safety as they influence larger community interests. The course will assist students in comparing conventional practices, determining their effectiveness and reviewing their success at achieving measurable outcomes. Students will develop a working understanding of public safety through the examination of the legal authority, techniques and resources used by parole and probation to maintain social control.

They will compare various models of parole, community supervision and probation in jurisdictions outside of New York State. Students will be further challenged to complete group projects that analyze and determine the best, most cost effective, least restrictive means of protecting the public through the use of community supervision. The course is designed to facilitate debate about the purpose and role of community supervision, techniques of accountability for monitoring goals and objectives and identification of factors that support or mitigate against their fulfillment. The goal of the course is to understand the factors that support effective community supervision policies and protect public safety.

Pre-requisites: PA 103; PA 150

PA 275 Community Policing

3 credits; 3 class hours

This course introduces students to the philosophy of community policing with an emphasis on crime prevention techniques that "foster cooperation and mutual respect" between the community and police. It is designed to provide an understanding of the precursors of crime and how residents in partnership with local law enforcement and other stakeholders can work collaboratively to preserve public safety. Furthermore, it will offer opportunities for students to compare crime-fighting techniques in different cities and broaden their knowledge and understanding of the ingredients of successful community policing. Students will analyze problems that both citizens and law enforcement officers confront in urban communities and devise solutions based on the problem solving dimension of community policing. Instructors will introduce students to a technique known as "environmental criminology", so that they will develop the kind of analytical skills that will allow them to assess, evaluate and interpret the conditions

and circumstances under which crime occurs. In the process, students will understand the importance and need for a neighborhood-oriented approach that is culturally competent, ethnically sensitive and linguistically appropriate when policing in urban communities. Lastly, Students will learn that obtaining and preserving "public safety" is not merely the responsibility of law enforcement but, instead, is achieved more so by the active participation of community residents with shared values that reflect respect for self, property, the law and their community.

Pre-requisites: PA 235

PA 300 Public Bureaucracy

3 credits; 3 class hours

This course will study the organization and operation of public bureaucracies, with emphasis on the source of bureaucracy power, implementation of public policies, and approaches to controlling the bureaucracy. Examples of American bureaucratic structures and procedures will be analyzed.

Pre-requisite: PA 225

PA 304 e-Government Communication Systems

3 credits; 3 class hours

This course introduces the new paradigm shift in government that is dominating public and non-profit agencies and institutions which reflects a more "customer/citizen-oriented" approach. Emphasis is on the role in the use of information in the development of Total Quality Management (TQM) with regards to services provided to citizens, governmental employees, and businesses. Students will develop the ability to analyze communication systems and learn how to use information in running the various levels of governments and in non-profit institutions. Issues of openness, and transparency of Federal, state, regional, and in non-profit administration will be explored. Topics will include the means of using and assessing the e-governmental uses in the public sectors. It will discuss record management, archives, and process of communication in organizational development.

Pre-requisites: PA 300

PA 315 Case Study in Public Policy Development

3 credits; 3 class hours

This course is an introductory to the case study approach. Complex policy issues will be identified discussed and analyzed with relation to the chief Executive Office and the Legislative Branch. Emphasis will be placed on how cutting edge issues are placed in agenda setting; and the political strategies used to maneuver in the bureaucratic systems. Topical issues such as welfare reform, national security, terrorism, foreign affairs, immigration, global warming, and transportation will be examined.

Pre-requisite: PA 225

PA 320 Introduction to Discharge Planning

3 credits; 3 class hours

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

Pre-requisite: PA 225; PA 250

PA 325 Fiscal Administration

3 credits; 3 class hours

This course analyzes procedures and methods past, present, and prospective - used in the resource allocation process of government. Topics covered includes: Budgeting Systems, The Budgeting Process, Budgeting Reform, Approaches to Budgeting, Budget Preparation, Budget Approval, Concepts Related to Fiscal Administration, Government and the Economy, and the Changing Functions of Budgeting.

Pre-requisite: PA 225; PA 300

PA 326 Ethics in Government

3 credits; 3 class hours

This course will inquire into the ethics and values embedded in public sector delivery. It will examine the historical traditions, ethical theories and universal principles and values such as respect for others, honesty, equality, fairness, laws and accountability upon which ethics in Government has been established. The course will also examine the ideals of ethics and values in its legal and social dimensions and from the standpoint of both theoretical and applied ethics. It will focus on developing and transmitting knowledge about ethical and value dimensions that characterize the services on all levels in public administration. It will consider ethical dilemmas in both the internal and external environment of public service operation.

Pre-requisites: PA 300

PA 330 Public Policy, Advocacy, Systems Management, and Administration in Services for the Aged

3 credits; 3 class hours

This course involves a study of systems management and administrative theories as they relate to public and voluntary issues which have an impact on the elderly. Legal rights, Social Security Act, Medicare, will be explored to promote the development of gerontology advocacy skills. The six (6) hours per week field practicum with older persons will be provided a variety of community settings.

Pre-requisite: PA 300 or permission of chairperson

PA 335 Principles of Philanthropy, Fundraising, and Development

3 credits; 3 class hours

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

Pre-requisite: PA 215 and PA 300

PA 340 Strategic Planning, Budgeting, and Project Management

3 credits; 3 class hours

In this course, organizational problems of public agencies are scrutinized. The planning, budgeting, project developments and management practices are examined. Particular attention is given to problems and their solutions that originate within their systems. It provides systematic approach to government budget initiations, to project planning, implementation, control and close out. Various techniques and models for quantitative/qualitative risk assessment and risk management is surveyed.

Pre-requisites: PA 215 and PA 300 or permission of chairperson

PA 350 Theories of Urban Administration

3 credits; 3 class hours

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

tion and the enhancement of urban living.

Pre-requisite: PA 300 or permission of chairperson

PA 360 Constitutional Law and Civil Liberties

3 credits; 3 class hours

This course will examine constitutional law emphasizing civil rights and individual liberties, and also their relation to the criminal justice system. The method of teaching will include reading and discussing U.S. Supreme Court decisions. Students will gain the ability to analyze and apply policies derived from critical-analytic reasoning over selected portions of the U.S. Constitution, the ability to recognize important and relevant considerations involved in real-life issues and situations dealing with civil liberties and civil rights, and a working familiarity with key terms, clauses, cases, and historical formations in Constitutional Law.

Prerequisites: PA 300

PA 365 Crime and Punishment in Urban America

3 credits; 3 class hours

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

Prerequisites: PA 300

PA 390 Research Methodology for Public Administrators

3 credits; 3 class hours

This course provides students with the critical research skills needed to become effective public administrators. It will use SPSS Statistical Processing Software to analyze data in order to make managerial and policy decisions. Students will use 21st Century technology when dealing with complex data sets. The SPSS Software website, www.spss.com will be used is useful.

Pre-requisite: PA 215

PA 395 Public Administration and Disaster Management

3 credits; 3 class hours

This Course aims at providing a broad understanding of the strategic role and functions of the public administrative system in the context of disasters. It will examine the

bureaucratic arrangements of disaster-related agencies and institutions, such as the Federal Emergency Management Agency (FEMA) and the Caribbean Disaster Emergency Response Agency (CDERA), to understand their capacities to reasonably predict and aggressively respond to both natural and human-associated disasters. The Course will engage in a comparative study of the more well-known national disaster response agencies in the disaster-prone regions of the world, at the same time, will inquire into public administration best practices that have emerged.

Prerequisites: PA 300 or permission of chairperson

PA 405 Regional and Municipal Administration

3 credits; 3 class hours

Critical issues in the delivery of local and municipal services such as police, fire, sanitation, health, hospital, and welfare are examined in relation to community needs and competition for limited resources. Traditional and alternative forms of local and metropolitan administrative structure, planning, and financing are reviewed. Regional administrator, authorities and other quasi-public models, as vehicle to meet urban and local needs and how to mobilize and conserve local municipal resources are studied resources.

Pre-requisites: PA 300 or permission of chairperson

PA 407 Comparative Public Administration

3 credits; 3 class hours

This course will study theories of comparative public administration, methodological problems and practical concerns in comparing different systems. Students can analyze major administrative systems, administrative structures and institutions including resource, allocation and utilization, machinery of coordination, and other related topics.

Pre-requisites: PA 285, PA 300

PA 410 Administrative Rules and Regulations

3 credits; 3 class hours

This course analyzes the authority and power of administrative agencies' adherence to law in the exercise of their administrative discretion formal relationship between the legislature, government executives and regulatory agencies. In addition, judicial review of administrative agencies will be studied. It will also examine how federal, state and municipal regulatory agencies issue rules and regulations and how these decisions impact on goals and objectives of administrative agencies and institutions.

Pre-requisite: LAW 208 or PA 300

PA 413 Public Program Evaluation

3 credits; 3 class hours

This is a capstone course which interprets program planning, implementation and evaluation as integral elements for decision making and program authorization. It will

emphasize the nuts and bolts of how to create an evaluation design and how to collect and analyze information in a way that will result in low cost and successful evaluations. Students will develop practical program evaluation skills to be placed in handbook formats so that they can use this information in applied research for conducting public policy studies.

Pre-requisite: PA 390

PA 415 Policy Making and the Public Interest

3 credits; 3 class hours

This course spans the related disciplines of the political and the social sciences in an attempt to analyze and synthesize the respective inputs of each in the public policy-making process. Various topologies are followed to provide students with the orientation to both descriptive and prescriptive approaches to policy-making in the public interest.

Pre-requisite: PA 300 or permission of chairperson

PA 440 Judicial Process and Court Systems

3 credits; 3 class hours

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

Prerequisites: PA 300; PA 360

PA 450 Decision Making in Government Agencies

3 credits; 3 class hours

This course will analyze descriptive and normative approaches to decision-making processes resulting in modification of public agency structure, formation of goals and objectives, procedures, and devices for achieving same and for evaluating performance. Concepts of leadership are studied with attention to leadership patterns, their focus in the organization and the skills and abilities which they require.

Pre-requisite: PA 300; Approval of Chairperson

PA 480 Public Administration and Globalization

3 credits; 3 class hours

This course seeks to explain the genesis, nature and scope

of globalization and its impact on public administration at the national and international levels. It will examine the various definitions, dimensions, and significance of the processes of globalization on national sovereignty, subsequently inquire into the responses of established bureaucracies to challenges brought about by globalization. It will query the re-design of state bureaucracies, their functions and styles in response to the fluidity of economic activities across traditional state borders. It will explore how information and technological innovations have deepened the globalization process and, simultaneously, articulate how the public administrative apparatus may be able to cope with the globalization phenomenon.

Pre-requisite: PA 300; PA 304

PA 485 Seminar on International Administration Careers

3 credits; 3 class hours

This course provides a semester-long examination of historical, institutional and theoretical background of the contemporary United Nations and its related agencies. It will focus on the participation of selected countries in the United Nations structure and operation with regard to current international problems and issues. Topics include the challenges faced by the United Nations and its related agencies (i.e., International Labor Organization (ILO), Food and Agriculture Organization (FAO), World Health Organization (WHO), etc. It will explore their bureaucratic structures, management styles and functions.

Pre-requisite: Senior Standing

PA 486 Global Public Policy

3 credits

This course explores the efficacy of global public policy. It provides the students an opportunity to examine the emergence of a network of public, private, nongovernmental, national, regional, and international organizations that seek to provide an alternative framework for the behavior of states, businesses, nongovernmental and inter-governmental organizations throughout our world. The course will consider the origin and nature of current global transformation and its implication for public policy at the national level. The course will analyze economic globalization and examine the ramifications for national public policy as well as its impact on the future of sovereignty.

Pre-requisite: Senior Standing

PA 490 Public Administration Internship (Capstone Course)

3-6 credits; 10-20 class hours

This course provides the future practitioner with an educational practice setting where he/she integrates all prior learning (knowledge, skills, attitudes and behavior) into a future style for professional practice. There is a seminar as well as field work component of the program. The scope and format of the field work component is semi-

structured to provide sufficient flexibility in meeting the diverse educational needs and professional interests of each student. Students will have an opportunity to observe or participate in the practical aspects of administrative activities when they select one of several foci.
Pre-requisite: Senior Standing; permission of chairperson

PA 500 Independent Study

3 credits

Prerequisites: Approval of chairperson



School of Liberal Arts & Education

Dean: Mwalimu J. Shujaa
718 270-4987 office
718 270-4828 fax
mshujaa@mec.cuny.edu

Office: B-1032C

Associate Dean for Education (Acting):
Frances Lowden
718 270-4918 office
718 270-4828 fax
lowden@mec.cuny.edu

Office: B-1005A

Data Coordinator & AA Degree in Education

Coordinator: Raquel Bennett
718 270-4986
rbennett@mec.cuny.edu
B-1015K

Administrative Assistant: Rhonda Williams
718 270-4987 office
rhonda@mec.cuny.edu
B-1032

Departments and Chairpersons Education
Claudia Schrader (Acting)
718 270-4935
cschrader@mec.cuny.edu
B-1005B

English
Elizabeth Nunez
718 270-5049
elizabeth@mec.cuny.edu
B-1032Z

Foreign Languages
Senen Vivero
718 270-4942
vivero@mec.cuny.edu
B-1032Y

Interdisciplinary Studies
Delridge Hunter
718 270-4931
dhunter@mec.cuny.edu
B-1032N

Mass Communications, Creative & Performing Arts, & Speech
Iola Thompson
718 270-4983
ithompson@mec.cuny.edu
B-1010

Philosophy & Religious Studies
Darryl M. Trimiew
718 270-4947
dtrimiew@mec.cuny.edu
B-1032R

Psychology
Patricia Canson
718 270-4851
pcanson@mec.cuny.edu
B-1032J

Social and Behavioral Sciences
Philip Oguagha
718 270-4858
philipo@mec.cuny.edu
B-1032U

REGISTERED DEGREE PROGRAMS

Department of Education

AA	Teacher Education
BA	Childhood Education
BA	Early Childhood & Special Education
BA	Childhood & Special Education

Department of English
BA English

Department of Psychology
BA Psychology

Department of Social & Behavioral Sciences
AA in Liberal Arts
with emphases available in:

- English Studies
- Humanities
- Social & Behavioral Sciences
- Mass Communications, Creative & Performing Arts & Speech
- World Studies

BA Liberal Studies

MISSION

The mission of the School of Liberal Arts and Education is to:

- prepare students to achieve their academic and career goals;
- immerse them within a learning community characterized by engagement with a rich and diverse liberal arts curriculum; and
- cultivate scholarly excellence, cultural awareness and social responsibility.

VISION

We envision a school that

- is nationally recognized for excellence;
- offers undergraduate and graduate degree programs that are responsive to local and global change;
- produces graduates who are effective world citizens and agents for positive social change.

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

PROGRAMS OF STUDY

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

Baccalaureate degree programs in their final stages of development include: Middle Childhood Education, Middle Childhood Special Education, Music Industry and Entertainment Studies, Religious Studies, Social Work, and Women's Studies. Also, several programs are in the intermediate stages of development. These include baccalaure-

ate degree offerings in African World Studies and Caribbean and Latin American Studies.

COMMITMENT TO STUDENTS

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

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



Department of Education

Chairperson: Claudia Schrader
(Interim) 718 270-4935
cschrader@mec.cuny.edu

B-1005B

Fax: 718 270-4828

Secretary: Joanne Wiggins-Swain
718 270-4910
joanne@mec.cuny.edu
B-1005

Professors: Louise Giddings, Nancy Lester, Charlotte Y. Phoenix

Associate Professor: Claudia Schrader

Assistant Professor: Donna Marie Wright

Instructor: Sheilah Paul

Lecturer: Kathleen Catapano

The Department of Education prepares candidates for teaching in general or special education in diverse classrooms in urban settings:

The Department offers the following degrees

1. Bachelor of Arts in Childhood Education
(**Grades 1 to 6**)

2. Bachelor of Arts in Special Education: Early Childhood
(**Birth-Grade 2 general and students with developmental disabilities from Birth to Grades 2**)

3. Bachelor of Arts in Special Education: Childhood
(**Grades 1 to 6 general and students with disabilities in Grades 1 to 6**)

The Department also offers an Associate of Arts (AA) in Teacher Education. This degree Program articulates into related baccalaureate degree Programs at Medgar Evers College and throughout The City University of New York.

NEW YORK STATE TEACHER CERTIFICATION EXAMINATION (NYSTCE) PERFORMANCE

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

The Department's motto is "Educate to Liberate"

The Unit's **mission** is to prepare students to be change agents for classrooms, schools and communities who "educate to liberate."

MEC EDUCATION DEPARTMENT MISSION STATEMENT/PHILOSOPHY

The Department is guided by a six-point philosophy.

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

MEC Education Department Standards

The Department envisions successful educators who teach in diverse classrooms & schools in urban communities. Successful educators will meet standards set by the specialized professional associations, New York State, the

National Council for the Accreditation of Teacher Education and the following eight (8) departmental standards:

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

ADMISSION TO PROGRAMS

Entrance to the Programs

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

1. The minimum Grade Point Average 2.7.
2. Candidates are required to take the Liberal Arts and Sciences Test (LAST) part of the NYSTCE. This exam is used diagnostically. Candidates who are unsuccessful may:
 - a. develop their skills on a computer based skills development program, CertEd, created and disseminated by ETS,
 - b. take additional courses in their areas of difficulty, and
 - c. take workshops to develop test taking skills.
3. All candidates must pass the CUNY Proficiency Exams (CPE). This is a CUNY requirement candidates must meet upon completion of between 45 to 60 credits.
4. All candidates are required to have a videotaped entrance interview with faculty members of the Department. The purpose of the interview is to assess the candidates' knowledge, skills and dispositions, to see if they can develop and progress within the milieu of the Department.
5. All candidates are required to have a 2.0 "C" or better in Core courses, a 3.0 "B" average in the English Core courses, a 2.7 "B-" average in Math Core courses, and a 2.7 "B-" in Science Core courses.

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

CONCENTRATIONS AND DUAL MAJORS

Candidates in baccalaureate programs are required to complete a minimum of 30 credits in one of the following four concentration areas: English, Mathematics, Science or Social Studies. Candidates pursuing the BA

Program leading to certification in early childhood/special education will have an additional option to pursue a second thirty-four (34) credit double major in Psychology

ACADEMIC STANDARDS

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

The 60 credits of the program are distributed as follows:

AA IN TEACHER EDUCATION

Requirements	Credits
College-wide Core	39
Pre-Profession Sequence	10
Liberal Arts Concentration	11

The 120 credits of the program are distributed as follows:

BA IN CHILDHOOD EDUCATION

Requirements	Credits
College-wide Core	51
Pre-professional Sequence in Childhood Education	10
Liberal Arts Concentration	30
Professional Sequence in Childhood Education	21
Clinical Practice Sequence	8

The 124 credits of the program are distributed as follows:

BA IN CHILDHOOD SPECIAL EDUCATION

College-wide Core	51
Pre-professional Sequence in Education	10
Liberal Arts Concentration	27
Professional Sequence in Childhood Special Education	28
Clinical Practice Sequence	8

The 124 credits of the program are distributed as follows:

BA IN EARLY CHILDHOOD SPECIAL EDUCATION

College-wide Core	51
Pre-professional Sequence in Childhood Special Education	10
Liberal Arts Concentration	27
Early Childhood Special Education	28
Clinical Practice	8

APPROVAL FOR CLINICAL PRACTICE

Clinical Practice is the capstone experience of the teacher education programs. It is a two-semester internship that involves teaching assignments in State approved early childhood centers and/or elementary schools under the direct supervision of New York State certified teachers and Medgar Evers College Education Department faculty. Through these experiences, candidates will have opportu-

nities to integrate previous learning and to develop additional knowledge, skills and dispositions necessary to become effective, standards-focused change agents who will inspire and challenge all students to excel.

Entrance to Clinical Practice

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

To be admitted to Clinical Practice, candidates must have:

1. Been admitted to an Education Department baccalaureate program by written application.
2. Completed at least ninety (90) credits and have taken the CST multisubject Test/NYSTCE.
3. Attained a cumulative Grade Point Average of at least 2.7 with no grade less than "C" in MEC Core courses, Education courses and courses in the concentration/dual major or their equivalents.
4. Earned at least six (6) credits in Science Core courses or equivalents with an average of at least 2.7 and no grade below "C".
5. Earned at least six (6) credits in Mathematics Core courses or equivalents with an average of at least 2.7 and no grade below "C".
6. Completed English 212 with a grade of B or better; if grade is less than B, English 212 can be retaken. Achieving a "B" or better in a different 300 Level English Literature Course may replace the original grade in English 212.
7. Completed eight (8) credits in the teaching of reading: EDUC 311, 312, and 381.
8. Earned three (3) credits in the Teaching of Math and three (3) credits in one other methods course.

Based on a written application and portfolio assessment, candidates who meet all of these requirements will receive a letter of acceptance to Clinical Practice.

EDUCATION DEPARTMENT MINOR

Students not pursuing an Education baccalaureate degree must meet with an Education Department Faculty Mentor to plan for a Minor in Education.

TEACHER CERTIFICATION

Candidates who complete Education Department baccalaureate degree programs will receive institutional endorsement to apply for New York State initial certification for teaching at the level of their preparation. All applicants for teacher certification must be recommended by a college or university with an approved program of teacher preparation. To obtain initial New York State Certification to Teach, candidates who complete the Education Department degree programs must pass all

required sections of the New York State Teachers Certification Examination: Liberal Arts and Sciences Test (LAST), Assessment of Teaching Skills-Written (ATS-W) and Content Specialty Test (CST) Multi Subject. Candidates in the Early Childhood and Childhood Special Education Programs are required to take the Content Specialty Test (Students with Disabilities). In addition, candidates must also meet New York State mandated requirements for foreign language competency and for instruction on child abuse and violence prevention by completing state approved workshops. All workshops and exams must be taken prior to graduation. Teacher certification and licensure are carried out by the New York State Education Department. The public schools of New York City have separate licensure procedures and requirements. **At both the state and city levels, certification requirements are subject to change without notice. Thus, the information about certification contained in this bulletin is the most up-to-date at press time but may become obsolete after publication.** It is the responsibility of the candidate or graduate to consult periodically with the Education Department mentors to keep informed about current certification requirements.

ASSOCIATE OF ARTS IN EDUCATION

The AA Program includes MEC Core courses, Education courses and Liberal Arts electives. The curriculum requires 60 credits and articulates into related baccalaureate programs at Medgar Evers, other CUNY senior colleges and/or the CUNY BA/BS Programs.

When possible, it is recommended that courses be taken during intersession and/or summer sessions. Students should see their AA Education Mentor early in their Program to determine their concentration in lieu of the eleven (11) credit Liberal Arts concentration on the AA in Teacher Education Program Plan.

Recommended Sequence for the A. A. Degree in Education

Semester I		Credits
Courses		
ENGL 112	College Composition I	3
BIO 101	Intro to the Science of Biology	
	or	
PHS 101	Intro to Physical Science	3
ART 100	Intro to World Art	2
MUS 100	Intro to World Music	2
SPCH 102	Fundamentals of Speech	3
FS 101	Freshman Seminar	1
	Total	14
Semester II		Credits
Courses		
ENGL 150	College Composition II	3
MTH 136	Algebra and Trigonometry	3
PSYC 101	Intro to Psychology	3

EDUC 102	Intro to World of the Learner	2	SPCH 102	Fundamentals of Speech	3
EDUC 501	Shadowing Professionals	0	FS 101	Freshman Seminar	1
	Early Field Experience			Total	14
EDUC 110	Health, Fitness & Safety for Teachers	1	Semester II Courses		
EDUC 497	NYSTCE Workshop: Critical Reading/Writing	0	ENGL 150	College Composition II	3
FS 102	Freshman Seminar II	1	MTH 136	Algebra and Trigonometry	3
	Total	13	PSYC 101	Intro to Psychology	3
			EDUC 102	Intro to World of the Learner	2
			EDUC 501	Shadowing Professionals	0
				Early Field Experience	
Semester III Courses		Credits	EDUC 110	Health, Fitness, & Safety for Teachers	1
ENGL 209	Intro to Children's Literature	3	EDUC 496	NYSTCE Workshop: Critical Reading	0
MTH 220	College Geometry		FS 102	Freshman Seminar II	1
	or			Total	13
MTH 231	Math for Elementary Education	3	Semester III Courses		
HIST 200	Growth and Development of USA	3	ENGL 209	Intro to Children's Literature	3
EDUC 152	Intro to Special Education	2	MTH 220	College Geometry	
EDUC 502	Observation in Education	0		or	
	Early Field Experience		MTH 231	Math for Elementary Education	3
Liberal Arts Elective/Concentration		3	HIST 200	Growth and Development of USA	3
Liberal Arts Elective/Concentration		2	EDUC 152	Intro to Special Education	2
Total		16	EDUC 502	Observation in Education	0
				Early Field Experience	
Semester IV Courses		Credits	EDUC 497	NYSTCE Workshop: Critical Writing	0
HIST 201	African American History and Culture	3	Liberal Arts Elective/Concentration		2
EDUC 231	Child Development	3	Liberal Arts Elective/Concentration		3
EDUC 350	Computers in Education	2		Total	16
EDUC 504	Technology in the Classroom	0			
	Early Field Experience				
EDUC 498	NYSTCE: LAST	0	Semester IV Courses		
GEOG101	Introduction to Geography	3	HIST 201	African American History and Culture	3
Liberal Arts Elective/Concentration		6	EDUC 231	Child Development	3
Total		17	EDUC 350	Computers in Education	2
			EDUC 504	Technology in the Classroom	0
Total Credits Required for AA in Education		60		Early Field Experience	
BACHELOR OF ARTS IN CHILDHOOD EDUCATION					
The BA Program in Childhood Education provides course offerings that emphasize the Liberal Arts, including a concentration in a specific Liberal Arts area. Concentration options include English, Mathematics, Science and Social Science. Candidates in this program may pursue professional courses, field experiences, and clinical practice placements to meet New York State academic requirements for initial certification to teach at the childhood level (Grades 1 to 6). The degree requires 120 credits.					
Recommended Sequence for the BA Degree in Childhood Education					
Semester I Courses		Credits	EDUC 498	NYSTCE: LAST	0
ENGL 112	College Composition	3	GEOG204	Regional Geography of the World	3
BIO 101	Intro to the Science of Biology		Liberal Arts Elective/Concentration		3
	or		Liberal Arts Elective/Concentration		3
PHS 101	Intro to Physical Science	3		Total	17
ART 100	Intro to World Art	2	Semester V Courses		
MUS 100	Intro to World Music	2	ENGL 212	Masterpieces of World Literature	3
			EDUC 307	Foundations of Educational Psychology	3
			EDUC 311	Teaching Elementary Reading I	3
			EDUC 315	Teaching Math	2
			BIO 101	Intro to the Science of Biology	
				or	
			PHS 101	Intro to Physical Science	3
			EDUC 354	Sociology of Urban Education	2
			EDUC 505	Working with Individual Learners	0
				Early Field Experience	
			EDUC 495/494	Content Specialty Test Preparation	0
				Workshop	
				Total	16

			Courses	Credits		
Semester VI			ENGL 112	College Composition I	3	
Courses			BIO 101	Intro to the Science of Biology		
EDUC 312	Teaching Reading	3		or		
EDUC 314	Teaching Elementary Social Studies		PHS 101	Intro to Physical Science	3	
	or		ART 100	Intro to World Art	2	
EDUC 317	Teaching Elementary Science	2	MUS 100	Intro to World Music	2	
EDUC 340	Assessment in Education	3	SPCH 102	Fundamentals of Speech	3	
EDUC 508	Assessment in Education	0	FS 101	Freshman Seminar I	1	
	Early Field Experience			Total	14	
EDUC 355	Critical Issues in the History of Education	2				
EDUC 381	Reading Methods for Exceptional		Semester II			
	Learners	2	Courses			Credits
EDUC 506	Working with Small Groups of		ENGL 150	College Composition II	3	
	Learners	0	MTH 136	Algebra and Trigonometry	3	
	Early Field Experience		PSYC 101	Intro to Psychology	3	
SPAN/FR101	Foreign Language I	3	EDUC 102	Intro to World of the Learner	2	
Liberal Arts Concentration		3	EDUC 501	Shadowing Professionals	0	
Total		18		Early Field Experience		
Semester VII			EDUC 110	Health, Fitness, & Safety for Teachers	1	
Courses			EDUC 496	NYSTCE Workshop: Critical Reading	0	
EDUC 457	Research Seminar	2	FS 102	Freshman Seminar II	1	
EDUC 481	Clinical Practice Seminar I	1		Total	13	
EDUC 491	Clinical Practice I	3	Semester III			
SPAN/FR102	Foreign Language II	3	Courses			Credits
EDUC 499	NYSTCE/ATS-W Preparation Workshop	0	ENGL 209	Intro to Children's Literature	3	
Liberal Arts Concentration		3	MTH 220	College Geometry		
Liberal Arts Concentration		3		or		
Total		15	MTH 231	Math for Elementary Education	3	
Semester VIII			HIST 200	Growth and Development of USA	3	
Courses			EDUC 152	Intro to Special Education	2	
EDUC 482	Clinical Practice Seminar II	1	EDUC 502	Observation in Education	0	
EDUC 492	Clinical Practice II	3		Early Field Experience		
Liberal Arts Concentration		3	EDUC 497	NYSTCE Workshop: Critical Writing	0	
Liberal Arts Concentration		4	Liberal Arts Elective/Concentration		2	
Total		11	Liberal Arts Elective/Concentration		3	
			Total		16	

Total Credits Required for BA in Childhood Education 120

BACHELOR OF ARTS SPECIAL EDUCATION

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

Degree in Childhood Special Education

Semester I

Semester IV

Courses			Credits
HIST 201	African American History and Culture		3
EDUC 231	Child Development		3
EDUC 350	Computers in Education		2
EDUC 504	Technology in the Classroom		0
	Early Field Experience		
EDUC 498	NYSTCE: LAST		0
GEOG 204	Regional Geography of the world		3
Liberal Arts Elective/Concentration			3
Liberal Arts Elective/Concentration			3
Total			17

Semester V
Courses

EDUC 307	Foundations of Educational Psychology	3
EDUC 354	Sociology of Urban Education	2
EDUC 311	Teaching Elementary Reading	3
EDUC 505	Working with Individual Learners	

Department of Education

	Early Field Experience	0	MUS 100	Intro to World Music	2
EDUC 315	Teaching Math	2	SPCH 102	Fundamentals of Speech	3
ENGL 212	Masterpieces of World Literature	3	FS 101	Freshman Seminar I	1
EDUC 153	Intro to Developmental Disabilities	2		Total	14
EDUC 495/496	Content Specialty Workshops	0			
	Total	15			

Semester VI

Courses		Credits
EDUC 310	Students with Behavior	2
EDUC 312	Teaching Reading II	3
EDUC 506	Working with Small Groups Learners	0
	Early Field Experience	
EDUC 314	Teaching of Elementary Social Studies or	
EDUC 317	Teaching of Elementary Science	2
EDUC 355	Critical Issues in the History of Education	2
EDUC 381	Reading Methods for Exceptional Learners	2
EDUC 340	Assessment in Education	3
EDUC 508	Assessment in Education	0
	Early Field Experience	
SPAN/FR101	Foreign Language I	3
	Total	17

Semester VII

Courses		Credits
EDUC 457	Research Seminar	2
EDUC 481	Clinical Practice Teaching Seminar I	1
EDUC 491	Clinical Practice Student Teaching I	3
SPAN/FR102	Foreign Language II	3
EDUC 499	NYSTCE: ATSW	0
Liberal Arts Concentration		3
Liberal Arts Concentration		3
Liberal Arts Concentration		3
	Total	18

Semester VIII

Courses	Credits
EDUC 482 Clinical Practice Teaching Seminar II	1
EDUC 492 Clinical Practice Student Teaching II	3
Liberal Arts Concentration	3
Liberal Arts Concentration	3
Liberal Arts Concentration	4
Total	14

BA IN EARLY CHILDHOOD SPECIAL EDUCATION

The BA in Early Childhood Special Education requires 124 Credits.

**Degree in Early Childhood Special Education
Semester I**

Courses		Credits
ENGL 112	College Composition I	3
BIO 101	Intro to the Science of Biology or	
PHS 101	Intro to Physical Science	3
ART 100	Intro to World Art	2

**Semester II
Courses**

ENGL 150	College Composition II	3
MTH 136	Algebra and Trigonometry	3
PSYC 101	Intro to Psychology	3
EDUC 102	Intro to World of the Learner	2
EDUC 501	Shadowing Professionals	0
	Early Field Experience	
EDUC 110	Health, Fitness & Safety for Teachers	1
EDUC 496	NYSTCE Workshop: Critical Reading	0
FS 102	Freshman Seminar II	1
	Total	13

**Semester III
Courses**

ENGL	209	Intro to Children's Literature	3
MTH	220	College Geometry	
		or	
MTH	231	Math for Elementary Education	3
HIST	200	Growth and Development of USA	3
EDUC	152	Intro to Special Education	2
EDUC	502	Observation in Education	0
		Early Field Experience	
EDUC	497	NYSTCE Workshop: Critical Writing	0
Liberal Arts	Concentration		3
Liberal Arts	Concentration		2
		Total	16

Semester IV

Courses			Credits
HIST 201	African American History and Culture		3
EDUC 231	Child Development		3
EDUC 350	Computers in Education		2
EDUC 504	Technology in the Classroom		0
	Early Field Experience		
EDUC 498	NYSTCE: LAST		0
GEOG 204	Regional Geography of the World		3
Liberal Arts Elective/Concentration			3
Liberal Arts Elective/Concentration			3
Total			17

Semester V

Courses		Credits
EDUC 301	Principles of Early Childhood Education	2
EDUC 307	Foundations of Educational Psychology	3
EDUC 311	Teaching Elementary Reading I	3
EDUC 505	Working with Individual Learners	0
	Early Field Experience	
ENGL 212	Masterpieces of World Literature	3
EDUC 315	Teaching Elementary Math	2
SPAN/FR101	Foreign Language I	3

EDUC 494/495NYSTCE Workshop - CST	0
Liberal Arts Concentration	2
Total	18

Semester VI

Courses	Credits
EDUC 312 Teaching Elementary Reading II	3
EDUC 506 Working with Small Groups of Learners Early Field Experience	0
BIO 101 Intro to the Science of Biology or	
PHS 101 Intro to Physical Science	3
EDUC 302 Curriculum & Instruction Early Child. Sp. Ed.	2
EDUC 381 Reading Methods for Exceptional Learners	2
SPAN/FR102 Foreign Language II	3
EDUC 252 Early Intervention Needs of Inf/Tod	2
EDUC 310 Students with Behavior	2
EDUC 494/495NYSTCE Workshop –CSTStudents with Disabilities	0
Total	17

Semester VII

Courses	Credits
EDUC 253 Assess, Treat & Service for Infants and Toddlers	2
EDUC 509 Assessing Students with Special Needs Early Field Experience	0
EDUC 355 Critical Issues in the History of Education	2
EDUC 457 Interdisciplinary Research Seminar	2
EDUC 481 Clinical Practice Teaching Seminar I	1
EDUC 491 Clinical Practice Student Teaching I	3
EDUC 499 NYSTCE Workshop- ATS-W	0
Liberal Arts Concentration	3
Liberal Arts Concentration	3
Total	16

Semester VIII

Courses	Credits
EDUC 482 Clinical Practice Teaching Seminar II	1
EDUC 492 Clinical Practice Student Teaching II	3
Liberal Arts Concentration	3
Liberal Arts Concentration	3
Liberal Arts Concentration	3
Total	13

**Total Credits Required in Early Childhood
Special Education 124**

COURSE DESCRIPTIONS

EDUCATION

EDUC 100 Parent/Teacher-Child Interaction

3 credits; 3 class hours

This course is designed to create an awareness of parental involvement in education informally and formally throughout the 19th and 20th century. Briefly, the course

will cover the history of parental involvement in the United States and examine structured parent programs. The course will also explore effective techniques and approaches utilized by parents to support their children in school. The course is open to teachers and parents.

Pre-requisite: None

EDUC 102 Introduction to the World of the Learner

2 credits; 3 class hours

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

Pre-requisite: ENGL 112

EDUC 103 School Community Relations

(Community Involvement)

3 credits; 3 class hours

This course is designed to help a prospective teacher develop awareness and understanding of the community in which he/she teaches. It focuses on the involvement of the community in the educational process. The areas of concentration are comprised of pupil-community involvement, parent-pupil relationships, and parent-teacher relationships offered periodically.

Pre-requisite: None

EDUC 104 Innovations in Education

2 credits; 3 class hours

The course introduces current issues in elementary education, such as mainstreaming, individualization, accountability, CBTE and bilingual education. It serves as a survey of federal, state and local legislation affecting education, and the response of educational systems to their mandates. Special attention will be given to innovative methods of teaching.

Pre-requisites: ENGL 112 and Pass All CUNY Exams

EDUC 107 Literature Based Reading

2 credits; 3 class hours; 1.5 lab hours

EDUC 107 is paired with EDUC 108 [The Art of Teaching Writing Through Authorship] and is part of a six-credit package for paraprofessionals and students seeking the AA degree in Elementary Education. The aim of this

course is to introduce students to the theory and practice of using children's literature as a way to teach reading. Students will link theories of teaching reading with a literature focus to practical applications for implementing literature in classrooms. Demonstrations and applications of strategies, such as Interactive Reading Aloud and Shared Reading, will provide practical experiences for students in the course. Students will become familiar with children's books, practice using literature to teach reading, and develop classroom activities that focus on children's literature to teach reading. Students will be required to work in classrooms with children to develop their expertise in using literature to teach reading.

Pre-requisite: None

EDUC 108 The Art of Teaching Writing through Authorship

2 credits; 3 class hours; 1.5 lab hours

EDUC 108 is paired with EDUC 107 Literature Based Reading and is part of a six credit package for paraprofessionals and students seeking the AA degree in Elementary Education. The aim of this course is to introduce students to the theory and practice of teaching writing through developing children as authors. Students will be introduced to new theories of writing which emphasize writing as a process to practical applications for implementing the writing process in classrooms where children author their own work. Demonstrations and applications of writing process strategies, such as drafting, revising, editing and publishing, will provide practical experiences for students in the course. Students will become familiar with strategies for structuring classrooms as writing workshops. Students will be required to work in classrooms with children to develop their expertise in teaching writing through authorship.

Pre-requisites: Pass ALL CUNY Exams, ENGL 112 and ENGL 150

Co-Requisite: EDUC 107

EDUC 109 Introduction to Early Childhood Education

3 credits; 3 class hours

This is an introductory course that examines developmentally appropriate educational practices in the integrated curriculum areas of Art, Music, Movement, Language Arts, Mathematics, Science, Health, Social Studies, and creative play at the pre-kindergarten through third grade level. Current issues such as multicultural/non-sexist and inclusionary classroom settings will be discussed. Students will compare and contrast the structures and curricula of early childhood education programs in a variety of settings, (e.g., Head Start, public pre-k, parochial, corporate, hospital, military, family day care and parent cooperative). Students will be exposed to early childhood programs which operate on varied schedules, (e.g., full-day, half-day, after school, evening and hourly).

Pre-requisite: None

EDUC 110 Health, Safety Fitness for Teachers

1 credit; 1.5 class hours

This course will provide prospective teachers with the necessary knowledge and skills to establish and maintain personal health and fitness, to create and maintain safe and healthy home and classroom environments, and use their knowledge of personal and community health issues to effectively manage their resources and to advocate for healthy children, families and communities. This course will consist of a series of seven two-hour workshops on the following issues of health and safety:

1. nutrition
2. exercise and physical fitness
3. sexuality, health and hygiene
4. prevention and risk education strategies to promote safety at home and in the classroom, including prevention of child abduction
5. identification and reporting of suspected child abuse and maltreatment
6. fire and arson prevention
7. the impact of alcohol, and substance abuse on personal health and families

Pre-requisite: None

EDUC 150 Technology for Today

This course is designed as an introduction to the use of computer applications for pre-service teachers. Students will acquire a working knowledge of basic computer systems and concepts. They will develop competence in the use of software applications and Internet. Using a thematic model, they will use presentation software to create projects for the classroom. Additionally, students will observe current technology use in local schools.

Topics that affect the way we teach and learn will be addressed within the context of the impact of classroom interaction. Issues of gender, ethnicity, special needs and classroom management will be incorporated in an ongoing discussion of understanding the learner. New York State Curriculum Standards and New York City Performance Standards will provide the basis for curriculum, lesson planning and assessment. Students will observe technology classes in local elementary schools to provide a forum for examining theory and practice.

Pre-requisite: Pass CUNY Examination

EDUC 152 Introduction to Special Education

2 credits; 3 class hours

The purpose of this course is to introduce the student to the field of special education and the needs of exceptional children and youth who are gifted or have impairments that affect intellectual, physical, emotional or sensory abilities. The student will develop an understanding of the developmental and learning characteristics of exceptional children and youth and learn about various educational services that have been found to be effective in enabling exceptional children and youth to meet their potential

Pre-requisite: Passage of All CUNY Exams

EDUC 153 Introduction to Developmental Disabilities

2 credits; 3 class hours

This course is designed to provide students with a survey of the various developmental disabilities. The behavioral characteristics; educational and vocational needs; and adaptive skills of persons diagnosed as developmentally disabled will be emphasized. The course will address the medical, developmental, psychosocial issues affecting individuals with developmental disabilities. Diagnostic and assessment methods will be discussed. The course will address the application of instructional technologies in the education and treatment of persons with developmental disabilities and methods for including them in all facets of the community. This course includes a supervised field placement.

Pre-requisites: EDUC 152 and ENGL 150

EDUC 200 History and Foundations of Bilingual General and Bilingual Special Education

3 credits; 3 class hours

This introductory course provides an historical overview of major areas integral to bilingual general education and bilingual special education students and programs.

Review of the history and major development of the program in the United States will be presented. Legal, cultural, linguistic, programmatic, advocacy and assessment issues will be reviewed. Theoretical readings will be matched with practical, field-based classroom visits and interviews with teachers and parents.

Pre-requisite: ENGL 150

EDUC 205 Children's Literature in the Urban Elementary School

3 credits; 3 class hours

This course is designed to familiarize future teachers with the categories of children's books (myths, legends, folk tales, realistic fiction, etc.), the criteria for evaluating children's books (racism, sexism, illustrations, format, plot, theme, etc.), the methods and materials for using children's books in the urban elementary classroom (storytelling, playwriting, puppetry), and the historical origins and social implications of these books. Students will spend a great deal of time examining and discussing children's books. All students are required to have a public library card.

Pre-requisites: ENGL 150

EDUC 231 Child Development

3 credits; 3 class hours

This course examines the physical, social, intellectual and emotional aspects of child development, the interrelationships among them, and their influence on the child's learning experiences from birth to adolescence. The prospective teacher will develop awareness of developmental norms, individual differences and an understanding of

approaches to working with all children in order to enhance their school success.

Pre-requisites: ENGL 112 and PSYC 101

EDUC 232 Child Development: Childhood to Adolescence

3 credits; 3 hours

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

Pre-requisite: PSYCH 101

EDUC 252 Principles of Early Intervention: Needs of Infants, Toddlers and Children with Developmental Disabilities

2 credits; 3 class hours

This course is designed to facilitate students' acquisition and demonstration of knowledge and skills about special needs of toddlers, infants and children birth to seven years of age with special needs. The course will explore cognitive, language and neuro-motor development; and related medical and psychosocial issues. Students will learn various strategies for including infants and toddlers with special needs in regular settings and the uses of instructional technologies and devices. Students will practice developing IFSPs/IEPs and related instructional goals and activities. Family-centered intervention and collaboration and the roles and responsibilities of professionals will be examined. This course includes a supervised field placement.

Pre-requisite: ENGL 112 and EDUC 152

EDUC 253 Assessment, Treatment and Services for Infants, Toddlers and Children with Developmental Disabilities

2 credits; 3 class hours

This course is designed to help students critically examine the purposes, practices, policies, problems, and trends in assessing children birth to seven years of age who are suspected of a having a developmental delay or are at risk for delay. Students will examine and familiarize themselves with a variety of assessment instruments and techniques. Strategies for conducting family-centered and

trans-disciplinary assessments in natural environments will be explored. Students will analyze the relationship of assessment to the: cultural and familial context of the child; theories of teaching and learning; and instructional planning. Students will practice developing IFSPs/IEPs and instructional goals and activities. The course emphasizes the importance of and strategies for including children with special needs in regular education settings and the uses of instructional technologies in teaching. The roles and responsibilities of assessment and service professionals will be emphasized. The course includes a supervised field experience.

Pre-requisite: EDUC 153 or EDUC 252

EDUC 254 Clinical Experience with Seminar in Mental Retardation and Developmental Disabilities

2 credits; 3 class hours

This seminar, integrated with clinical experience, focuses on daily issues and problems found in the workplace serving the mentally retarded and developmentally disabled population. Cases will be presented by student participants. Effective strategies selected and implemented in the work site will be discussed, and outcomes will be evaluated using a team approach. This course will include a supervised field placement.

Pre-requisites: EDUC 153 and Two of the Following: EDUC 152, EDUC 252, EDUC 253, EDUC 324, EDUC 331 or EDUC 407

EDUC 260 Technology for Teaching

2 credits; 3 class hours

This course is designed as an introduction to the use of computer applications for pre-service teachers. Students will acquire a working knowledge of basic computer systems and concepts. They will develop competence in the use of software applications and Internet. Using a thematic model, they will use presentation software to create projects for the classroom. Additionally, students will observe current technology use in local schools.

Pre-requisite: ENGL 112

EDUC 266 Transition Services and Supported Employment for Students with DD/MR

2 credits; 3 class hours

This course is designed to examine some of the factors which contribute to the high unemployment rate among individuals with developmental disabilities/mental retardation and to discover possible solutions to this multifaceted problem. The course will examine what should happen in secondary school programs and in the world of work to facilitate individuals with disabilities more effectively crossing the bridge between school life and adult life in the community. The course will analyze the process of systematic transition planning and implementation, paying particular attention to critical components such as joint transition planning between educational and community

service agencies, adult service programs geared to meet the diversified support needs of individuals with developmental disabilities in employment in employment and community settings, and high school programs which prepare individuals with DD/MR to work and live in the community. This course will include a supervised field placement.

Pre-requisite: EDUC 254

EDUC 301 Principles of Early Childhood Education

2 credits; 3 class hours

The course content gives a comprehensive view of the total field of early childhood education. Theories of child development are reviewed as a basis for examining early childhood principles, practices and programs. This course emphasizes the child's development of concepts, relationships, and positive attitudes toward self and achievement. This course covers the sociological, philosophical, and historical roles of education in the lives of young children from ages 0-8 in classrooms. Ways of fostering effective relationships and interactions to support growth and learning among varying communities will be examined. The parent as first teacher and the home-school continuum will be explored. An inclusion approach to educating students with special needs in diverse, pluralistic learning communities will be explored. Technology will be used as a tool to design strategies to engage students in self-reflection and learning. Supervised field experiences are a required component of this course.

Pre-requisite: ENG 150

EDUC 302 Curriculum and Instruction in Early Childhood Education

2 credits; 3 class hours

This methods course explores curriculum theory, resources and recent innovations in early childhood education in urban settings. Strategies to motivate and resolve conflicts will be examined. Inclusive approaches for children with special abilities, diverse populations and technological advances will be explored providing the best practice in the field. Students will develop, design and implement age appropriate curriculum. Supervised field experiences are a major component of this course.

Pre-requisite: Admission to the BA Program

EDUC 304 Creative Drama for Early Childhood Education

3 credits

This workshop course will explore the ways in which creative drama and children's theater are of educational value in the classroom. Students will learn to utilize movement, music, dance and other art forms to creatively express ideas. Current events and personal experiences as well as classic children's stories will be used as stimuli for improvisations. Students will have the opportunity to explore different drama techniques such as pantomime, improvisations, and puppetry with different age groups in

the schools, day care and/or recreational programs. Supervised field experiences are a required component of this course.

Pre-requisites: ENGL 112 and ENG 150

EDUC 306 Management in Early Childhood

2 credits; 3 class hours; 1 lab hour

This course presents an interdisciplinary study of systematic management theory and applications in the organization and operation of early childhood education programs. Child, teacher, and community needs are viewed through their impact on early childhood education programs. Organizational functions such as financing, services, personnel, research, and evaluation as well as management functions such as planning, organizing, staffing, directing, controlling, and innovating are examined. Supervised field experiences are a required component of this course.

Pre-requisites: Admission to BA Program

EDUC 307 Foundations of Educational Psychology

3 credits; 3 class hours

This course presents the essentials of educational psychology applicable to teaching and learning situations. Topics for practical application in the classroom are background, development, learning, motivation, evaluation, and individual differences and adjustments.

Pre-requisites: Admission to BA Program, ENGL 150 and PSYCH 101, EDUC 231 or PSYCH 209

EDUC 308 Foundations of Educational Psychology: Middle Childhood

3 credits; 3 class hours

This course examines theories of learning processes, motivation, communication and classroom management, and the application of those theories and understandings in middle childhood classrooms to stimulate and sustain diverse students' interest, cooperation and achievement to each student's highest level of learning in preparation for productive work, continuing growth and citizenship in a democracy.

Pre-requisite: None

EDUC 309 Human Dynamics in the Classroom

3 credits; 3 class hours

This course is a seminar laboratory experience developed to meet the needs of teachers in the area of self understanding and effective human relationships. Emphasis will be directed towards effective classroom management. Participation in actual group process will provide opportunity for development of insight into the effects of one's behavior on another's behavior.

Pre-requisite: Admission to BA Program

EDUC 310 Students with Behavior Disorders

2 credits; 3 class hours

This course is designed for prospective teachers of children and youth with behavior disorders and for teachers who encounter children with these disabilities. The course will critically examine the premises and issues regarding the education of emotionally troubled children. It will present and explore teaching techniques that respond to the needs of children and youth with behavior disorders. This course takes an inclusive approach in responding to the needs of students with exceptional behavior. Attention will be given to strategies and techniques that provide successful experiences for these students in inclusive classroom settings. All students will be required to demonstrate computer/technology skills in completing assignments. This course includes a supervised field experience.

Pre-requisites: Admission into the BA Program, EDUC 152, ENGL 150, PSYC 209 or EDUC 231

EDUC 311 Teaching Elementary Reading I

3 credits; 3 class hours

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

Pre-requisite: Admission into the BA Program

EDUC 312 Teaching Elementary Reading II

3 credits; 3 class hours

This course builds on the knowledge acquired in EDUC 311 and is designed to develop the student's mastery of variety of approaches to the teaching of reading. Language arts and literature are integrated throughout the program. Field based experiences emphasize assessment of children's reading skills by Education 312 students and the use of instructional methods and materials designed to meet the needs of children. Supervised field experiences and 3 formal classroom field observations are a required component of this course.

Pre-requisite: EDUC 311

EDUC 314 Teaching Elementary Social Studies

2 credits; 3 class hours

Students will examine national and state standards, curriculum development, instructional planning, assessment

and multiple research-validated instructional strategies for teaching social studies to elementary school pupils within the full range of abilities. Students will demonstrate skills in accommodating various learning styles, perspectives and individual differences to enhance the learning of all pupils. The urban community, including its residents and cultural institutions, will be examined as an educational resource for teaching history, geography, economics, government, citizenship, culture and social interaction in a diverse society. The relationships between effective instructional planning, pupil engagement in learning and classroom management will be examined. Use of technology for instruction and administrative purposes will be addressed. Students will use and review software and online educational resources and use electronic mail to communicate with the instructor and for submitting some assignments. This course requires a supervised field placement.

Pre-requisite: Admission into the BA Program

EDUC 315 Teaching Elementary Mathematics

2 credits; 3 class hours

This course is designed to explore topics in mathematics for children from birth through sixth grade. Prospective teachers will study and experience a constructivist approach to teaching mathematics. Methods for establishing mathematical concepts and guiding students into mastering the associated skills, algorithms and applications through problem solving and reasoning will be established. The course will focus on developing an active student-centered approach to teaching and learning mathematics. Methods of assessing individual teaching practices and student learning for use in curriculum development and instructional planning will be emphasized. This course includes a required field experience component in an early childhood or elementary classroom. Topics that affect the way we teach and learn will be addressed within the context of the impact of classroom interaction. Issues of gender, ethnicity, special needs and classroom management will be incorporated in an on-going discussion of understanding the learner. New York State Curriculum Standards and New York City Performance Standards will provide the basis for curriculum, lesson planning, and assessment. This course requires a supervised field placement. Students will observe mathematics classes in local elementary schools and will participate in tutoring activities to create a forum for examining theory. *Pre-requisites: Satisfactory completion of the Praxis examination and completion of MTH 220 and MTH 231 with grade of "C" or better, Admission into the BA Program*

EDUC 317 Teaching Elementary Science

2 credits; 3 class hours

This course is designed to explore topics in science for

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

Pre-requisite: Satisfactory Completion of the Praxis Examination

Co-requisites: BIO 101 and PHS 101 with a Grade of "B" or Better

EDUC 334 Language and Learning Across the Curriculum

3 credits; 3 class hours

This course is designed to engage students in using reading, writing, speaking, and listening to learn through various practical simulations. Students majoring in education at the middle school levels will learn how to use these experiences to plan and write curriculum which uses language as a way of learning. Students will develop thematic, cross-curricular units of learning which include lesson plans with activities, materials, and assessments relevant to applying language as a way of learning across the curriculum. Field experiences will assist students to link course work with practical applications and are a required component of this course.

Pre-requisites: EDUC 311 and Admission to the BA Program

EDUC 322 Identification and Treatment of Learning Disabilities

2 credits; 3 class hours

This course provides a very comprehensive overview of learning disabilities. Various definitions are offered and the characteristics associated with learning disabilities reviewed. Specific procedures for identification and referral and the role of special and regular education teachers are detailed. The remainder of the course provides an overview of specific principles and techniques that are

effective in remedying learning disabilities and how to use these strategies.

Pre-requisites: EDUC 152 and Admission to the BA Program

EDUC 324 Persons with Mental Retardation Across the Life Span

3 credits; 3 class hours

This course is designed to provide a broad-based coverage that encompasses causation, assessment, characteristics, and intervention techniques for every level of retardation-mild, moderate and severe. The course will synthesize information from education, psychology, sociology, medicine and other related fields. Topics such as ethics and withholding treatment, legal and legislative issues, and the position of the retarded individual in the family, community, and society will be explored.

Pre-requisite: Admission into the BA Program

EDUC 332 Managing Classroom Behavior

3 credits; 3 class hours

This course is intended for teachers-in-training. It provides for successful management of classrooms that promote optimal learning outcomes for all students. The course presents specific considerations and strategies for creating positive, supportive, respectful learning environments in inclusive and special classes.

Pre-requisites: ENGL 112 and EDUC 152

EDUC 337 Teaching Physically Challenged Individuals

3 credits; 3 class hours

This course is designed to provide skills and knowledge for teaching individuals whose primary health and physical disabilities impede mobility and coordination. It will detail best practices that extend the educational process into work and independent living environments. Students will understand the historical perspective and legislative guidelines. They will identify the class disabilities and attending etiology to aid in ascertaining best practices for attaining maximum potential. Opportunities will be provided for critical examination and application of techniques that enhance the learning environment through hands-on and simulated experiences.

Pre-requisites: Admission into the BA Program and EDUC 153

EDUC 340 Assessment in Education

3 credits; 3 class hours

This course is designed to help students critically examine the purposes, practices, policies, and problems of assessment in education. Assessment will be examined as an inclusive process, which includes, but is not limited to, observation, anecdotal notes, testing, pupil portfolios, authentic problem solving, and conferring with other stakeholders in pupils' development. Students will analyze the relationship of assessment to theories of teaching and

learning, curriculum development and performance standards, accountability and policies, instructional planning and delivery, action research, and reflective practice. Students will also examine modes of assessment, including the use of technology in developing, administering and scoring assessment instruments and reporting results of assessment. Students will analyze the effects of assessment practices and policies on pupils, respecting the universal and individual characteristics of development, including issues related to culture, language, race, gender, class, and disabilities. Students will also demonstrate knowledge and skills in the following areas: history of educational testing and measurements, item analysis and interpretations of test scores (including but not limited to statistical analyses), purposes and limits of testing in assessment, and developing and using formal and informal assessment practices for educational decision-making and self-assessment.

Pre-requisites: MTH 130 or MTH 231, EDUC 231 or PSYC 209, and at Least One Course in Teaching Methods

EDUC 350 Computers in Education

2 credits, 3 hours

This survey course is designed to prepare pre-service teachers to integrate computer technology into classroom curriculum. Students will design computer-mediated lessons and projects that will reflect the knowledge, skills and attitudes necessary to effectively use computers in teaching. They will learn to access electronic resources and effectively incorporate them into the academic curriculum. Methods of evaluating instructional hardware, software, and interactive technology will be examined. Current technology use will be observed in local schools to provide a forum for examining theory and practice.

Topics that affect the way we teach and learn will be addresses within the context of child and adolescent development and classroom interaction. Issues of gender, ethnicity, special needs and classroom management will be incorporated in an on-going discussion of understanding the learner. New York State Curriculum Standards and New York City Performance Standards will provide the basis for curriculum, lesson planning and assessment.

Pre-requisites: Passing scores on the Freshman Skills Assessments or Equivalents, Minimum of Six Credits in Education Courses Demonstrated Computer Literacy by Completion of CL101, CIS 211 or EDU 150 or Placement Exam

EDUC 354 Sociology of Urban Education

2 credits; 2 class hours

This course is designed to engage students in critical examination and analysis of a variety of issues (inclusive of race, ethnicity, socio-economic status, gender, immigrant status, language/culture, and exceptionalities) relevant to understanding the changes in urban structures and schools.

Considering the case of New York City as constituting a dynamic spatial experience, students will analyze a variety of political economic, social, and ideological themes that may help to illustrate the pedagogical practices of urban schools. The analysis will be guided by contemporary critical social theories from the sociology of education and contextual perspectives of pedagogy and learning outcomes. The content and instructional approaches in the course will support the development of a language for evaluating current practices especially with bilingual and bicultural student populations. Essentially, the course will advance a pedagogy of possibilities that asserts that, above all, the role of educators must be redefined as transformative intellectuals and practitioners.

Pre-requisite: ENGL 150

EDUC 355 Critical Issues in the History of Education

2 credits; 3 class hours

This course examines the centrality of race, class, ethnicity and gender in defining the American educational experience. The class will examine four historical periods: Colonial America, the 1840's and the Common School Movement, Reconstruction and the Progressive Era. Current issues like community control, tracking, religion and education, racial and sexual harassment, integration and equitable funding of schools will be examined in terms of their roots in these historical periods and in terms of their relationship to issues of race, ethnicity, gender and class. Students will become familiar with historical research methodology as they examine and analyze particular issues in the history of education.

Pre-requisite: ENGL 150

EDUC 357 Interdisciplinary Seminar

2 credits; 2 class hours

This is the first of two 2-credit seminars examining the construction, classification and acquisition of knowledge from an interdisciplinary perspective. In this course, students will describe three major disciplines of knowledge (social science, humanities, natural science/mathematics), identifying their subjects and methods of inquiry and research. In addition, students will research a societal issue using the methodology of one of the disciplines. Students will also develop interdisciplinary study plans that could be used in elementary school classrooms. This course is a pre-requisite to student teaching.

Pre-requisites: ENGL 150, EDUC 311 and Six (6) Credits in EDUC Courses

EDUC 381 Methods and Materials for Teaching Children with Reading Disabilities

3 credits; 3 class hours

This course will study a variety of disorders in which there is reading retardation or deficiency. It will include organization of activities and materials, selection of equipment, use of medical and guidance services, counseling of parents and case conferences, field observations, and demonstrations of selected methods, practices in planning remedial instructional programs for classes, hospitals, day care centers, institutions, community agencies and home bound instructional settings.

dial instructional programs for classes, hospitals, day care centers, institutions, community agencies and home bound instructional settings.

Pre-requisites: Admission into BA Program and EDUC 311

EDUC 403 The Gifted Child

3 credits; 3 class hours

This course will deal with techniques for identifying and working in the regular classroom and in special programs with the child who is gifted intellectually, artistically, creatively, and socially. Particular emphasis is placed on identifying the Black and Hispanic gifted child.

Pre-requisite: PSYC 101

EDUC 457 Research Seminar

2 credits; 2 class hours

This seminar examines the construction, classification and acquisition of knowledge from an interdisciplinary perspective. In this course, student teachers will describe four major areas of knowledge (humanities, mathematics, natural sciences, and social sciences), identifying their disciplines and methods of inquiry/research. Each student teacher will research a topic from the discipline or area of their major or concentration, seeking information and using methodologies of two or more areas. The student teachers will develop multi disciplinary study plans that could be used by early childhood, childhood or middle childhood level pupils (consistent with the level of initial certification the student teacher is pursuing) to research the topic. Student teachers will develop a curriculum unit on the topic and at an appropriate grade level, including objectives, learning strategies, and multiple assessments. The unit will address relevant New York State Learning Standards and New York City Performance Standards and Curriculum Frameworks. Student teachers will develop a resource for the unit, such as a children's/adolescents' book, video, power point presentation or instructional software. This teacher-made resource will be field tested in the student teaching placement site.

Pre-requisite: EDUC 357

Co-requisites: EDUC 481 and EDUC 491

EDUC 481 Student Teaching Seminar I

1 credit; 2 class hours

This seminar provides the setting for the analytical exploration of experiences acquired in the EDUC 491 senior level student teaching. In the seminar, students will discuss their classroom experiences, their teaching roles and responsibilities, problems of teaching methodology and planning, classroom management problems, challenge of implementing inclusion and integrating technology etc.

Co-requisites: EDUC 457 and EDUC 491

EDUC 482 Student Teaching Seminar II

1 credit; 2 class hours

The second seminar provides the setting for the analytical

exploration of experiences acquired in the EDUC 491 senior level student teaching. In the seminar, students will discuss their classroom experiences, their teaching roles and responsibilities, problems of teaching methodology and planning, classroom management problems, challenge of implementing inclusion and integrating technology, etc.
Co-requisite: EDUC 492

EDUC 491 Student Teaching I

3 credits; 3 class hours

This is the first course in a two-semester sequence that involves an intensive field-based teaching assignment for senior level students. Based upon the certification area participants will be involved in an internship for two semesters in an appropriate cooperating school setting. An additional internship setting will be required for students seeking certification in more than one area.

1. Early Childhood - 3 Areas:

Pre-kindergarten, Kindergarten, and Grades 1 to 2

2. Childhood - 2 Areas:

Grades 1 to 3 and Grades 4 to 6

Special education majors will intern in a regular elementary classroom for one semester; the other term, they will intern in a special education classroom. Interns will be involved in a variety of experiences to enhance computer and technology literacy, an understanding of students with multicultural backgrounds, and the development of skills to address diverse student needs, including the exceptional learner and those with developmental disabilities. The internship will consist of on site supervision for 3 full days each semester.

Pre-requisite: Department Approval

Co-requisites: EDUC 457 and EDUC 481

EDUC 492 Student Teaching II

3 credits; 3 class hours

This is the second course in a two-semester sequence that involves an intensive field-based teaching assignment for senior level students. Based upon the certification area participants will be involved in an internship for two -

three semesters in an appropriate cooperating school setting. An additional internship setting will be required for students seeking certification in more than one area.

1. Early Childhood -3 Areas:

Pre-kindergarten, Kindergarten, Grades 1-2

2. Childhood - 2 Areas:

Grades 1-3, 4-6

3. Middle Childhood - 2 Areas:

Grades 5-6, 7-9

Special education majors will intern in a regular elementary classroom for one semester, the other term, they will intern in a special education classroom. Interns will be involved in a variety of experiences to enhance computer and technology literacy, to promote an understanding of students with multicultural backgrounds, and development of skills to address diverse student needs, including the exceptional learner and those with developmental disabilities. The internship will consist of on site supervision for 3 full days each semester.

Pre-requisites: Department Approval, Passed Department Comprehensive Exam EDUC 311, EDUC 312, EDUC 457, and EDUC 491

Co-requisite: EDUC 482

EDUC 500 Independent Study for Education Majors

Independent study is designed to provide an organized course of study for students who are unable to attend regularly scheduled classes "for cause", and to provide opportunities for guided study and in-depth research in subject areas not covered by traditional courses.

Eligibility Criteria:

To qualify for enrollment in an Independent Study Course, undergraduate students should meet the following criteria:

1. A cumulative Grade Point Average of 3.0 or better.
2. Completion of ENGL 150.
3. Meet the departmental criteria for bona fide exemption from the required course plan of study.
4. Written contractual agreement between student and faculty.



Department of English

Chairperson: Elizabeth Nunez
718 270-5049 office
718 270-4828 fax
elizabeth@mec.cuny.edu

Office: B-1032Z

Deputy Chairperson: Linda Jackson
718 270-4946
ljackson@mec.cuny.edu
B-1015Q

Secretary: Keshia Graham
718 270-4940
keshia@mec.cuny.edu
B-1015

CUNY Distinguished Professor: Elizabeth Nunez
Professors: Susan Alice Fischer, Brenda Greene,
Andrée-Nicola McLaughlin (Joint appointment in IDS)
Associate Professors: Keming Liu, Andrea Freud
Loewenstein, Jennifer Sparrow, Carlyle Van Thompson
Assistant Professors: Linda Susan Jackson,
Lorraine Kuziw, Steven Nardi, Augustine Okereke,
Gregory Pardlo, Colin Channer
Instructors: Natasha Gordon-Chipembere, Hyo Kim

The **mission** of the Department of English is to prepare students to meet the intellectual demands of a constantly changing world through rigorous study of major works of literature written in English and in translation and through the acquisition of skills in writing essential for success in a highly technological information-based society. The curriculum enhances students' understanding of the human experience, advances their general analytical and critical thinking skills, and prepares them for a variety of careers for which this knowledge and these skills are essential. Students are prepared to become change agents of an increasingly complex and diverse world.

The faculty in the English Department are the recipients of distinguished awards for their scholarship and creative writing, including the prestigious National Endowment for the Arts Award and the American Book Award. Close to 90% of our faculty hold doctoral degrees from distinguished universities, including Columbia University, Princeton University, University of London, and New York University. Our faculty have published several books and numerous scholarly articles, and they frequently present papers and give readings of their creative work at conferences around the country and the world. All faculty in the English Department share a strong commitment to ensuring the success of all our students.

DEGREE PROGRAMS IN THE ENGLISH DEPARTMENT

The English Department offers three degree programs:

1. Bachelor of Arts in English with a choice of concentrations in cross-cultural literature, professional writing, or creative writing;
2. Associate of Arts in Liberal Arts with a concentration in English Studies;
3. Associate of Arts in Liberal Arts with a concentration in the Humanities.

MINORS IN ENGLISH

A minor in English consists of at least eighteen credits in any of the areas of concentration for the BA degree. Students who concentrate in cross-cultural literature must complete at least one sequence of an area of literary study.

ENGLISH CONCENTRATION FOR BA STUDENTS IN THE EDUCATION DEPARTMENT

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

Additionally, these students are required to take 6 credits of elective English courses.

ENGLISH COURSES IN THE CORE CURRICULUM

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

The three primary objectives of the English sequence of Core courses are:

1. To develop students' proficiency in essay writing;
2. To strengthen students' research skills;
3. To introduce students to world literatures.

HUMANITIES

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

LITERARY MAGAZINE

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

ENGLISH CLUB

Students who major in English are encouraged to participate in the English Club or to write for the college newspaper, *Adafi*, or the English Department literary magazine.

TRAVEL ABROAD PROGRAMS

Based on student interest, as well as faculty specialty and interest, the English Department sponsors Study Abroad Programs. Recent Study Abroad Programs have included a summer program in France on African American artists who lived, or are living, in France, and a course on Applied Linguistics given in the People's Republic of China. Students interested in Study Abroad Programs should contact the chairperson of the English Department or the Office of the Provost.

CREATIVE WRITING PROGRAMS

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

ACADEMIC STANDARDS

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

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

SUMMARY OF AA DEGREE REQUIREMENTS**AA in Liberal Arts,**

A. College-wide Core Curriculum Requirements	40
B. AA Liberal Arts Courses (English/Humanities)	12
C. Electives	8
Total	60

A. College - Wide Core Requirements: 40 Credits

Course			Credits
FS	101	Freshman Seminar I	1
FS	102	Freshman Seminar II	1
CL	101	Computer Literacy	
		or	
		pass on computer literacy exam	3
ENGL	112	College Composition I (Formerly ENGL 100)	3
ENGL	150	College Composition II	3
ENGL	211	Intro to Literature	3
MTH	115	Nature of Mathematics I	
		or	
MTH	136	Algebra & Trigonometry	3
BIO	101	Intro to Biology	
		or	
CHEM	112	Basic Chemistry	
		or	
PHS	101	Intro to Physical Science	3
HIST	101	World Civilization	
		or	
HIST	200	Growth and Development of the USA	3
PSY	101	Introduction to Psychology	
		or	
SSC	101	Culture, Society and Social Change	3
PHIL	101	Intro to Logic	3
SPCH	102	Fundamentals of Speech	3
ART	100	Intro to World Art	
		or	
MUS	100	Introduction to World Music	2
SPAN	101 & 102	Spanish 1 & 2	
		or	
FREN	101 & 102	French 1 & 2	6

B. English/Humanities Studies: 12 Credits

Students who select English Studies should follow the guide indicated below:

Course		Credits
ENGL 208	Applied Linguistics	3
ENGL 209	Children's Literature	3
ENGL 210	Intermediate Composition	3
ENGL 212	World Literature: The Evolving Canon	3
ENGL 260	Professional Writing Workshop	3

Students who select Humanities Studies must take twelve (12) elective credits in the Humanities. Courses should include any 200-level Humanities, English, Philosophy, Foreign Languages, Art, or Music courses.

C. Electives: 8 Credits

SUMMARY of English BA DEGREE REQUIREMENTS

Three Concentrations (Cross cultural literature, Creative Writing, Professional Writing)

A. College-wide Core Curriculum Requirements	52
B. Requirements for all English Majors	30
C. Concentration Requirements	12
D. Internship/Senior Thesis	06
E. English Electives	09
F. General Electives	11
Total	120

A. College-Wide Core Requirements: 52 Credits

Courses Credits

ART 100	Intro to World Art	2
BIO 101	Intro to Biology	3
CHEM 112	Basic Chemistry	
	or	
PHS 101	Intro to Physical Science	
	or	
PHY 103	Astronomy	3
ENGL 112	College Composition I (Formerly ENGL 100)	3
ENGL 150	College Composition II	3
ENGL 211	Intro to Literature	3
ENGL 212	World Literature: The Evolving Canon	3
FREN 101 & 102	French 1 & 2	
	or	
SPAN 101 & 102	Spanish 1 & 2	6
FS 101	Freshman Seminar I	1
FS 102	Freshman Seminar II	1
HIST 101	World Civilization	3
HIST 200	Growth and Development of the USA	
	or	
HIST 201	African American History & Culture	
	or	
HIST 242	History of the Caribbean	3
MTH 115	Nature of Mathematics I	3
MTH 215	Nature of Mathematics	4
MUS 100	Introduction to World Music	2
PHIL 101	Intro to Logic	3
PSY 101	Introduction to Psychology	
	or	
SSC 101	Culture, Society and Social Change	3
SPCH 102	Fundamentals of Speech	3

Note: All students are required to pass a Computer Literacy examination or to take a Computer Literacy course: CL 101 - 3 Credits.

B. Requirements for all English BA Majors: 30 Credits

Courses Credits

PHIL 201	Intro to Ethics and Social Philosophy	
	or	
	any philosophy course at 200-level	

	or higher	3
FREN 201	Intermediate French I and	
FREN 202	Intermediate French II or	
SPAN 201	Intermediate Spanish I and	
SPAN 202	Intermediate Spanish II or	
	Any two 200-level Foreign Language	6
ENGL 210	Intermediate Composition	3
ENGL 365	Applied Literary Theory	3
ENGL 315	British Literature I or	
ENGL 316	British Literature II	3
ENGL 319	African American Literature I or	
ENGL 320	African American Literature II	3
ENGL 322	American Literature I or	
ENGL 323	American Literature II	3
ENGL 325	Caribbean Literature I or	
ENGL 327	Caribbean Literature II	3
HUM Elective		3

C. Concentration requirements: 12 credits

Select ONE Concentration:

1. Cross-Cultural Literature
2. Creative Writing
3. Professional Writing

Concentration I: Cross-Cultural Literature

Choose ANY FOUR courses that you have NOT already taken in Section B above.

Courses Credits

ENGL 315	British Literature I	3
ENGL 316	British Literature II	3
ENGL 319	African American Literature I	3
ENGL 320	African American Literature II	3
ENGL 322	American Literature I	3
ENGL 323	American Literature II	3
ENGL 325	Caribbean Literature I	3
ENGL 326	African Literature	3
ENGL 327	Caribbean Literature II	3
ENGL 328	Latin American Literature	3
ENGL 330	Postcolonial Literature	3
ENGL 331	Asian American Literature	3
ENGL 332	Modernist Literature	3
ENGL 360	Black Women Writers	3
ENGL 361	Shakespeare	3
ENGL 370	Special Topics in Literature	3

Concentration II: Creative Writing**Choose ANY FOUR courses.**

Courses	Credits
ENGL 301 Creative Writing I	3
ENGL 302 Creative Writing II	3
ENGL 303 Poetry Writing I	3
ENGL 304 Dramatic Literature Writing Workshop	3
ENGL 305 Fiction Writing Workshop	3
ENGL 306 Poetry Writing II	3
ENGL 307 Poetry Writing Workshop	3

Concentration III: Professional Writing**Choose ANY FOUR courses**

Courses	Credits
ENGL 260 Professional Writing Workshop	3
ENGL 362 Advanced Professional Writing Workshop	3
ENGL 310 Journalism: News and Feature Writing	3
ENGL 311 Technical Writing	3
ENGL 312 Magazine Article Writing	3
ENGL 313 Writing for Science, Medicine, & Technology	3

D. Internship/Senior Thesis: 6 Credits
Required for ALL English BA majors

Courses	Credits
ENGL 420 English Internship I	3
ENGL 422 English Internship II/Senior Thesis	3

E. English Elective Requirement: 9 Credits
Choose any three 300-level courses that you have NOT already taken in Sections B or C above. It is strongly recommended that students complete at least one literature sequence.

Courses	Credits
ENGL 315 British Literature I	3
ENGL 316 British Literature II	3
ENGL 319 African American Literature I	3
ENGL 320 African American Literature II	3
ENGL 322 American Literature I	3
ENGL 323 American Literature II	3
ENGL 325 Caribbean Literature I	3
ENGL 326 African Literature	3
ENGL 327 Caribbean Literature II	3
ENGL 328 Latin American Literature	3
ENGL 330 Postcolonial Literature	3
ENGL 331 Asian American Literature	3
ENGL 332 Modernist Literature	3
ENGL 360 Black Women Writers	3
ENGL 361 Shakespeare	3
ENGL 370 Special Topics in Literature	3
ENGL 410 Honors Seminar for English Majors	3
ENGL 500 Independent Study	3

F. General Elective Requirement: 11 Credits

Students who are planning to go to graduate school are advised to take additional English, Humanities, and Education courses as general electives.

SPECIAL FEATURES OF THE BA DEGREE PROGRAM**Internship/Senior Thesis**

All BA students are required to take ENGL 420 and ENGL 422. Students in both ENGL 420 and 422 are required to meet as a class with the coordinators of ENGL 420 and 422 on specific dates at the beginning, middle, and end of the semester. Professor Pardlo will supervise students in ENGL 420; Dr. Nardi will supervise students in ENGL 422.

English BA Degree Capstone Course

ENGL 422 is the English BA degree capstone course. It is a continuation of the internship experience in ENGL 420. Students must complete 108 hours of internship (135 hours are required for a 3-credit course) and participate in three double-period seminars (9 hours) on research techniques and writing styles intended to prepare them to write their senior theses. Seminars will be conducted by the coordinator for this course. Faculty mentors/senior thesis advisors, however, have the primary responsibility of guiding students through the process of developing their senior theses and for approving their final drafts. Students must register the title of the senior thesis and the name of the faculty mentor/advisor with the English Concentration coordinator by the following dates: January graduation: Wednesday before Thanksgiving, June graduation: February 1, August graduation: April 1.

Independent Study: HUM 400 and ENGL 500

HUM 400 and ENGL 500 are independent study courses. Students may register for a maximum of 6 credits of independent study. Independent study is defined as a course in which a student engages in in-depth study of a particular author or period or a course in which a student develops a creative or professional writing project. Independent study courses are not intended to replace courses listed in the college catalog.

Independent Study: IS Courses

Faculty may elect to give students independent study for a course not offered in a given semester. Such courses will be identified with the suffix IS after the course number. If more than two faculty offer independent study in a specific course in a given semester, a number will be added to the suffix, for example, ENGL 315-IS1 and ENGL 315-IS2. Faculty must get approval from the chairperson to open an IS course. Faculty will determine the number of students to be enrolled in an IS course.

COURSE DESCRIPTIONS

ENGLISH

ENGL 112 College Composition I

3 credits; 3 class hours

This composition course emphasizes the various types of critical and expository writing students will need in the content area courses they will take throughout the college curriculum. Students will improve their writing skills through the writing and revision of weekly essays and through an in-depth focus on the conventions of language.

Pre-requisites: Passing Score on the CUNY Writing Exam and the CUNY Reading Exam

ENGL 150 College Composition II

3 credits; 3 class hours

This composition course continues the emphasis on the various types of critical and expository writing students will need in the content area courses they will take throughout the college curriculum. Students will improve their writing skills through the writing and revision of weekly essays and through the completion of two research papers that use MLA and APA research styles.

Pre-requisite: Successful completion of ENGL 112 with a grade of "C" or better

ENGL 208 Applied Linguistics

3 credits; 3 class hours

ENGL 208 is an introductory course to linguistics. Its primary focus is the application of linguistic theories illustrated by the broad use and application of linguistic knowledge in a variety of fields: education, politics and diplomacy, law, business, gender issues, and culture. The course focuses primarily on readings in the following linguistic categories: the relationship between language and thought, culture and gender, oral history and literacy, form and meaning, discourse analysis, and the nature of the various linguistic semiotic systems. Students are introduced to technical vocabulary and linguistic inquiry methodology.

Pre-requisite: ENGL 150

ENGL 209 Children's Literature

3 credits; 3 class hours

This course will introduce students to various genres of children's literature, including folklore, myths, picture books, poetry, and novels. Students will read, discuss, analyze, and critically respond to children's literature. Emphasis will be placed on reading literature representing diverse voices and on considering ways to integrate those voices into the traditional children's literary canon.

Pre-requisite: ENGL 150

ENGL 210 Intermediate Composition

3 credits; 3 class hours

This is a writing course emphasizing selected essays by writers across cultures and times. Focus is on every aspect of the essay, including style, diction, theme, organization,

and analysis of the role and function of the essay in different time periods and cultures. Students use these essays as models to construct their own essays and to improve their own skills as writers of essays, and consequently as writers in general.

Pre-requisite: ENGL 150

ENGL 211 Introduction to Literature

3 credits; 3 class hours

This course is an introduction to poetry, drama, and fiction from various cultures and nationalities. Students will gain knowledge of literary terms, participate in class discussion about selected works, and write original compositions about literary topics. The course enables students to interpret literary texts, to find in it resources for personal enrichment, and to develop skills in writing about abstract themes and ideas.

Pre-requisite: ENGL 150

ENGL 212 World Literature: The Evolving Canon

3 credits; 3 class hours

This course is a survey of the evolving canon of world literature and will include selections of literature from around the world and from diverse time periods, ancient to contemporary. Students will locate these texts in a historical and cultural context and gain a sense of the development of, and connection between, literary texts across time and across cultures. Genres studied may include the epic, drama, poetry, fiction, non-fiction, and folktales.

Pre-requisites: ENGL 150, ENGL 211

ENGL 260 Professional Writing Workshop

3 credits; 3 class hours

Through a dual focus on their own and published writing, students are introduced to the skills needed in professional writing and publishing: writing, revision, editing, layout, and production. At the end of the semester, each student will submit one extensively revised piece for publication.

Pre-requisites: ENGL 112 or permission of chairperson

ENGL 301 Fiction Writing I

3 credits; 3 class hours

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

Pre-requisite: ENGL 150 or permission of chairperson

ENGL 302 Fiction Writing II

3 credits; 3 class hours

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

Pre-requisite: ENGL 150 and ENGL 301 or permission of chairperson

ENGL 303 Poetry Writing I

3 credits; 3 class hours

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

Pre-requisite: ENGL 150 or permission of chairperson

ENGL 304 Creative Writing/Drama

3 credits; 3 class hours

This writing workshop is designed for students to study the techniques of twentieth-century playwrights and to develop guided practice in writing for the stage. Students will also be required to evaluate their own work and the work of others in the workshop and to read and discuss five plays. Lectures and discussion on craft issues will include voice, structure, format, submission techniques, and the play development process.

Pre-requisite: ENGL 150

ENGL 305 Fiction Writing Workshop

3 credits; 3 class hours

This course is the third and final part of the Fiction Writing sequence. It is a writing workshop course that will be almost entirely directed by students. Students will be responsible for selecting works of fiction to be discussed by the class and will lead the discussions, analyzing character description and development, dialogue, point of view, plot, setting, language and style, theme and premise. Students will also be responsible for analyzing each other's work according to guidelines set by instructor.

They will revise their work based on peer and instructor guidance

Pre-requisite: ENGL 301 or ENGL 306 or permission of chairperson

ENGL 306 Poetry Writing II

3 credits; 3 class hours

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

Pre-requisite: ENGL 303 or permission of chairperson

ENGL 307 Poetry Writing Workshop

3 credits; 3 class hours

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

Pre-requisite: ENGL 306 or 305 or 308 or permission of chairperson

ENGL 310 Journalism: News and Feature Writing

3 credits; 3 class hours

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

Pre-requisite: ENGL 150

ENGL 311 Technical Writing

3 credits; 3 class hours

This course introduces students to the kinds of skills they will need to have in technically oriented professional careers. The curriculum is guided by the technical writing

needs of business, industry, and society. Students write using various formats, including resumes, application letters, short reports, proposals, business plans, progress reports, and user guides. They review writing process and audience analysis, conventions, graphics, and document design. Web research skills, online writing, and library skills are also covered in the course.

Pre-requisite: ENGL 150

ENGL 312 Magazine Article Writing

3 credits; 3 class hours

The course is designed as a practical approach to planning, creating, and placing magazine articles. Students will strengthen their writing skills and gain experience writing articles, essays, interviews, and reviews for publication in both print magazines and online publications. Students will read and study different types of magazine writing, such as feature writing, reviewing, personal essays, and editorials with the aim of producing such works themselves.

Pre-requisite: ENGL 150

ENGL 313 Writing for Science and Technology

3 credits; 3 class hours

This course focuses on teaching students the skills needed to write scientific and technical documents, such as reports, proposals, essays, and instruction manuals. Emphasis is on writing technical and scientific documents that are clear and free of jargon. Students will study scientific and technical rhetorical styles, the conventions of scientific and technical writing, and the languages and processes of scientific research. Students must write a major paper on a

topic in science or technology.

Pre-requisite: ENGL 150

ENGL 315 British Literature I: 8th - 18th Centuries

3 credits; 3 class hours

This course consists of selected readings from major British writers and literary movements from the earliest forms through the 18th century.

Pre-requisite: ENGL 211

ENGL 316 British Literature II: 19th - 21st Centuries

3 credits; 3 class hours

This course consists of selected readings from major British writers and literary movements from the 19th century to the present.

Pre-requisite: ENGL 211

ENGL 319 African American Literature I: 1619 - 1932

3 credits; 3 class hours

This course presents selected readings from African American literature, oral and written, from the 17th century through the Negro Renaissance of the 1920s to 1932.

Pre-requisite: ENGL 211

ENGL 320 African American Literature II: 1932 - Present

3 credits; 3 class hours

This course presents selected readings from Black American literature, oral and written, from the Harlem Renaissance through the present.

Pre-requisite: ENGL 211



ENGL 322 American Literature I: Beginnings to the Emancipation Proclamation

3 credits; 3 class hours

Beginning with Native American oral forms and continuing through the Civil War, this course explores principal authors, folklore, and literary movements as they reflect the heritage, legacy, and diversity of American culture.

Pre-requisite: ENGL 211

ENGL 323 American Literature II: Reconstruction to the Present

3 credits; 3 class hours

This course explores the development of American Literature from the Post Civil War period to the present. Principal authors, folklore, and literary movements as they reflect the heritage, legacy, and diversity of American culture are studied.

Pre-requisite: ENGL 211

ENGL 325 Caribbean Literature I: Beginnings to 1970

3 credits; 3 class hours

This course consists of selected readings in travel narratives, fiction, poetry, autobiography, and drama from major authors and texts beginning with European representations of the colonial encounter in the Early Modern period and concluding with the literature and literary movements of the independence era.

Pre-requisite: ENGL 211

ENGL 326 African Literature

3 credits; 3 class hours

This course provides students with selected readings from the vast diversity of African voices from its early orature to its major modern figures. Students will examine some of the historical, political, social, and ideological forces that have helped shape African literature.

Pre-requisite: ENGL 211

ENGL 327 Caribbean Literature II: 1970 to the Present

This course consists of selected readings by major Caribbean authors in fiction, poetry, and drama from 1970 through the present. Emphasis is on the stylistic and thematic concerns of the literature as well as its relation to the physical, social, political, and intellectual landscape.

Pre-requisite: ENGL 211

ENGL 328 Latin American Literature

3 credits; 3 class hours

This course examines 19th- and 20th-century Latin American literature, focusing on major works that represent important literary trends in Latin American literature and locating those texts within their historical, social, and cultural contexts.

Pre-requisite: ENGL 211

ENGL 330 Postcolonial Literature

3 credits; 3 class hours

This course investigates some of the overarching themes that connect the literature produced in the postcolonial era in Africa, Asia, the Caribbean, and the Americas. Questions of economic dependency and marginalization, linguistic autonomy, and cultural hybridity are among the issues that will be explored through a study of literature and critical theory.

Pre-requisite: ENGL 211

ENGL 331 Asian American Literature

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

Pre-requisite: ENGL 211

ENGL 332 Modernist Literature

3 credits; 3 class hours

This course will examine the literature of the modernist movement in English and in translation. It will cover the period between 1890 and 1940 on both sides of the Atlantic. Students will be given a broad overview of the major tenets of this movement as well as an in-depth study of some of its major works on the margins. Some focus will be given to works of the Harlem Renaissance.

Pre-requisite: ENGL 212

ENGL 360 Black Women Writers

3 credits; 3 class hours

This course examines the literature of Black American women from 1746 through the Black Arts Movement of 1955-1970 and shows how these writings address some of the central issues that have faced Western society. Some of the writers include: Phillis Wheatly, Francis Ellen Watkins Harper, Harriet E. Wilson, Linda Brent Jacobs, Ida B. Wells, Nella Larsen, Zora Neale Hurston, Gwendolyn Brooks, Ann Petry, Margaret Walker, Lorraine Hansberry, Paule Marshall, Nikki Giovanni, Sonia Sanchez, Audre Lorde, Jayne Cortez, Alice Walker, Toni Morrison, and Maya Angelou.

Pre-requisite: ENGL 211

ENGL 361 Shakespeare

3 credits; 3 class hours

This course examines selected Shakespearean plays within the social, cultural, and political context of the Renaissance. A brief history of the development of the drama and a study of Shakespeare's sources are included in the course.

Pre-requisite: ENGL 211

ENGL 362 Advanced Professional Writing Workshop

3 credits; 3 class hours

Using the skills learned in ENGL 260 or in previous publication experiences, students will work intensively on a group publication project to be published and distributed by the end of the semester. This practicum will include writing, production, layout, publicity, and distribution and requires the ability to work cooperatively and independently.

Pre-requisite: completion of ENGL 260 or permission of chairperson

ENGL 365 Applied Literary Theory

3 credits; 3 class hours

This course provides students with an understanding of the great traditions of literary criticism. Students will explore their own literary interests and apply both historical and current methods of criticism to literary texts.

Pre-requisite: ENGL 212

ENGL 370 Special Topics in Literature

3 credits; 3 class hours

Through selected readings, students will explore special topics in literature through the perspective of a unifying theoretical or thematic concept.

Pre-requisite: ENGL 211

ENGL 410 Honors Seminar for English Majors

3 credits; 3 class hours

This course will allow students in the English BA degree program to undertake an in-depth study of a particular author or period, including close readings of major works, bibliographical and cultural information on the author or period.

Pre-requisites: permission of chairperson

ENGL 420 English Internship I

3 credits; 3 class hours

This first semester internship course provides an opportunity for upper-level students to apply their skills and knowledge in the workplace or in an organization related to their English concentration. Students are supported by weekly meetings with the coordinator and supervised by an internship site coordinator.

Pre-requisite: permission of chairperson

ENGL 422 English Internship II/Senior Thesis

3 credits; 3 class hours

English 422 is the English BA degree capstone. It combines the second semester of the internship with guided help on the thesis writing process. Students must complete 108 hours of internship (135 hours are required for a 3-credit course) and participate in three double-period seminars (9 hours) on research techniques and writing styles intended to prepare them to write their senior thesis.

Pre-Requisites: ENGL 420.

ENGL 500 Independent Study

3-6 credits; 3-6 class hours

This course of study centers on a project in the major area. With the prior approval of a faculty supervisor, the student will undertake a project, which will constitute the semester's work. One weekly conference is required.

Pre-requisites: permission of chairperson

HUMANITIES

HUM 102 The Spoken Word in African American Written Texts

3 credits; 3 class hours

This seminar and workshop begins with a foundation of the history and origins of the spoken word in African American literature. Beginning with the study of the griot and continuing through hip hop, students analyze the elements of power and style in African American oral dialects, poetry, and spoken word performances. Upon completion of this course, students will be able to apply their knowledge of spoken word literary techniques to their composing and writing of lyrics and other elements of the literary poetic tradition. Students will also participate in spoken word performances.

Co-requisite: 006 or placement out of basic skills

HUM 260 The Male/Female Dilemma: The Woman's Perspective

3 credits; 3 class hours

This is an interdisciplinary course that will rely upon the resources of the social sciences, health sciences, business, and humanities to examine interpersonal problems such as the sharing of household income, the monetary value of household skills, alimony, sexual passivity, frigidity, impotence, aggressiveness, sexual infidelity, sexual morality, love and morality, and alternatives to marriage.

Pre-requisite: ENGL 150

HUM 261 Woman and the Self

3 credits; 3 class hours

Using selected literature by women of diverse cultures, this course re-examines the concept of "woman" to assess biological and sociological stereotypes that inform contemporary women's life experiences as well as the range of life choices available to them. Readings, discussions, and films explore the problems involved for women in loving them-

selves, living alone, balancing careers and family, building confidence, maintaining physical and mental well-being, developing intellectual abilities, tapping personal creativity, nurturing female sexuality, and coping with a male-dominated society.

Pre-requisite: ENGL 150

HUM 269 Interdisciplinary Seminar on Contemporary Writers

3 credits; 3 class hours

This seminar examines the life and literature of a contemporary writer of national or international stature. Through the treatment of the selected author, students are introduced to a particular world culture and explore the politics and aesthetics of language and literary form. The writer to be treated (autobiographer, essayist, novelist, poet, playwright, or short fiction writer) will to be determined by the Department.

Pre-requisite: ENGL 150

HUM 400 Independent Studies in Humanities

3-6 credits; 3-6 class hours

This course of study centers on a project in the major concentration area, which incorporates content and depth not covered in regular course offerings. With the prior approval of a faculty supervisor, the student will undertake a project, which will constitute the semester's work. One weekly conference is required. (Option in art, English, foreign languages, media, music, philosophy, speech.)

Pre-requisites: Completion of 6 credits, or the equivalent, in the major area of study with a grade of B or better and acceptance by a faculty supervisor. Permission of chairperson required

Department of Foreign Languages

Chairperson: Senen Vivero
718 270-4942 office
718 270-4828 fax
vivero@mec.cuny.edu
Office: B-1032Y
Secretary: Samantha Gregoire-James
718 270-4958
sgjames@mec.cuny.edu
B-1032

Associate Professor: Senen M. Vivero
Assistant Professors: Maria L. Ruiz, Jesus Bottaro

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

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

Core Curriculum

The Department offers four sequences of courses that satisfy the Core Curriculum requirement in Foreign Languages:

1. Elementary Spanish I and II (Spanish 101 and 102)
2. Elementary French I and II (French 101 and 102)
3. Intermediate Spanish for Spanish Speakers (Spanish 203 and 204)
4. Intermediate French for Francophone Speakers (French 201 and 202)

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

ACADEMIC STANDARDS

Students in the Department must pass Foreign Languages required Core courses with a grade of "C" or better.

COURSE DESCRIPTIONS

FRENCH

FREN 101 Beginning French I (closed to francophone speakers)

3 credits; 3 class hours; 1 lab hour

An introduction to the French language as a medium of communication, it will focus on the oral use of the language with work also in written drills, grammar and composition. One hour weekly attendance in the Language Laboratory is required. Not open to native speakers of French or students with francophone proficiency.

Pre-Requisite: None

FREN 102 Beginning French II (closed to francophone speakers)

3 credits; 3 class hours; 1 lab hour

A continuation of the materials covered in FREN 101. One hour weekly attendance in the Language Laboratory is required. Not open to native speakers of French or students with francophone proficiency.

Pre-requisite: FREN 101 or Permission of Instructor

FREN 201 Intermediate French I

3 credits; 3 class hours; 1 lab hour

This course is aimed at native francophone speakers who need formal language instruction and non-native students who demonstrate a satisfactory degree of proficiency. The study of a graded series of texts will constitute the basis of both textual analysis and the students' practice of communication skills. A comprehensive review of grammar will stress the morphology and use of the verb paradigm. Class and language-lab exercises will emphasize audio-oral interaction and writing. Students will be expected to have the capacity to speak, read and write in standard French with originality about the topics studied in class.

Pre-requisite: Open to native speakers of French; Passing grade on placement test; recommendation of faculty after successful completion of FREN 102.

FREN 202 Intermediate French II

3 credits; 3 class hours; 1 lab hour

This course will teach students to perceive the language as a vehicle for culture. A broad range of texts in French will be read and discussed and will serve as linguistic models and as a basis for thematic discussion and composition. The study on texts of culture will be intensified. Literary texts, as well as films and texts dealing with current cultural and social activity in the francophone countries in the Americas, will be studied.

Pre-requisite: FREN 201 or Permission of Instructor

SPANISH

SPAN 101 Beginning Spanish (closed to spanish speakers)

3 credits; 3 class hours; 1 lab hour

This course is an introduction to the Spanish language as a medium of communication, it will focus on the oral use of the language with work also in written drills, grammar and composition. One hour weekly attendance in the Language Laboratory is required. Closed to native speakers of Spanish.

Pre-requisite: None

SPAN 102 Beginning Spanish II (closed to spanish speakers)

3 credits; 3 class hours; 1 lab hour

This course is a continuation of the materials covered in SPAN 101. One hour weekly attendance in the Language Laboratory is required.

Pre-requisite: SPAN 101 or permission of chairperson

SPAN 151 Spanish for Bilingual, General and Special Education Students I

3 credits; 3 class hours

This is an introductory course on theory and practice of the language designed to prepare students in the Bilingual Education Programs to perform their future professional duties effectively in Spanish. The content and materials of the course will cover a variety of academic subjects as well as the language itself. Students will read, comment and write on a broad range of texts that will include major themes of the literature, music, arts, humanities and history of Latin America and Latino culture. Critical analysis of both discourse and content of class materials will prepare students to write well reasoned responses. The mechanics of reading and writing as well as the organization of student compositions will receive special attention. An effort will be made to study grammar using the students' own compositions to insure that the basics of orthography, morphology and syntax are learned.

Pre-requisite: The course will be open to students who pass the placement test provided by the foreign language faculty.

SPAN 201 Intermediate Spanish I

3 credits; 3 class hours; 1 lab hour

This course is a continuation and completion of the study of materials covered in SPAN 101 and 102. Selected reading of modern texts. One hour weekly attendance in the Learning Laboratory is required.

Pre-requisite: SPAN 102 or Challenge Examination

SPAN 202 Intermediate Spanish II

3 credits; 3 class hours; 1 lab hour

This course is a continuation of SPAN 201. Emphasis will be on analysis, discussion, and composition based on the reading of selected texts as an introduction to specialized literature courses.

Pre-requisite: SPAN 201 or Challenge Examination

SPAN 203 Spanish for Native Speakers I

3 credits; 3 class hours

This course is a review of pronunciation, spelling, and selected aspects of the grammar that present special difficulties to the native speaker. This course is designed for students who have a good command of the spoken language but have had little or no formal instruction.

Pre-requisite: Permission of chairperson

SPAN 204 Spanish for Native Speakers II

3 credits; 3 class hours

SPAN 203 and 204 are a sequence. In SPAN 204, the student continues the study of the materials introduced in SPAN 203. Upon completion of both courses, the student will have acquired the basic skills needed to use his/her native language effectively and to proceed to major-level course work.

Pre-requisite: SPAN 203 or by permission of chairperson

SPAN 206 Introduction to Hispanic Literature

3 credits; 3 class hours

This course will explore the origins of Hispanic literature. Literary forms and movements, collective attitudes and creative approaches will be discussed in order to arrive at the basis for Spanish and Spanish-American literature and culture. Representative works will be read, analyzed, and discussed. The course will be conducted entirely in Spanish. Required for more advanced literature courses.

Pre-requisite: SPAN 202 or by permission of chairperson

SPAN 251 Spanish for Bilingual, General and Special Education Students II

3 credits; 3 class hours

This is a continuation of SPAN 151. The general goals of SPAN 151 apply to this course. At the end of the course, students are expected to speak, read and write, meeting the language expectations of a standard speaker who is able to understand and use a variety of language forms and styles pertinent to bilingual instruction across a wide range of subjects and levels. Essays on art, music, culture and the social sciences will be studied in class in order to use them for class reading and writing purposes. An effort will be made to include current materials relevant

to the Hispanic population of the United States. The study of Latin American literary texts, in particular, will be stressed. Students will use expository prose to write well

organized essays that are pedagogically persuasive and free of major grammatical errors.

Pre-requisite: Spanish 151 or Placement Test



Department of Interdisciplinary Studies

Chairperson: Delridge L. Hunter
718 270-4931 office
718 270-4828 fax
dhunter@mec.cuny.edu
Office: B-1032N

Secretary: Pauline Canady
718 270-4988
pauline@mec.cuny.edu
Office: B-1032A

Professors: Margaret Baker Green, Delridge L. Hunter
George Irish, Don Quinn Kelley, Andrée-Nicola McLaughlin

Associate Professor: Sheila Mayers-Johnson

Affiliated Professorial Staff: Safiya Bandele, Kathleen Barker, Leticia Thomas Brereton, Juellie Carroll, Clinton Crawford, Maria Delongoria, Ken Irish-Bramble, Andrea Loewenstein, Marco Mason, Waldaba Stewart

The **mission** of the Department of Interdisciplinary Studies (IDS) program is to prepare students for careers in business; education; health care; human, public and foreign service; human rights and social justice advocacy; media; the arts; social services; and sports; as well as for graduate study in law; literature; international, labor and industrial relations; counseling; and political science, among other fields of study. The Department also strives to equip students to make a positive societal impact with respect to gender equity.

IDS houses interdisciplinary programs, including but not limited to Women's Studies, African World Studies and Caribbean & Latin American Studies, offering curriculum to enhance students' understanding of the human experience in our complex, diverse and fast-changing world community. Another goal of the IDS curriculum is to graduate students who are knowledgeable about one or more of these fields and can bring the necessary academic training, experiential background and social skills to undertake successful careers or graduate study in their areas of interest.

Course offerings in the IDS Department focus on the comparative and integrative study of civil society, culture, gender, national and ethnic identities and/or women. By definition, interdisciplinary courses combine content from two or more traditional academic disciplines and constitute a rich liberal arts background for students, even those who are undecided about their majors.

Students' exposure to a combination of content areas in the Associate of Arts Degree (Interdisciplinary Studies Concentration) is intended to provide an interesting, efficient and optimal approach to contemporary scholarship by broadening the foundation of scholarly inquiry. IDS curriculum also presents an excellent minor or concentration for students pursuing traditional majors in light of employers' interest in hiring graduates who are broadly grounded in the Liberal Arts.

IDS is developing a Baccalaureate of Arts Degree in Women's Studies with concentrations in Comparative Feminist Thought; Gender, Social Justice and Society; and Women's Creative Expressions. With its unique, interdisciplinary cross-cultural focus on women and gender, the BA Degree Program in Women's Studies will allow students to study "women's experiences" from the local to the global and across disciplines, cultures and historical eras, employing a feminist perspective. The Women's Studies curriculum places emphasis on the lives of women who are under-represented in CUNY's curricula, and courses are taught by faculty members who are pioneer scholars, researchers and/or educators of the fields of Women's Studies/Interdisciplinary Studies.

Foci of Interdisciplinary Studies Curriculum

The curriculum in the Department of Interdisciplinary Studies entails study of the "global community," and accentuates three disciplinary areas of focus that have been traditionally underrepresented in university curricula nationwide:

1. African World Studies;
2. Caribbean & Latin American Studies; and
3. Women's Studies

Courses in the Core Curriculum

The College-wide Core Curriculum provides the foundation for the Women's Studies BA Degree and other degree programs in the Department of Interdisciplinary Studies.

ACADEMIC STANDARDS

Any student with a Grade Point Average of 2.0 or better is eligible to take courses in the Department of Interdisciplinary Studies, assuming satisfaction of any pre-requisites(s) that might be required for a given course. In addition, students must maintain a 2.0 Grade Point Average and pass all required core courses with a grade of "C" or better.

SPECIAL DEPARTMENTAL INITIATIVES & PROGRAMS Sustainable Development Service Learning

The Department of Interdisciplinary Studies involves stu-

dents directly in service learning in sustainable development activities through both internships and service credit options within courses. This curriculum includes working with Non Governmental Organizations (NGOs) from developing countries and their diasporas. Through the Medgar Evers College Democracy Project, students participate in the Global Community Fellowship Program of The Southern Caucus of NGOS for Sustainable Development. The Southern Caucus accredits fellows involved in service learning as delegates at the annual United Nations Commission on Sustainable Development. Internships and service learning experiences with member NGOS of The Southern Caucus are also available for credit and non-credit to all students regardless of their majors.

Study Abroad Programs

The Department of Interdisciplinary Studies offers several programs for students who want to study abroad. The longest standing programs are those affiliated with the International Cross-Cultural Black Women's Studies Institute and the International African American Cultural & Research Association (IAACRA). These research and education organizations have worked with the College to provide opportunities for study abroad since 1987.

Students from Medgar Evers College and other CUNY campuses have participated in the global and international forums convened by the International Cross-Cultural Black Women's Studies Institute in Great Britain, USA (New York and Hawaii), Zimbabwe, New Zealand, Germany, Venezuela, South Africa, Russia, Costa Rica, Trinidad & Tobago, Japan and Panama.

Also, students from the College and CUNY have taken advantage of the opportunities created by IAACRA to study abroad in Brazil and to present papers at its annual conference.

In the new millennium, the Department of Interdisciplinary Studies boasts more popular study abroad programs as a result of its organizational affiliations, including: Study abroad in Cuba, the Dominican Republic, Central America, Greece, Holy Land, Hawaii, and West Africa, organized by the Caribbean Research Center of Medgar Evers College, in collaboration with the Universidad Popular de Las Americas; an annual study tour of Egypt organized by the John Henrik Clarke-C. L. R. James African World Research Institute, and study abroad in Ghana organized by the DIRECT Center.

World Gender Studies Abroad & Internship Program

The World Gender Studies Abroad & Internship Program, established in 1997, is a collaborative program between the Department of Interdisciplinary Studies and the International Cross-Cultural Black Women's Studies Institute, a near twenty-year old global research and

education network whose Information Headquarters is based at Medgar Evers College and is directed by Dr. Andrée-Nicola McLaughlin, the Institute's founding International Coordinator.

Activities of the World Gender Studies Abroad & Internship Program to-date have included seminars, symposia, study tours and/or world conferences in Africa, Asia, the Caribbean and Latin America.

The Program is open to students, educators and adults from all nations. Students have opportunity to conduct study of the status and/or issues of women and/or men from the perspectives of race and gender in a cross-cultural and international context for college credit. A student may also opt to acquire practical work experience with a nongovernmental international organization. The Institute's Student Study Abroad Director is Dr. Juellie Carroll.

Museum Partnership

The College has more than a five year partnership with the Brooklyn Museum of Art, a relationship developed by the Department of Interdisciplinary Studies Faculty to augment its prospective degree programs in Women's Studies, African World Studies and Caribbean & Latin American Studies. Museum and departmental faculty have developed "The Museum and World Cultures," a year-long course as part of the cross-cultural focus.

Botanic Garden Partnership

On July 1, 1999, the Brooklyn Botanical Garden and Medgar Evers College initiated a partnership similar in structure to the current partnership with the Brooklyn Museum of Art. In addition to various internship possibilities for our students at this institution, the course, IDS 392 Contemplation in Nature and in Art, is offered annually using the Garden as a classroom. Faculty members coordinating the College's degree programs also can cooperate with the Department of Interdisciplinary Studies in the Botanic Garden course offerings.

Office of International Women's Affairs

The Office of International Women's Affairs, established in 1997, facilitates links between Medgar Evers College and the international community to promoting the study, teaching and research of international women's issues and of women in the international community.

For the purposes of developing human resources in and enhancing public awareness about women's affairs internationally, this Office also brings together scholarly resources at Medgar Evers College to cooperate with governmental, nongovernmental and transnational entities, as well as with key individuals in these arenas.

The Office of International Women's Affairs is affiliated with the Department of Interdisciplinary Studies, working with academic specialists across various disciplines, policy makers and other principals in diverse professions and walks of life to accomplish its stated mission.

The Office of International Women's Affairs fosters international academic collaboration, human resource development and public awareness through Student & Faculty Exchanges, Training & Research, International & Public Forums, Publications, Curriculum & Teaching, Student Advisement, Information Resources, and Networking. The Director is Dr. Andrée-Nicola McLaughlin.

Questions may be directed to the Office of International Women's Affairs at 718 270-5051.

The Office of International Programs

The Office of International Programs at the Caribbean Research Center, Medgar Evers College, is affiliated with the following international institutions:

The Association of Caribbean Universities and Research Institutes (UNICA);

The Peoples of the Americas Consortium of Research Centers and Universities for Sustainable Development; The International Center for Sustainable Development (CIDES) in Panama;

The University of the Virgin Islands Caribbean Inter-Collegiate Debating Competition;

The Ralph J. Bunche Center for International Affairs and The Charles B. Rangel International Affairs Program at Howard University.

Through these affiliations, students have opportunities for student life enrichment and personal development, including travel, debating, research, internships, cultural exchanges, fellowships and leadership training, as well as preparation for foreign service careers. The Executive Director is Dr. J A George Irish.

Questions may be directed to the Office of International Programs at CRC / MEC: 718 270-6083.

COURSE DESCRIPTIONS

Important Note: The courses listed below include some courses that belong to a proposed BA degree in Women's Studies. These courses are identified with an asterisk (*). They may be modified in the course of the degree approval process.

IDS 100 Introduction to the Classical World

3 credits; 3 class hours

Some of the most interesting questions in the contemporary study of the classical world cannot be fully investigated by the standard techniques of philology, philoso-

phy, history, or archeology on their own, and may benefit from a more interdisciplinary comparative methodology. This introductory course in interdisciplinary studies uses primary documentary analysis, comparative intellectual history, museums, and other external learning sites in exploring world civilizations. Areas explored include language, literature, science, art, philosophy, culture, mythology, and religion. Emphasis is placed on developing the writing skills of the participant through historical content.

Pre-Requisites: Completion of all Language Basic Skills

IDS 101 Writing Our Lives: Introduction to Gender and Feminist Thinking*

3 credits; 3 class hours

Open to women and men, this course introduces students to basic definitions of gender and feminism, encouraging discovery of self, finding one's voice, and greater awareness. Students write to explore how society's gender roles and expectations have affected their lives personally, especially their self-concept and self-expression. The course also presents gendered perspectives on issues in different academic disciplines, aiming to have students delve into the value of "feminist thinking" for themselves and their college education. By both writing about gender and feminist thinking in relationship to their own lives and being exposed to relevant writings across cultures, students identify possibilities for changing unhealthy patterns of behavior and creating productive ones, personally and socially.

Pre-Requisites: Completion of all Language Basic Skills

IDS 200 Black Women in Film: Comparative Methodological Approaches to Gender Analysis

3 credits; 3 class hours

This course focuses on the contributions of Black women directors, screenwriters, playwrights and novelists to contemporary international cinema. It gives particular attention to the authenticity of cinematic portrayals of Black women's lives, relationships, issues and aspirations in feature films and documentaries. The course uses selected films and readings by and/or about women of the Black Diaspora, comparing approaches to analysis of women's experiences. It requires students to apply basic concepts and theories of World Gender and Women's Studies to their written and oral assignments.

Pre-Requisites: ENGL 112

IDS 201 Contemporary Caribbean Studies: An Introduction

3 credits; 3 class hours

This course is an introduction to Caribbean Studies. It is an outgrowth of the collaborative academic agreement between Medgar Evers College and Universities in Central America and the Caribbean that are seeking a specialized course with cultural content relevant to the region, while at the same time offering an opportunity for English

skills development.

Pre-Requisites: ENGL 112

IDS 210 African World Cosmology

3 credits; 3 class hours

The course takes the ancient African/Kemetic (Egyptian) origins of civilization as a point of departure in order to examine the evolution and current character of the cosmology and psychology of peoples of African descent from traditional African culture as well as throughout the Diaspora. Incorporating the biological basis of behavior, the course also includes examination of such issues as language and cognition, consciousness, child development, and family/interpersonal relationships, as correlates of the cosmology and psychology of African peoples.

Pre-Requisites: ENGL 150

IDS 280 World Gender Studies Practicum

3-6 credits; 3-6 class hours

This course presents an opportunity for students to conduct cross-cultural study of the status and/or issues of women and/or men in an international context. Under the supervision of a faculty member of the Department of Interdisciplinary Studies (IDS), a student undertakes a field experience. The experience may entail participation in a study abroad or exchange program and/or an internship with an international organization, and focuses on understanding the human condition from an international perspective, especially in regard to gender, race, class and culture. Permission from the IDS Department is required to enroll, and a contract between the student and the IDS Department specifies the required activities, as well as writing, reading and oral assignments.

Pre-Requisites: Completion of at least 12 credits, including ENGL 112 and SPCH 102, and a Minimum 2.0 GPA

IDS 286 Medgar Wiley Evers and the Civil Rights Movement

3 credits; 3 class hours

This course is an educational travel seminar. Participants focus upon the personalities, events and sites of the Civil Rights Movement in the Southern United States between 1954 and 1965. Particular emphasis is placed on the impact of the life and work of Medgar Wiley Evers and other Mississippi and Southern Activists. The itinerary involves traveling by bus to the states of Mississippi, Alabama, and Georgia. Activities include workshops and interviews with living veterans of the movement and civil rights scholars.

Pre-Requisites: ENGL 150 and HIST 200 or HIST 201 or Permission from the Instructor

IDS 290 Interdisciplinary Research Methods

3 credits; 3 class hours

Examining what constitutes evidence in research and scholarship and introducing interdisciplinary research

methods are the main components of this course.

Specifically, participants examine the relationship of facts to evidence, within and across disciplines, exploring along the way concepts such as experience, primary and secondary sources, forming and testing a hypothesis, and the rules of evidence. Participants also engage in a class research project utilizing online sources and multimedia forms of documentation.

Pre-Requisites: ENGL 150

IDS 300 Gender Relations: Men and Women in Society

3 credits; 3 class hours

This course provides a critical examination of gender relations from antiquity to modern times. It explores how relations between the women and men, as well as boys and girls, are socially constructed, examining the ways by which language, culture, and society's institutions shape gender expectations and gender roles. The broad chronological continuum moves from ancient Greece and ancient Nubia to the advent and solidification of gender roles in agrarian societies, to 18th century warfare, and through 20th century gender relations. The course includes a section on imprisonment in the USA and the underlying reasons for the gender imbalance in incarceration rates.

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 301 Study Abroad

3 credits; 3 class hours

This course is part of the effort to internationalize the curriculum by offering upper level students the opportunity to have a direct experience of life in the developing world. It responds to the Interdisciplinary Studies (IDS) expectation that IDS students should have a study abroad option. It is a logical follow-up to courses in History, Social Science, Education, and Environmental Studies, especially for students who will work in inner-city, multi-ethnic communities.

Pre-Requisites: Interview and Permission of Instructor or Department Chairperson

IDS 303 Black Women in Global Perspective*

3 credits; 3 class hours

This course examines Black women in different regions of the world, focusing on their past and present experiences in relationship to work, education, the family, the arts, and/or social movements. Emphasis is placed on Black women's ongoing contributions to struggles for human freedom and social justice. Students' critical study of the comparative realities of Black women includes assigned readings, film screenings, lectures, classroom discussions and a research project.

Pre-Requisites: ENGL 211. For Women's Studies Majors,

also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 310 Migration: The African Diaspora in the Americas

3 credits; 3 class hours

This is an interdisciplinary course on migration focusing specifically on the movement and development of people of African Ancestry throughout North, Central, and South America, and the Caribbean Basin. It explores the causes of underdevelopment and human rights problems through a variety of analytical and pedagogical approaches.

Pre-Requisites: ENGL 211 and HIST 101 or IDS 100

IDS 320 The Life and Works of John Henrik Clarke

3 credits; 3 class hours

This seminar examines the great and mighty walk of an intellectual giant in the twentieth century. Fifty years of Dr. Clarke's interwoven relationship with African, African American and Caribbean scholars and lay people are highlighted in this seminar. The course focuses on Dr. Clarke's vast knowledge and understanding of African people in world history, his knowledge of Africa's relationship to Europe, and his Pan-Africanist philosophy.

Pre-Requisites: ENGL 211 or Permission of Instructor

IDS 325 Lesbian and Gay Life: Texts of Liberation*

3 credits; 3 class hours

This course offers students the opportunity to view and understand their own lives and histories in relation to the larger society by means of studying the life and literature of gay, lesbian, bisexual and trans-gendered people. It provides a safe place for gay, lesbian, bisexual and trans-gendered students and their friends to share their lives and concerns, and for all students to combat the prevalent homophobia that is part of the culture of contemporary society. The course focuses on the lives of African-American and Afro-Caribbean gay, lesbian, and cross-gendered authors. Themes include the formation of sexual identity, the construction of the "Other," the distinction between gender identity and sexual preference, as well as the history of gay liberation from Greece to Stonewall and beyond. In this respect, we examine lesbians and gay men at the forefront of the creative and performing arts, reading their selected fiction, poetry and memoirs, and comparing and relating to various movements in visual art. The course is approached with a constructionist-feminist theoretical base which entails the belief that, to some extent, each of us constructs her own reality; that the "truth" is determined largely by social context and point of view; and that a crucial aspect of our society is that both men and women are defined and limited by strict gender rules and expectations.

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 327 Mother Tongues: Women, Writing and Language*

3 credits; 3 class hours

This course invites students to become increasingly conscious of the unspoken rules of and restrictions surrounding their use of variations of the English language based on gender and other indices of social identity. The course encourages students to write, speak and own their mother tongues, examining their language in a variety of ways as a route to empowerment.

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 331 Women, Gender and Society*

3 credits; 3 class hours

How do gender roles and ideologies of difference influence the lives of women? How do social institutions maintain stereotypic norms and systems of inequality for women in particular? Focusing on women's roles and identity in contemporary society, this course employs feminist scholarship, theories and controversies to examine gender as a social system that is used to categorize people and is linked to power and status. Lectures, discussions, readings and films in the course also address how race, ethnicity, and sexual orientation interact with gender in the media, personal and political relationships, relationships, families, education, the workplace, healthcare and other social settings.

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 333 Women and Madness*

3 credits; 3 class hours

This course examines the experience of women who have been referred to as "mad" and common circumstances and behaviors that led up to this term. The course pursues this investigation across cultures and across time, finally locating it in today's society, one that has little interest in meeting the needs of women or investing in long-term wellness. Close attention is paid to the experience of women of color, as well as to the differential treatment allotted to men and women who exhibit similar patterns of behavior. The course may also provide a safe place to share what many of us regard as a secret or a shameful experience with others who may have been in the same position as have most women at some time in their lives. Students study texts by women who were, at one time, referred to as "mad;" and they read short fiction, poems, a memoir, an ethnography, short theoretical pieces, and a non-clinical history of mental illness in women.

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 335 Special Topics in World Studies

3 credits; 3 class hours

This course involves in-depth interdisciplinary study of a selected topic in World Studies.

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 341 Women Independent Filmmakers*

3 credits; 3 class hours

The course examines independent moviemaking from the perspectives of women filmmakers from around the world. Students watch and discuss documentary, narrative and experimental films, focusing on the feminist and diverse issues women explore in independent filmmaking and learning how to develop their own independent film project.

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 345 Feminist Perspectives on HIV/AIDS *

3 credits; 3 class hours

According to the United National AIDS Global Network, "Gender is an inextricable part of the HIV/AIDS equation. Gender inequality and poor respect for the human rights of women and girls are key factors in the HIV/AIDS epidemic." This course examines the global HIV/AIDS pandemic from gendered perspectives on the physical, mental, emotional, financial/economic, and political landscape of this virus. Students learn about the realities, implications, and consequences of HIV/AIDS through print and audio-visual materials as well as from "persons living with HIV/AIDS." The course examines the stereotypes and myths surrounding the virus and the disease by presenting information from an extensive array of international and, primarily, local resources.

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 348 The Global Classroom

3 credits; 3 class hours

This interdisciplinary course examines socialization, instruction, and learning in selected international regions. Historical, cultural, socio-economic, and political aspects of educational development, change, and practice are discussed. An additional area of focus is child rearing practices and issues of children's development, as these factors impact on socialization, instruction, and learning. This course meets the New York State Learning Standards in Social Studies.

Pre-Requisites: ENGL 211

IDS 350 Contemporary Scholar: International and Cultural Perspectives

3 credits; 3 class hours

This interdisciplinary seminar examines a particular thinker and writer, a scholar of international stature. Exploring universal themes in a world context, the seminar treats the life and selected writings of the scholar. The course also introduces students to the culture and geopolitics of the scholar's homeland and region: Africa, Asia, the Americas, the Caribbean, Europe or the Pacific. The scholar to be studied can vary each semester to include intellectuals who enjoy the world stage as determined by their works' translation into different languages, distribution in different global regions, span of multiple genres, and treatment of universal issues of an ethical and/or political nature.

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 365 Women and Work: Coalescing Perspectives*

3 credits; 3 class hours

This course explores work, women and the workplace. Readings, films and classroom activities enable students to learn about a variety of historical and structural forces that impact women and work. Students are also engaged in learning about the personal costs, survival strategies, and honorable achievements of working women in various contexts around the world. The course aims to provide a balanced view of discipline-based theories and research on women and work, making visible the privileges of race, gender, and sexualities in the workplace. A focus of the course is to challenge students to think about women's experiences in the emergent global workplace, and if and how transnational fairness can be achieved.

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 367 Oral and Video Herstory: Interdisciplinary Research Methods II*

3 credits; 3 class hours

This research methods course involves students in studying and conducting multimedia documentation of women's testimonies, in women's own voices and from their points of view. The focus is on recording the oral history of community-based women, "herstory," for presentation. Students read, listen to and view recorded testimonies of women, discussing some of the methodological problems and theoretical issues involved in documentation of personal testimony. They also receive practical guidance in collecting oral/video testimony, including how to choose a subject, interview techniques, the relative value of different audio and video equipment for use in the field, and ways digital technology can be applied to present women's true stories to target audience(s).

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 368 Culture and Language Transmission in African Deep Thought

3 credits; 3 class hours

The concept of African Deep Thought provides the basis for examining the transmission of culture and language in the African world. Students study historical, cultural and linguistic transformative processes as they are evidenced in ancient and traditional African languages and symbolic systems, including languages of the African Diaspora. The transmission of the African World View is examined throughout.

Pre-Requisites: ENGL 211; IDS 100 and 210

IDS 370 Women, Gender and Development in Global Cross-Cultural Perspectives

3 credits; 3 class hours

The course explores issues and problems in development across cultures and globally. Topics include gender equality in relation to economic participation and sustainable development, the impact of globalization, the effects of agricultural degradation, control and ownership of land, gender roles and technology development, access to credit, promotion of small businesses, combating alleviation of poverty, working for peace, and mainstreaming gender concerns in all aspects of development. The course gives special attention to women's position in the global economy, particularly the gender dynamics of subcontracted work, trafficking of women and children, violence in the workplace, and international trade. Film screenings, lectures, guest speakers and discussion of reading assignments are among the course activities.

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 375 Audre Lorde: Feminist Poetry & Politics*

3 credits; 3 class hours

This course focuses on the feminist poetry and politics of Audre Lorde, author of sixteen works of poetry and prose, human rights activist of Caribbean heritage and the first African American woman to be named "New York State Poet." Course participants analyze her personal and political persona, discussing selected literature, films, interviews and profiles by or about Lorde. Points of emphasis are how Lorde's own life experiences inform her politics and writings, and how Lorde's own activism and distinct feminist voice have impacted the "intercontinental Black women's consciousness movement" and its offshoot, the "intercontinental Black women's literary renaissance."

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 380 Women's Human Rights: Dr. Betty Shabazz Seminar *

3 credits; 3 class hours

This course examines the life and legacy of the late Dr. Betty Shabazz, widow of Malcolm X, in direct relation to contemporary women's struggles for human rights. Particular emphasis is placed on the Global Women's Movement for gender equality and the significance of Shabazz's human rights work for women, children and universal health care. Students review selected articles, speeches, interviews and media resources to engage in critical analyses of women's contributions to global struggles for human rights.

Pre-Requisites: ENGL 211. For Women's Studies Majors, also IDS 290 and one course, either IDS 200, HUM 260 or HUM 261

IDS 386 The UN and Global Relations

3 credits; 3 class hours

This course examines the role of the UN organization along with the agencies, funds and programs in the areas of International Peace and Security, Economic and Social Development, Human Rights and Humanitarian Assistance, The Global Environment and International Law. The course focuses on the interplay between natural, political, economic, and social systems in the global arena. The structure and format of the course include selected class sessions at the United Nations and guest lectures by United Nations representatives as well as by international officers and former heads of state.

Pre-Requisites: ENGL 211 and IDS 101 or Permission of Instructor

IDS 390 Museum and World Cultures

3 credits; 3 class hours

This seminar provides an interdisciplinary perspective on world cultures using the permanent collections and special exhibits of the Brooklyn Museum of Art. Taught by Museum staff and College faculty at the Museum, participants train to be docents and study art history, art theory and material life with a focus on a specific collection and/or culture, using traditional print and media sources as well as virtual museums on the Internet. Fifty percent of each class occurs in a gallery. Other activities include lectures, participant-led tours and presentations, and a research paper. This is the first semester of a two-semester seminar.

Pre-Requisites: ENGL 211 and IDS 100 or HIST 101, ART 100, MUS 100 or SPCH 102

IDS 391 Power, Culture and Development

3 credits; 3 class hours

This course examines the political economy of development as it applies to Central America and the Caribbean Basin.

Development is treated as the focal point of this seminar. Issues of gender, class and ethnic division are juxtaposed along side the wants of a people who are attempting to

find their own way apart from a dominant nation that wants to be present as an influence on the domestic issues of the smaller nations. Issues of “what to, how to, and when to” serve as meeting points for discussions around growth and development. The CARICOM arrangement is compared with the European Community. How development might be possible employing the indigenous resources human and natural serves as the driving force for this course.

Pre-Requisites: ENGL 211 and HIST 231 or HIST 242; or Permission of Instructor

IDS 392 Contemplation in Nature and Art

3 credits; 3 class hours

This interdisciplinary course uses nature and art to explore contemplative thought and practices around the world, with an emphasis on Asia. The course includes cross-cultural readings, online resources, experiential learning in art museums and botanical gardens, and an introduction to either meditation or the science breathing.

Pre-Requisites: ENGL 151; BIO 101 or ENVR 101; IDS 100 or HIST 101 or HIST 102

IDS 401 Women's Worlds, Women's Words: Gender in Women's Intercontinental Literature

3 credits; 3 class hours

This course examines the material existence and unique perspectives of selected, Southern and Indigenous women across continental regions, focusing on the representation of gender in contemporary writings by women of the colonial experience in Africa, Asia, the Caribbean, Latin America, the Middle East, and the Pacific Islands. Course participants study novels, short stories, biography and/or autobiography, as well as prose and essay selections, to compare women's realities and women's consciousness. Students also survey the diverse forms and styles of expression women employ to represent their lives.

Pre-Requisites: ENGL 212. For Women's Studies Majors, also one 300 level IDS course in women's or gender studies.

IDS 402 Activist Black Women in Autobiography*

3 credits; 3 class hours

This course chronologically examines notable, twentieth century Black women activists in the United States, using their autobiographies. Students study these activists' experiences, including what they document about living under inequality and their motivations for getting involved in political struggles for social justice and human freedom. The course focuses on anti-lynching campaigner Ida B. Wells; student protester Ann Moody; civil rights activists Rosa Parks, Septima Clark, Coretta Scott King and Dr. Endesha Ida Mae Holland; former political prisoner Dr. Angela Y. Davis, and Black liberation exile Assata Shakur. Screenings of important films about the activists and/or the historical context(s) of their activism complement selected readings, lectures, classroom discussions, and writ-

ten assignments.

Pre-Requisites: ENGL 212. For Women's Studies Majors, also one 300 level IDS course in women's or gender studies.

IDS 405 Women's Political Movements

3 credits; 3 class hours

This course introduces students to the momentous contributions of women in advancing anti-colonial and other organized resistance in national struggles for self-determination, peace, social justice and gender equality.

Pre-Requisites: ENGL 212. For Women's Studies Majors, also one 300 level IDS course in women's or gender studies.

IDS 410 Comparative Central American and Caribbean Thought

3 credits; 3 class hours

This interdisciplinary seminar examines the intellectual traditions of the region through a comparative study of leading thinkers, essayists and creative writers from the various language groups. Students read selected works and make analytical contributions to an informed discussion of the development of ideas.

Pre-Requisites: ENGL 212 and HIST 242 or Permission of Instructor

IDS 448 Internship

3-6 credits; 3-6 class hours

The Internship Program is aimed at engaging students in meaningful experiences that allow them to integrate prior academic learning into practical world experience as part of an interdisciplinary preparation for the careers of their choice. The range of options is wide open – UN agencies, NGO's, international business sector, environmental programs, health organizations, disaster relief, human rights, legislative and lobbying offices, diplomatic missions, etc. The internship may be done locally, nationally or internationally.

Pre-Requisites: Completion of 60 credits

IDS 450 Study Abroad Seminar

3-6 credits; 3-6 class hours

This seminar is designed to provide a student with on the job learning by participating in the life experiences of the country where s/he is housed. Students enroll in this course with the intent and expectation of receiving first hand contact with the local people of the selected communities in which they will live and study.

Pre-Requisites: Completion of 90 credits

IDS 490 Peace and Development

3 credits; 3 class hours

This senior level course is research based and writing intensive. It requires students to identify a specific research topic within the broader framework of peace and development, define the objectives and anticipated outcomes of their research, conceptualize the scope of the

work to be done, and with faculty guidance, determine the appropriate methodology to achieve those ends.

Pre-Requisites: Completion of Junior Year Requirements in the relevant degree program

IDS 495 Women's Studies Research Seminar

3 credits; 3 class hours

This seminar, capstone for Women's Studies Women's Studies Majors, examines what distinguishes Women's Studies and Gender Studies research from research in other disciplines. Students explore theories, methods and philosophies applied to scholarly research on women and gender. The seminar also surveys a range of traditional

and nontraditional methodologies employed in Women's Studies or Gender Studies research. Special attention is given to the relationship between theory and action in research. All students participate in a guided, field research project.

Pre-Requisites: Completion of IDS 303, 331, 333, 367, 380 and 401. Capstone course for Women's Studies majors.

IDS 500 Independent Study

3-6 credits; 3-6 class hours

Pre-Requisites: Permission of the Chairperson

The Center for Diopian Inquiry and Research on Education as Culture Transition (The DIRECT Center)

Named after Cheikh Anta Diop, the great Senegalese scholar, The DIRECT Center at Medgar Evers College examines the socio-cultural phenomena that have influenced the transmission of cultural knowledge and identity among African people from antiquity to the present. Its activities contribute to a deeper understanding of the impact that invasions, colonization and enslavement have had on the historical, linguistic, and psychological factors associated with self-cognition and culture retention among people of African descent. The DIRECT Center's activities include:

- African Study Tours – In conjunction with Medgar Evers College Study Abroad Programs, the DIRECT Center supports travel opportunities that focus on cultural continuity and encourage nation-building ideology on the African continent and within African Diaspora.

- The Journal of Culture and its Transmission in the African World (JCTAW) –

Established as the literary arm of the DIRECT Center, this peer reviewed publication provides scholarly research articles on African cultural retention.

- Uncovering Connections: Cultural Endurance Between Africa, the Americas, and the Caribbean Conference – Held annually in the Spring, in cooperation with the greater Brooklyn community, this two-day conference displays the work of international transdisciplinary scholars in the area of African cultural transmission and retention. The conference encourages the participation of students of African culture transmission at all levels.

- Community Forums – Lectures and workshops focusing on different aspects of African identity among African descended peoples are held periodically throughout the academic year.

Department of Mass Communications, Creative & Performing Arts & Speech

Chairperson:	Iola Thompson 718 270-4927 office 718 270-4828 fax ithompson@mec.cuny.edu B-1010
Office:	
Secretary:	Teela Harewood 718 270-4983 teela@mec.cuny.edu B-1010
Professor:	Clinton Crawford
Professor:	Mary Umolu
Assistant Professor:	Elendar Barnes
Instructors:	Roman Mitchell, Bernard Phillips,
Lecturers:	Beatrice Brathwaite, Jimmy Jenkins, Izell Glover Glen McMillan, Joseph Webb, Alfred Johnson.

The **mission** of the Department of Mass Communications, Creative & Performing Arts & Speech (MCCPAS) is to provide high-quality instruction in the visual arts, dance, media, music, speech, and theater to enable students to experience personal growth, broaden their cultural perspectives, and develop the talents that create opportunities for both graduate study and employment.

MCCPAS is an academic department in the School of Liberal Arts and Education. It provides a wide range of interdisciplinary courses in the plastic and performing arts (art, music, speech, radio, video, photography, television, film, dance, acting and theater crafts). Innovative approaches and pedagogies, including emerging technologies, are used integrally in the MCCPAS curriculum. The curriculum is structured to allow students to select or follow a course of study in a particular subject area or to diversify.

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

In addition to producing its own performances, the Department provides a forum for national and international visits, exchanges, and performances, encouraging education in, and sensitivity to, the cultures of a variety of

peoples. Other opportunities for learner development are provided through networking, membership in associations and professional groups and societies, as well as with community based organizations.

The Department offers an Associate of Arts (AA) in Liberal Arts degree. After successfully completing the course of study leading to this degree, students usually:

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

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

ACADEMIC CRITERIA

Students must meet all proficiencies required by the City University of New York. A minimum of sixty (60) credits is required for the AA in Liberal Arts. Of these, fifteen (15) credits must be from the MCCPAS Departmental Courses and taken under advisement. A syllabus is provided for each course. The student is required to adhere to the flexible guidelines and requirements. The student must demonstrate computer proficiency before being awarded the AA in Liberal Arts degree. In this Department, a student is required to take at least one year of a spoken language, other than his or her native language, in which the learner has not developed proficiency. The majority of the teachers in our Department are teacher/practitioners. Research is required in all of our courses. Writing, reading, and speaking are a vital part of our curriculum.

ACADEMIC STANDARDS

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

The 60 credits of the program are distributed as follows:

AA in Mass Communication, Creative & Performing Arts & Speech

Requirements

College-wide and Departmental Core	Credits	45
Departmental requirement		3
Media Emphasis		
Speech Emphasis		
Art Emphasis		
Music Emphasis		
Dance Emphasis		
Speech Theater Emphasis		12

THE MCCPAS DEPARTMENT'S DEGREE PROGRAM Recommended Sequence for Associate of Arts Degree in Liberal Arts

Semester 1

Courses		Credits
ENGL 112	College English 1	3
MH 115	Nature of Mathematics I	3
FS 101	Freshman Seminar I	1
MUS 100	Intro to World of Music	2
SPCH 102	Fundamentals of Public Speaking	3
MCCPAS ELECTIVE ART, DNCE, MED, MUS, SPCH		3
Total		15

Semester 2

Courses		Credits
ENGL 150	College English II	3
FS 102	Freshman Seminar II	1
ART 100	Intro to World of Art	2
HIST 101	World Civilization I	3
CL 101	Computer Literacy	3
	Foreign Language I	3
SPAN 101	Intro to Spanish	
	or	
FREN 101	Intro to French	
Total		15

Semester 3

Courses		Credits
HIST 2XX	Historical Studies Core Course (200 Level Course)	3
PHIL 101	Intro to Logic	3
	or	
BIO 101	Intro to Biology	3
CHM 112	Chemistry	
	or	
PHS 101	Physical Science	
	Foreign Language II	3
SPAN 102	Intro to Spanish II	
	or	
FREN 102	Intro to French II	
MCCPAS ELECTIVE ART, DNCE, MED, MUS, SPCH		2-3
Total		14-15

Semester 4

Courses		Credits
SSC 101	Culture, Society and Social Change	3
	or	
PSYC 101	Intro Psychology	
MASS 273	Black Creative Arts	3
ENG 211	Intro to Literature	3
MCCPAS ELECTIVE ART, DNCE, MED, MUS, SPCH		6-7
Total		15-16
Total Credits		60

COURSE DESCRIPTIONS

ART

ART 100 Introduction to World Art

2 credits; 2 class hours

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

ART 109 Creative Expressions in the Visual and Performing Arts

3 credits; 3 class hours; 1 lab hour

This studio course combines three creative areas: the visual arts, the performing arts, and creative writing. Students may create works of art through the media of sculpture, painting, drawing and utilization of ancient designs or traditional principles. Presentations will be determined by the students' interest and performance talent (song, dance, music, acting, spoken word or traditional language).
Pre-requisite: ART 100

ART 151 Basic Design

3 credits; 3 class hours

This is a fundamental design course with the primary emphasis on two-dimensional design as it relates to space, balance, line, composition, color contrasts, etc. The course offers an introduction to a variety of art techniques and media.

Pre-requisite: ART 100

ART 160 Art Education for Teachers

3 credits; 3 class hours

Geared for prospective teachers in the elementary school; this is a combined lecture/studio course using the creative experience as a vehicle for growth and development. The student learns how to correlate the visual arts with interrelated subject matter, such as reading readiness skills and other content areas.

Pre-Requisite: ART 100

ART 200 Afro-American Art History

3 credits; 3 class hours

History and analysis of Afro-American Art from the

Colonial Period in America through present-day Contemporary Art will be covered. Analysis will include the contributions of Black artists to the mainstream as well as the Black Aesthetic in American Art.

Pre-requisite: ART 100

ART 201 African Art History

3 credits; 3 class hours

This course traces the development and philosophical aspects of African Art forms, the Nok Culture of 300 B.C. through the Classic Benin-life Periods to present Contemporary African Art forms of the Twentieth Century. Museum trips are an integral part of the course.

Pre-requisite: ART 100

ART 203 Ceramics

3 credits; 4 class hours

This is a studio course in the study of clay and its nature and potentialities as related to ceramic arts. Various methods are covered for pottery making, coil and slab building, firing and glazing.

Pre-requisite: ART 100 or permission of chairperson

ART 205 Sculpture

3 credits; 4 class hours

A studio course designed to introduce the student to basic sculpture. Emphasis is on assemblage, moldmaking, casting and woodcarving.

Pre-requisite: ART 100 or permission of chairperson

ART 207 Drawing and Painting

3 credits; 4 class hours

This combined studio and art analysis course includes drawing, pen and ink, conte crayon, charcoal, water color, wash, and oils. Students must complete one oil painting during the semester. Lectures will cover Contemporary Art forms. Special projects and gallery trips are an integral part of the course.

Pre-requisite: ART 100 or permission of chairperson

ART 208 Painting Techniques

3 credits; 4 class hours

This is an advanced exploratory studio and lecture course designed to intensify painting in oil, acrylics and water color. Lectures will cover contemporary art forms. Special projects and gallery trips are an integral part of the course.

Pre-requisite: ART 207 or permission of chairperson

ART 282 Lettering and Design

3 credits; 4 class hours

This course acquaints the student with the basic execution of lettering and typography as well as the elements of basic layout for advertising.

Pre-requisite: ART 100 or permission of chairperson

ART 283 Advertising Design

3 credits; 3 class hours

The purpose of this course is to familiarize the student with the basic principles of design in relationship to commercial art. The student acquires the tools to execute projects relating to design and production.

Pre-requisite: ART 282 or permission of chairperson

ART 299 Independent Study

3-6 credits; 3-9 class hours

This independent study is designed to give students intensive work in a major area. Study, research and projects are developed individually between the student and the faculty member who will guide the study. **Not open to first semester freshmen.**

Pre-requisites: Completion of 6 Credits, or its Equivalent, in the Major Area and permission of chairperson

Dance

DNCE 100 Introduction to Modern Dance

2 credits; 3 class hours

This theory and practice course which focuses on the basic elements of modern dance includes an understanding of movement techniques and improvisation.

Pre-requisite: None

DNCE 200 Movement Education Rhythmic Analysis Technology

3 credits; 3 class hours

This course prepares elementary school teachers, and other interested individuals, in the approaches and techniques of applying rhythms to dance movement. Students will learn how musical counts are divided and how to design movement for classroom settings.

Pre-requisite: Pass CUNY ACT or Exit Developmental Skills courses or Permission.

DNCE 202 Liturgical/Sacred Dance

3 credits; 3 class hours

The course provides a historical overview of religious dance. It will introduce students to dance movement that is specific to sacred dance. The differences between sacred and secular dance will be explored.

Pre-requisite: None

DNCE 251 African Dance I

2 credits; 3 class hours

This course provides a survey of the cultures, lifestyles and traditional dances of West Africa. It will focus on various movements, step patterns, rhythms, forms, styles, and accompaniments used in traditional West African Dance.

Pre-requisite: NONE

DNCE 262 African Dance II

2 credits; 3 class hours

This course is a continuation of the basic course in African dance. Emphasis will be placed on selected choreographed routines of various traditional West African dances.

Pre-requisite: DNCE 251 or permission of chairperson

DNCE 272 Theory and Philosophy of Creative Dance for the Classroom Teacher

3 credits; 3 class hours

This course prepares elementary school teachers in the theory, philosophy, approaches, and techniques of teaching creative dance movement to children of all ages and levels. It will involve various elements of creative dance to guide children in creative movement experiences which will help them develop cognitive, emotional, and physical skills. This course is especially for teachers of subjects other than dance.

Pre-requisite: Pass CUNY ACT or Exit Developmental Skills courses or permission of chairperson.

Humanities

MASS COMMUNICATIONS

MASS 273 Black Creative Arts

3 credits; 3 class hours

This course will examine of the creative impulse as experienced and expressed by the African descendants in the New World with particular reference to the United States. Creative experiences in art, music, dance, theater, and literature are integral parts of the course.

Pre-requisite: ENGL 150, SPCH 102, MUS 100 or ART 100 or permission of chairperson

MASS 400 Independent Studies in Mass Communications

3-6 credits; 3-6 class hours

This course of study centering on a project in the major area, incorporates content and depth not possible in regular course offerings. With the prior approval of a faculty supervisor, the student will undertake a project, which will constitute the semester's work. One weekly conference is required. **Option in Art, Dance, Media, Music, Speech.**

Pre-requisites: Completion of 6 Credits, or the Equivalent, in the Major's Area of Study with a Grade of B or Better and Acceptance by a Faculty Supervisor Approval by Department Chairperson

Media

MED 150 Mass Communications: Contents, Structure, and Control

3 credits; 3 class hours

This course covers the analysis of the nature and impact of mass communication in society; a study of its development, structure, function and control.

Co-requisite: ENGL 112 or permission of chairperson

MED 160 Introduction to Film

3 credits; 3 class hours

This basic course seeks to relate the history, theory and aesthetics of the film medium to the sociological, economic,

political and psychological needs and consciousness of the community. A sensory approach to the cinema combined with an awareness of the potential for film productions and criticism will be utilized in the analysis of numerous short films and features. Where appropriate, guest lectures will be utilized.

Co-requisite: ENGL 112

MED 180 Introduction to Broadcasting

3 credits; 3 class hours

This is an introduction to the history and development systems of radio and television broadcasting and a study of the economic and social structure and functions of stations and networks, and the laws and codes regulating broadcasting. Organization of regulatory and qualifying agencies will be explored; pending legislation will be examined. Students will learn how to operate basic equipment, write scripts, and produce simple productions.

Pre-requisite: MED 150 or permission of chairperson

MED 214 Introduction to Instructional Materials Production

3 credits; 3 class hours

This is a multi-media laboratory course in which students are familiarized with various materials used in instructional media; e.g. slides, video, films, filmstrips. Students prepare scripts and guides, and learn to select, order and use media equipment and material designed for use in schools, other institutions and industry.

Pre-requisite: ENGL 112

MED 241 Radio Production

3 credits; 3 class hours

This is a lecture-demonstration-studio course in which the student will learn the use and function of equipment and microphone techniques, research techniques, script writing, talent selection, contracts, copyright procedure, sound effects, performing, station management, logging traffic, and program continuity. Participation at the College or local radio station will be required in addition to activities at the University's studios.

Pre-requisites: MED 150 and MED 180 or permission of chairperson

MED 242 Advanced Radio Production

3 credits; 3 class hours

A continuation of Media 241. Students will learn to develop more complicated scripts (including drama) and production techniques. Each student is required to produce a quality show for consideration by a station. Participation at the college and/or local radio station will be required.

Pre-requisite: MED 241 or permission of chairperson

MED 270 Graphics

3 credits; 3 class hours

This is a course in the production of graphics for television and video. Attention will be given to choice of material to design and layout, use of color and specific production techniques.

Pre-requisite: ART 151

MED 292 Workshop in Media Writing I

3 credits; 3 class hours

Students will develop skills in gathering data and writing scripts for radio, television, and film. They will gain experience in scripting shows using the College facilities, and specimen scripts will be available for community programs.

Pre-requisite: ENGL 150

MED 297 TV Production

3 credits; 3 class hours

Students will be given lecture demonstrations and practical studio experiences in the various aspects of television production. They will develop and participate in projects that focus on producing, performing, script writing, studio operations, sets, lights, scenery, graphics, sound, special effects, etc. Experiences in production at community television and CATV stations as well as those of the City University of New York will be required.

Pre-requisite: MED 180 or permission of chairperson

MED 298 Advanced TV Production

3 credits; 3 class hours

Continued experience in TV production using more advanced equipment, techniques, independent research, script writing and experimental productions.

Pre-requisites: MED 297

MED 299 Independent Study

3-6 credits

Independent study is designed to give students intensive work in the Major area. Study, research, and projects are developed individually between the student and the faculty member who will guide the study. **Not open to first semester freshmen.**

Pre-requisite: Completion of 6 Credits, or its Equivalent, in the Major Area and permission of chairperson

MED 300 Internship

3 credits; 3 class hours

This is a course involving the practical aspects of radio and/or television and/or film in which projects concerning a particular medium become the work of the students in their specific area of interest. Students will be assigned to a radio, television, or film production studio for practical "on-the-job" work experience. An approved agreement between student and professor will be required.

Pre-requisites: MED 150 and MED 180 or by permission of chairperson

Music

MUS 100 Introduction to World Music

2 credits; 2 class hours

This course covers an overview of Western, African-

derived, and other selected non-Western music. Particular attention will be paid to the following: the elements of music, the role of music in society, aesthetics, and syncretism. Students will be required to attend musical performances.

Pre-requisite: None

MUS 103 Rudiments of Music

3 credits; 3 class hours

This piano performance course utilizes the keyboard as a vehicle for studying the fundamentals of music, including notation, rhythm, scales, keys, interval formation and triads.

Pre-requisite: None

MUS 104 Basic Musicianship

1 credit; 2 class hours

This course provides ear training in meter and rhythm, major and minor mode, intervals, chords and melody.

Pre-requisite: MUS 103

MUS 105 Voice

1 credit; 2 class hours

Fundamentals of breath control, posture, tone production, and articulation will be covered. There will be group instruction for non majors.

Pre-requisite: permission of chairperson

MUS 106/107/108/109 College Choir I, II, III, IV

1 credit; 3 class hours

Exploration, study and performance of choral musical literature.

Pre-requisite: None

MUS 110 Piano I

2 credits; 3 class hours

This course provides class instruction on the fundamentals of piano playing. Designed to enable the student to play easy piano selections, to sight read and to improvise at the keyboard with basic chords.

Pre-requisite: permission of the chairperson

MUS 111 Piano II

2 credits; 3 class hours

A continuation of MUS 110, this course concentrates on the performance of easy, well known selections, transportation, and elementary accompaniments.

Pre-requisite: MUS 110 or permission of chairperson

MUS 120 Cultural Diversity in Music I

3 credits; 3 class hours

This course offers an exploration of the musical cultures of specific peoples through lectures, discussions, observations of live performances, and other scheduled events. The cultural, sociological, and historical forces that shaped this music will be explored. The themes will be: African Tribal Music, Dance and Protest Music, including Calypso and Reggae.

Pre-requisite: MUS 100

MUS 204 History and Literature of Jazz

3 credits; 3 class hours

This course offers a critical examination of the history and literature of jazz from its roots in the folk songs of Black Americans to the present time. Particular attention paid to sociological background of the music, and the experiences of musicians (their life styles and the ensuing effects on musical styles).

Pre-requisites: ENGL 112 and MUS 100

MUS 215 Ensemble

2 credits; 3 class hours

This is a study of music for small, intermediate vocal and instrumental groups through rehearsal and performance of works in various styles.

Pre-requisite: permission of chairperson

MUS 217 Elementary Band Instruments

3 credits; 3 class hours

This is a performance course using music for homogeneous instruments. Materials used will be selected in accordance with the interests and ability of the students.

Pre-requisite: permission of chairperson

MUS 224 College Band I

1 credit; 3 class hours

The exploration, study and performance of musical literature written for band.

Pre-requisite: permission of chairperson

MUS 225/226/227 College Band II, III, IV

1 credit; 3 class hours

A continuation of the exploration, study and performance of musical literature written for band.

Pre-requisite: None

MUS 234 Music Theater Workshop

3 credits; 6 class hours

Students will be introduced to all aspects of music theater production including staging, directing, acting, accompanying and visual arts, to culminate with a public performance.

Pre-requisite: None

MUS 241 Music Materials I

3 credits; 3 class hours

Harmonization of melodies using fundamental triads and their inversions. Introduction of the dominant seventh chord. Writing in piano style. Original exercises. Parallel sight singing and diction.

Pre-requisite: None

MUS 242 Music Materials II

4 credits; 4 hours

Continuation of Music Materials I. Four part harmony and

piano style writing secondary sevenths and inversions and figures bass. Analysis of folk, jazz and classical examples is an integral part of the course. Parallel ear training.

Pre-requisite: Music 241

MUS 250 Steel Pan/Band I: Beginners

3 credits; 3 class hours

This course will offer a brief study of the history and culture of the area in which the Steel Pan originated, an overview of the history of the Steel Pan, and its struggle for survival and the significant role it plays in the world today. The students are taught the basics of playing the Steel Pan and how to play the Pan by ear and notes. They participate in making/tuning a Steel Pan. Guest performers are invited. Field trips to concerts are required.

Pre-requisite: MUS 100

MUS 251 Steel Pan/Band II: Intermediate

3 credits; 3 class hours

This is an intermediate course in playing the Steel Pan. More complicated tunes are taught. The course is open to students who have taken Steel Pan I or who can demonstrate that they have had former training and successful experiences in playing the Steel Pan. Music of diverse cultures is taught; showmanship training is included. The learners are required to go on field trips in order to be exposed to professional presentations.

Pre-requisites: MUS 100 and MUS 250

MUS 270 African Caribbean Drumming I: Beginners

3 credits; 3 class hours

This is an introductory course to drumming with emphasis on African and African Caribbean drumming. The learners are introduced to the history of drumming and its cultural impact on Africa and the African Diaspora. They receive basic hands-on-training. They are taught the ethics involved in making and handling a drum. They are taught how to use the mind, body, and hands in playing many rhythms. Guest professional drummers add enrichment to the learners' experiences.

Pre-requisite: MUS 100

MUS 271 African Drumming II: Intermediate

3 credits; 3 class hours

This is an intermediate course in African drumming and African drumming in the Diaspora. Advanced exercises are given based on the learning experiences students had in Drumming I or from prior experiences. The drummers are taught how to accompany other instruments. The focus is on the conga drum. Other percussion instruments are introduced. The students are taught how to play in a drum ensemble. They are given playing experiences with professional drummers and bands. At least two field trips are required.

Pre-requisite: MUS 270

MUS 272 African Music Tradition

3 credits; 3 class hours

This course will be a survey of African Tribal Music with analysis of literature from the oral music, to the African derived music, of modern Africa. Creative experiences in various African styles will be explored. All students are required to demonstrate their skill on an African master instrument: talking drum, or xylophone.

Pre-requisite: None

MUS 299 Independent Study

3 credits; 3 class hours

This independent study is designed to give students intensive work in a major area. Study, research and projects are developed individually between the student and the faculty member who will guide the study. **Not open to first semester freshmen.**

Pre-requisite: Completion of 6 Credits, or its Equivalent, in the Major Area; permission of chairperson

Speech

SPCH 102 Fundamental of Speech

3 credits; 3 class hours

This is a workshop and lecture course designed to develop communication skills, competencies and values. Research, speech outlining and development, voice and diction, listening skills, vocabulary development, and audience analysis are included. Speeches, group discussions, and other oral presentations such as reading aloud, prose, poetry, and choral speaking are presented.

Pre-requisite: None

SPCH 121 American Sign Language I

3 credits; 3 class hours

This course is a continuous study in the fundamentals of American Sign Language (ASL) with particular attention to the grammar of the language and the culture of American Deaf Persons. This course will create a solid foundation of basic conversational skills and the essentials and grammatical principles of the language. Students will participate in exercises to develop skills which are significant to the visually-based language. Lab assignments and field trips are required.

Pre-requisite: Pass CUNY ACT or Exit Developmental Skills Courses

SPCH 122 American Sign Language II

3 credits; 3 class hours

This course is continuous to the study of the fundamentals of American Sign Language (ASL) I with particular attention to the grammar of the language and the culture of American Deaf Persons.

Pre-requisite: SPCH 121

SPCH 202 Voice and Diction

3 credits; 3 class hours

This course is a laboratory course designed to improve oral communication by improving the skills of the speaking voice. The following are provided: analysis of needs and abilities, a study of the speech mechanics with exercises for phonetics, vocal improvement, training in pronunciation, articulation, vocabulary development, and the development of basic skills in speech making and oral interpretation of literature.

Pre-requisite: SPCH 102

SPCH 204 Oral Interpretation of Literature

3 credits; 3 class hours

This course will cover the development of oral and physical techniques needed in literary interpretation: critical analysis of literary material for items such as intent of the other. Student project performances given.

Pre-requisite: SPCH 102

SPCH 205 Introduction to Theater

3 credits; 3 class hours

This course is designed to familiarize students with the history and role of the theater in various societies at different periods, including the contemporary. Students will become acquainted with the elements of the theater and their related functions.

Pre-requisite: None

SPCH 207 Acting I

3 credits; 3 class hours

This is an introductory course designed to acquaint the student with various experiences in basic acting techniques and to equip him/her with skills needed to function competently on stage.

Pre-requisite: SPCH 102

SPCH 208 Acting II

3 credits; 3 class hours

This is a continuous course in acting with emphasis on character development through scene study. Students will locate the problem of the play and discuss how each character relates to it. Each student will consider how he can best identify with his character as presented by the author. Participation in scenes and plays of progressive complexity, and theater attendance are required.

Pre-requisite: SPCH 207

SPCH 221 American Sign Language III

3 credits; 3 class hours

This is an intermediate course in American Sign Language designed to strengthen the foundation of basic conversational skills and increase the learners' command of the language.

Pre-requisite: SPCH 122

SPCH 222 American Sign Language IV

3 credits; 3 class hours

This is an advanced course in American Sign Language taught in an environment in which hearing-impaired indi-

viduals' interpretation skills are introduced.

Pre-requisite: SPCH 221

SPCH 227 Discussion

3 credits; 2 class hours

This course will cover the study and application of the contributory principles to effective panel and group discussion. The goals of the course are to develop an understanding and appreciation of the nature, values, and uses of discussion; to develop techniques of effective leadership; to develop effective listening and speech habits; to stimulate interest in an understanding of significant contemporary problems; and to develop analytic and critical thinking.

Pre-requisite: SPCH 102

SPCH 297 Theater Workshop

3 credits; 6 class hours

This workshop provides practical experience in all aspects of theater production. Each student will be strengthened in the areas in which he exhibits talent and interest.

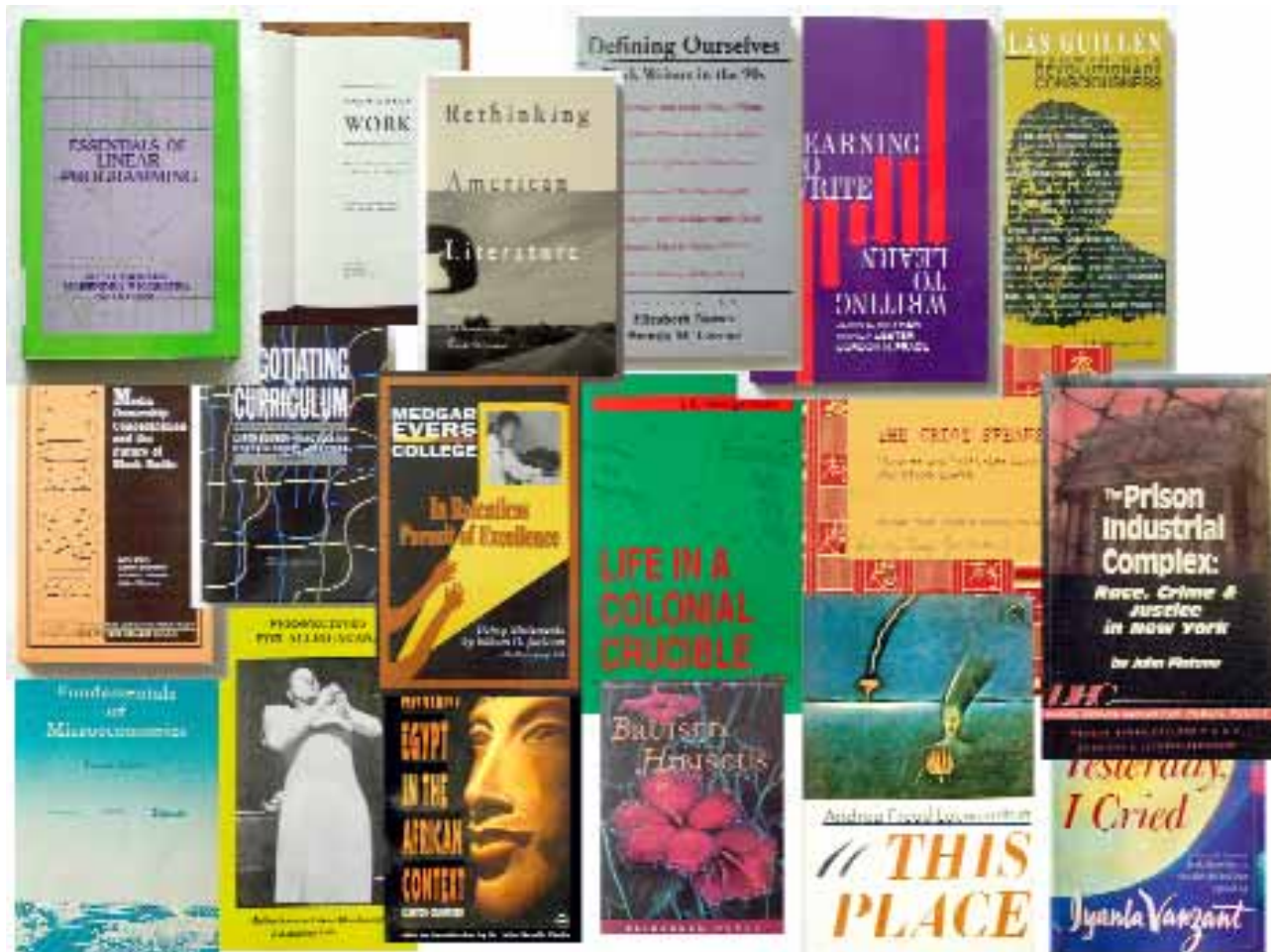
Pre-requisite: SPCH 205 and 207 or permission of chairperson

SPCH 299 Independent Studies

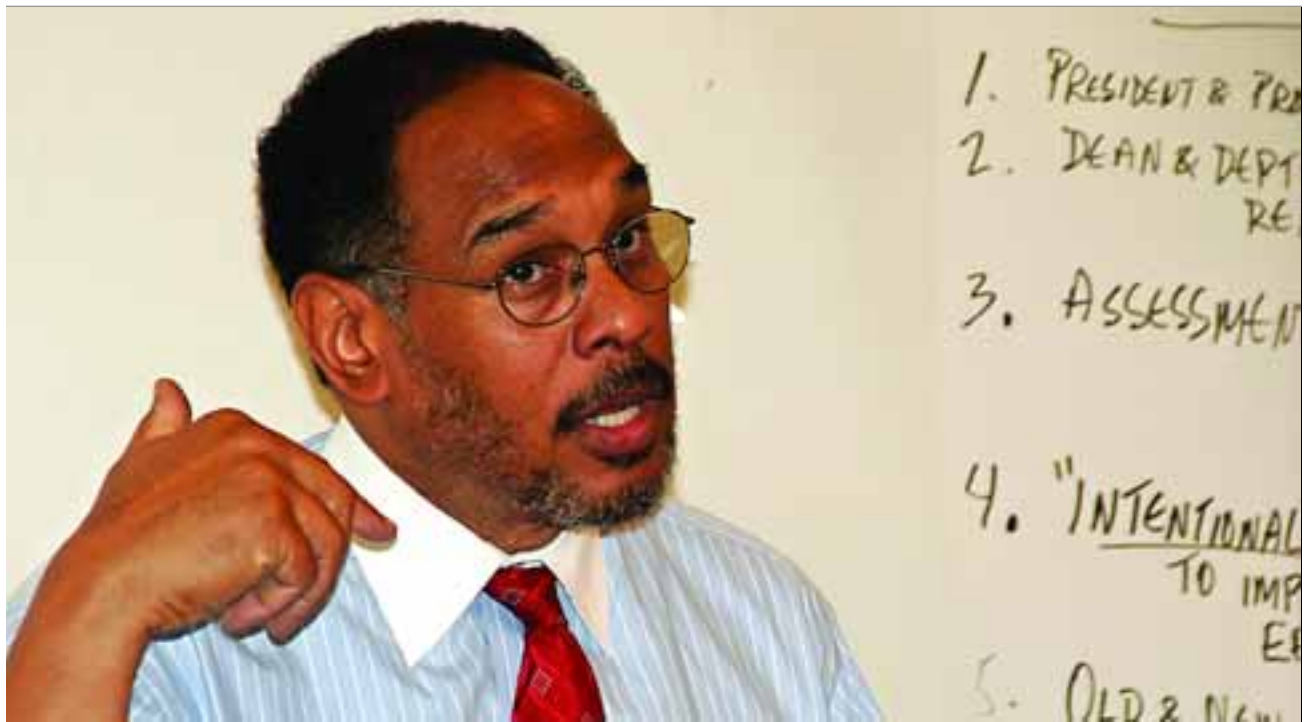
1-3 credits; 1-6 class hours

This is for students who wish to do independent projects under the supervision of a member of the faculty. By permission only, after the approval of a written proposal. Completed final project required.

Pre-requisite: None







Department of Philosophy & Religion

Chairperson:	Darryl M. Trimiew 718 270-4947 office 718 270-4828 fax dtrimiew@mec.cuny.edu
Office:	B-1032R
Secretary:	Samatha Gregoire-James 718 270-4958 sgjames@mec.cuny.edu B-1032
Professor:	Darryl M. Trimiew
Assistant Professor:	Sallie Cuffee
Distinguished Lecturer:	Amir Al-Islam
Instructor:	Hakim J. Lucas

The **mission** of the Department of Philosophy and Religion is to educate students to be leaders and engaged citizens who are committed to creating positive change and who are able to successfully pursue a number of rewarding roles and careers.

Departmental Academic Criteria

Students must meet all requisite CUNY proficiencies. A minimum of sixty (60) credits is required for the AA in Liberal Arts. Students are required to adhere to all course guidelines and requirements as set forth in departmental syllabi.

ACADEMIC STANDARDS

Students in the Department must pass Philosophy & Religion's required Core courses with a grade of "C" or better. For graduation, a student must have an index of 2.0 in his/her major.

BA in Religious Studies

The Department is currently developing a BA degree in Religious Studies which is pending approval.

CENTER FOR RELIGIOUS STUDIES (PROPOSED)

The vision of the proposed Center for Religious Studies is "to equip leaders, lay and ordained, with the necessary tools to make a difference in the local and global community." Its mission is to "affect the transformation of disadvantaged communities through the preparation of pastors, lay leaders, and professionals in related fields to create new paradigms for solving urban challenges. The Center will proactively address the continuing education needs of local faith communities and secular ministries through partnerships between the College and local communities of faith, and by fostering ecumenical dialogue.

COURSE DESCRIPTIONS

Important Note: The courses listed below include some courses that belong to a proposed BA degree in Religious Studies. These courses are identified with an asterisk (*). They may be modified in the course of the degree approval process.

PHILOSOPHY

The main objective of courses in philosophy is to develop students that are philosophically adept-able to think clearly, logically, analytically, and synthetically. They must also know and appreciate the basic strengths and weaknesses of the Western philosophical tradition.

PHIL 101 Introduction to Logic

3 credits; 3 class hours

This is a course designed to help students who are beginning college to acquire basic skills necessary for critical thinking. Critical thinking is fundamentally concerned with analyzing and evaluating "arguments." The term "argument" as it is used in logic means somewhat different from what it means in everyday conversations. Thus, we will begin with explicating what an "argument" means in logic. One major part of evaluating arguments will be an examination of various sorts of fallacies (both deductive and inductive fallacies). By the end of semester, students will be equipped with skills and methods required for differentiating logically valid/strong arguments from fallacious/erroneous arguments.

Pre-requisite: None

PHIL 200 Introduction to Ethics

3 credits; 3 class hours

This course aims to introduce students to central topics in moral and ethical theories. We will start off with the famous question raised by Plato long time ago: Why should be moral? By examining some purported answers to this question, we will launch into an area of moral philosophy which is so-called "normative ethics". The major concern of normative ethics is to establish a coherent system of ethical theory from which we can infer the rules or the principles that can guide our moral decisions (such that when we are faced with an ethical question, we can apply those rules to our moral decision).

Though this course is largely concerned with theoretical aspects of moral questions, some pressing questions on morality in our days won't be ignored. So, we will apply ethical theories to more practical issues such as euthanasia, abortion, cloning and stem-cell research, decision pro-

cedure in corporate business, racial/sexual discriminations in work places, and ethical questions raised in cyberspace and technology.

This course aims to introduce students to central topics in moral and ethical theories. We will start off with the famous question raised by Plato long time ago: Why should be moral? By examining some purported answers to this question, we will launch into an area of moral philosophy which is so-called "normative ethics". The major concern of normative ethics is to establish a coherent system of ethical theory from which we can infer the rules or the principles that can guide our moral decisions (such that when we are faced with an ethical question, we can apply those rules to our moral decision).

Pre-requisite: None

PHIL 201 Introduction to Ethics and Social Philosophy

3 credits; 3 class hours

This course is an overview of the field of religious social ethics. This survey of religious social ethics necessitates a brief examination of doctrine, western religious and social thought. Our task is to discover how people, past and present, engage (d) in ethical reflection, moral reasoning, social critical analysis, and ethical action for the just resolution of social conflict. Of particular interest is an examination of the West's historic understandings of morality, ethical actions, institutions, culture, society, the "poor," and the state.

Pre-requisites: PHIL 101

PHIL 203 Western Philosophy

3 credits; 3 class hours

This course, as an advanced course on the origins of Western Philosophy and of Western intellectual history, is designed to provide an in-depth perspective on how the central questions in contemporary philosophy had been shaped and developed by prominent thinkers during the ancient Greek period.

Pre-requisite: None

PHIL 204 Modern Philosophy

3 credits; 3 class hours

Modern philosophy has been driven by the questions about knowledge, and that has been the starting point of those two dividing traditions-rationalism and empiricism. In this course, we will examine and criticize the writings of some primary figures falling under the traditions of rationalism and empiricism respectively: for example, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. In this course, we will focus on the works of philosophers belonging to those two traditions. In particular the course will focus on how Kant tries to overcome the shortcomings of the two primary traditions.

Pre-requisite: None

RELIGION

The main objective of courses in religion are to engender a deep understanding of and appreciation of the scientific study of religion and the profound contributions religion makes to human culture, politics and society.

REL 101 Introduction to the Study of Religion*

3 credits; 3 class hours

Introduction to the Study of Religion (ISR) is the foundational course for all religion majors in the Department of Philosophy and Religious Studies. Therefore this course is an introduction to several of the major thinkers and themes within the history of the academic study of religion. Students will acquire a working vocabulary of key terms that are required for study of religion. Alongside of developing the necessary vocabulary of the field, students will also be challenged to expand upon what they currently understand to be "religion." Finally, students will also be expected here to develop the ability to utilize appropriate theoretical tools in the study of religion to interpret "real world" encounters with religious phenomena.

Pre-requisite: None

REL 102 Survey of Religious Experience*

3 credits; 3 class hours

Survey of Religious Experience (SRE) is an introductory course required of all religion majors in the Department of Philosophy and Religious Studies. The aims of this course are two fold. First, the course will introduce students to the debates in religious studies regarding the nature of religious experience and the limits of academic efforts to document such phenomena. Second, students will learn the primary sources (from a range of literary genres) that document accounts of religious experiences from a range of cultural and historical contexts.

Pre-requisite: None

REL 111 Comparative World Religions* I

3 credits; 3 class hours

This course is designed to introduce students to the major religions of the world. Although the title of the course is comparative religion, the conceptual framework, and philosophical approach will not be comparative but will lend itself to engaging in an analysis which is centered in the epistemological and ontological framework of the respective traditions. Each religion and or spiritual tradition will be studied based on its own social, historical, and theological developments and trajectories.

An integral aspect of the course will be visits to holy sites, including mosques, temples, and sacred shrines. Students will be required to conduct a field research project in which include oral histories, and ethnographies of self-identified practitioners of these major traditions.

Pre-requisite: None

REL 112 Comparative World Religions II*

3 credits; 3 class hours

The Comparative Religion II course is designed to build upon students' religious and spiritual literacy and foundational knowledge of the world's major religions that they were introduced to in Comparative Religion I. The Course will move beyond the old paradigm of a comparative approach and engage in the literature on religious pluralism and praxis. The course will expand students' understanding of the major religions and spiritual traditions, focusing on the American landscape. Moreover, students will be exposed to a critical examination of the world's major religious and spiritual traditions as they have taken shape in America. This course will provide students with the tools to critically analyze the major religious and spiritual traditions and their attendant challenges as they attempt to apply their beliefs and practices in the American context. The course will chronicle the historical development of these religious and spiritual traditions, looking for differences and similarities, which inform our understanding of their respective theological teachings and practices and the way in which they grapple with notions of identity.

Pre-requisite: ANTH 111

REL 201 Anthropology and Religion

3 credits; 3 class hours

This course provides a limited overview of anthropological theories related to the study of religion. It focuses upon understanding religious practice from a cross-cultural perspective, with attention to myths, ritual and symbolism. Within that purview, the course will examine the uneasy relationship of ethnocentrism to religious diversity. This investigation proposes to offer a different way of looking at the role of religion in people's lives. The course will also explore religious expressions that have received critical evaluation in popular opinion, and place them within the context of new religions, revitalized movements, cargo cults and/or charismatic.

Pre-requisite: None

REL 211 History of Religious Thought: The Interfaith Movement*

3 credits; 3 class hours

Although conversations and debates between various religions and spiritual traditions have transpired gone on for centuries, the interfaith movement formally began in 1893, organized by the Parliament for World Religions in Chicago. For the first time in history, religions and spiritual traditions came together for the purpose of establishing better communications and cooperation among the world's religions. The Parliament continued its efforts to engage the world's religions and spiritual traditions in interfaith dialogue. Although it was not until 1993 that the Parliament convened its second meeting, interfaith dialogues and multi-religious programs and activities were

initiated by various religious organizations locally, nationally, and internationally. Most of the early interfaith activities were organized by Christians, particularly the Roman Catholic Church, who, after the Second Vatican Council and *Nostra Aetate* in 1965, called for "all to forget the past" and officially recognized Muslims as "those who worship God," and instructed all of its churches to engage in dialogue with Muslims as well as with Jews. Additionally, it was the World Council of Churches who established the "guidelines for dialogue with Muslims" in 1971. Thereafter, all of the world's major religions initiated interfaith programs, including many of the traditional indigenous faith groups and organizations. This course is designed to study that history.

Students will be required to study the major interfaith organizations that constituted the foundation of the interfaith movement. Additionally, students will research and analyze the various edicts, theological documents, and formal decrees of those organizations which were pivotal in facilitating interfaith dialogue and collaboration.

Pre-requisite: None

REL 450 African Traditional Religion

3 credits; 3 class hours

This course is designed to introduce students to some of the central aspects of African Traditional Religion(s) presented in selected, influential studies by African scholars of religion. Utilizing interdisciplinary and multi-methodological approaches, we will examine the profile of religious plurality in Africa and pursue reading in the literature of the field.

Pre-requisite: None

REL 351 Religious Ethics

3 credits; 3 class hours

This course is designed to deepen student understanding of how religion serves as an epistemological foundation for moral reasoning and action. Religious texts and communities are presented that show how differing moral communities have justified their ways of life to themselves and others in their quests for societies of virtue, responsibility, freedom and duty.

Pre-requisite: PHIL 201

REL 402 Gender and Religion*

3 credits; 3 class hours

In this course, we will explore the historical and contemporary experiences and roles of women, with particular attention to the ways in which religious traditions and institutions affect women's conceptions of themselves, their gyn/ecology, and their status in the world. Using a survey methodology, the course does integrate a global religious perspective. From the historical investigation, we will focus upon ways in which women's experiences have been con-

ditioned by religious traditions and institutions for their empowerment or oppression. We will give substantive attention to the intersection of faith, race, identity, violence, justice, and hope in women's experience. The course seeks to identify through fiction, sacred texts, personal narratives, non-fiction, films and other resources women's complicity and critique of the religious world views that birthed their identity. Its contemporary focus will underscore social, intellectual, and institutional activities that women are pursuing to transform their lives and related institutions in larger society.

Pre-requisite: PHIL 201

REL 421 Research Methods in Religious Studies*

3 credits; 3 class hours

Research Methods in Religious Studies (RMRS) is an upper level course required of all religion majors in the Department of Philosophy and Religious Studies. Students enrolled in RMRS are required to have already taken and passed both ISR and SRE; thus they are expected to possess a working knowledge of the major themes and approaches to the study of religion. Building on this theoretical foundation, the goals of this course are primarily practical with the intention of providing students with hands on experience conducting research within the interdisciplinary field of religious studies. To this end, RMRS will be a student-driven seminar structured readings, hands-on assignments, student presentations and four short research projects.

Pre-requisite: None

REL 499 Field Experience/Internship*

3 credits; 3 class hours

This course is a practicum wherein religion majors are required to develop skill in the practice, study, or coordination of religion with external educational settings. They will work with: religious practitioners, or mentors at on-

the-job internships with religious NGOs, or, finally assist student teaching and/or research with graduate religious academics.

Pre-requisite: Permission of Department Chairperson

REL 500 Senior Seminar: Practicum in Religious Studies*

3 credits; 3 class hours

Prior to graduation as a major in the Department of Religion & Philosophy, all students must demonstrate that they have mastered the coursework offered and can show a deep appreciation of the respective fields. This seminar is designed to revisit in a synthetic and cumulative way the main courses, texts, knowledges, and discourses in these majors. This seminar is designed, in addition, to help the candidate complete one of three evaluatory projects:

1. The passing of a comprehensive exam in religion
2. The completion of a senior thesis on a pre-selected religious inquiry
3. The completion and/or exhibition of a performance or a creative project demonstrating a deep understanding of religion and its contributions to culture and society.

Pre-requisite: REL 101, PHIL 201



Department of Psychology

Chairperson:	Patricia Canson 718 270-4851 office 718 270-4828 fax pcanson@mec.cuny.edu B-1032J
Office:	
Secretary:	Pauline Canady 718 270-4988 pauline@mec.cuny.edu B-1032A
Professors:	Kathleen Barker, Ethan Gologor, Nancy Oley, John Sumerlin
Associate Professor:	Patricia Canson

The **mission** of the The Department of Psychology is to provide pre-professional training in the study of human behavior, preparing students for graduate studies in psychology and related fields and/or post-baccalaureate careers in health care, education, urban affairs, law, government, and industry, while encouraging commitment to self-discovery and lifelong social activism

BACHELOR OF ARTS PSYCHOLOGY

The Department offers a Bachelor of Arts (BA) degree in Psychology, which provides training in the study of human behavior and mental processes. It is designed for students preparing for careers in psychology, health care, education, urban affairs, government, research and industry. The degree also enables students to pursue graduate education in such areas of psychology as clinical, personality, gender, sport, community, counseling, developmental, educational, school, sensory/perceptual, biological, health, cognitive, mathematical/quantitative, environmental, forensic, social, and industrial/ organizational. Professionally oriented courses, research practica, clinical internships, and service-learning and active-learning experiences provide numerous mentoring opportunities. The Department particularly also seeks to implement the College's mission by addressing minority and diversity issues .

Research psychologists study the biological, cognitive, emotional, and social aspects of human behavior. They formulate hypotheses and collect data to test their predictions. Depending on the research question they have posed, psychologists use a variety of investigative approaches: controlled laboratory experiments; administration of personality, performance, aptitude and intelligence tests; systematic observation, interviews, questionnaires, and other clinical approaches. Students in the

Department take courses that provide them with the theories and methodological skills necessitated by these various areas of psychological knowledge.

Coursework is complemented by activities in a state-of-the-art psychology laboratory equipped with computers, psychology related media and software, printers, audio/video/laser disk players, biological recording equipment, an observational gallery, and testing carrels. The laboratory offers students opportunities for pursuing individual study and conducting human research (Independent Study, Research Practicum, and Senior Thesis options).

ACADEMIC STANDARDS

A student must have an index or GPA of at least 2.0 in the major for graduation. Students must pass all Core courses in the major with a "C" or better.

The BA in Psychology requires completion of 120 credits. The 120 credits of the program are distributed as follows:

BA IN PSYCHOLOGY

Requirements	Credits
College-wide Core	52
Social Science Core	18
Quantitative Sequence	13
Psychology	27
General Electives	10

Advanced Standing

Students applying for advanced standing are required to meet the general advanced standing requirements of the College. Courses taken at another institution that are required, or are pre-requisites for required courses in the major, must be completed with a grade of "C" or better to be counted toward the BA degree.

A typical sequence for the degree is as follows:

Semester 1

Courses		Credits
ENGL 112	College Composition I	3
FS 101	Freshman Seminar I	1
SPCH 102	Fundamentals of Speech	3
PHIL 101	Intro to Logic	3
SSC 101	Culture, Society, & Social Change	3
MUS 100	Intro to World Music	2
	Total	15

Semester 2

Courses		Credits
ENGL 150	College Composition II	3

Department of Psychology

FS 102	Freshman Seminar II	1	SSC 305	Critical Issues In Society	3
HIST 101	World Civilization I	3	SPAN 101	Beginning Spanish I	
MTH 136	College Algebra/Trigonometry	3		or	
PSYC 101	Intro to Psychology	3	FREN 101	Beginning French	
ART 100	Intro to World Art	2		or	
	Total	15	CL 101	Computer Literacy	3
Semester 3 Courses			PSYC 322	Experimental Psychology	4
		Credits	PSYC Elective*		3
ANTH 201	The Nature of Culture	3	General Elective		3
BIO 101	Intro To Biology	3		Total	16
PSYC 215	Theories of Personality		Semester 8 Courses		
	or				Credits
PSYC 213	Social Psychology	3	SPAN 102	Beginning Spanish II	
PHS 101	Intro to Physical Science			or	
	or		FREN 102	French II	
CHM 112	Basic Chemistry			or	
	or		xxxx		3
PHY 103	Astronomy	3	Psych Electives*		6
SOC 101	Introduction to Sociology	3	General Elective		4
	Total	15		Total	13
Semester 4 Courses			Total Credits for the BA Degree		
		Credits	120		
PSYC 213	Social Psychology		* To be chosen in consultation with the advisor. Students		
	or		planning to enter graduate school should consider		
PSYC 215	Theories of Personality	3	taking Advanced Options such as Independent Study,		
SSC 303	Statistics for Social Science majors	3	Research Practicum, Clinical Practicum and Senior Thesis.		
HIST 200	Growth & Development of the U.S.A.		** Recommended for students planning to enter gradu-		
	or		ate school. A computer language may be a suitable		
HIST 201	African American History & Culture		substitute in place of French or Spanish, depending		
	or		upon a student's career direction, and should be cho-		
HIST 242	History of the Caribbean	3	sen in consultation with the advisor.		
ENGL 211	Intro to Literature	3	General Comments		
PSYC 209	Human Development:		1. PSYC 101 is a pre-requisite for all other PSYC courses.		
	Infancy & Childhood	3	Consult the advisement work sheet or catalog for a		
	Total	15	full listing of pre-requisites for other PSYC courses.		
Semester 5 Courses			2. The Quantitative Sequence consists of 4 courses:		
		Credits	a. SSC 303		
POL 101	Intro to Political Science	3	b. SSC 304		
ECON 212	Intro to Macroeconomics	3	c. PSYC 316		
MTH 141	Finite Mathematics	4	d. PSYC 322		
SSC 304	Research Methods in Social Science	3	These courses must be taken in sequence, although		
PSYC	Elective	3	students may take SSC 304 and PSYC 316 during the		
	Total	16	same semester. Psychology majors must complete SSC		
Semester 6 Courses			303, SSC 304 and PSYC 316 prior to taking PSYC		
		Credits	322. All four courses are required for graduation.		
ENGL 212	World Literature: The Evolving Canon	3	3. Students must exit from basic skills, pass the Basic		
HIST ELECTIVE	: 200 Course Level or Above	3	Skills Examinations and take appropriate pre-requi-		
PSYC 316	Psychological Statistics	3	sites before taking these courses.		
PSYC	Elective	3	Specialty Areas and Advanced Options Offered in the		
General Elective		3	Department		
	Total	15	Psychologists study the physical, cognitive, emotional, and		
Semester 7 Courses			social aspects of human behavior. From among the course		
		Credits			

offerings, students are encouraged to take a broad sample, but may also choose to take more than one course within a specialty area. These specialty areas include:

Development Psychology

- PSYC 310 Human Development: Adolescence
PSYC 311 Human Development: Adulthood and Aging

Experimental Psychology

- PSYC 224 Brain and Behavior
PSYC 305 Theories of Learning
PSYC 306 Introduction to Cognitive Psychology
PSYC 321 Sensation and Perception

Personality Psychology

- PSYC 301 Abnormal Psychology
PSYC 320 Psychology of Intervention
PSYC 404 Psychology of Motivation
PSYC 405 Techniques of Psychotherapy and Counseling
PSYC 406 Psychological Tests and Measurements
PSYC 420 Diagnosis, Assessment and Evaluation
PSYC 421 Sport Psychology

Social Psychology

- PSYC 325 Industrial & Organizational Psychology
PSYC 326 Cross-Cultural Psychology
PSYC 328 Fundamentals of Psychology in the African Diaspora
PSYC 403 Psychology of Oppression
PSYC 427 Psychology of Social Change

Advanced Options

- SSC 260 Independent Study
SSC 500 Independent Study
PSYC 323 Research Practicum
PSYC 430 Clinical Practicum I
PSYC 431 Clinical Practicum II
PSYC 440/441 Senior Thesis (2 Semesters)

COURSE DESCRIPTIONS

Note: *Psychology 101 is a Pre-requisite for all Psychology courses. Admission to 400 Level Courses is generally open only to persons who have completed at least two courses in Psychology.*

PSYCHOLOGY

PSYC 101 Introductory Psychology

3 credits; 3 class hours

This course is an introduction of study within psychology, specifically including concepts of perception, motivation, personality, learning, abnormal behavior and social psychology.

Pre-requisite: ENGL 112

PSYC 209 Human Development: Infancy and Childhood

3 credits; 3 class hours

This course will focus on the study of development from

conception to adolescence. It will include the interactions between physiological and psychological development, starting in the prenatal environment. Various theoretical approaches and their respective differences in methodology will be considered, particularly in regard to affective and cognitive areas. Recent research advances, primarily in the areas of gender differentiation, language development and socialization will be emphasized.

Pre-requisite: PSYC 101

Co-requisite: ENGL 150

PSYC 213 Social Psychology

3 credits; 3 class hours

This course will examine the theoretical approaches and their pragmatic application to the study of individuals in their social and environmental context. Particular attention will be paid to attitude formation and change, group dynamics, interpersonal relations and crowd behavior.

Pre-requisite: PSYC 101

Co-requisite: ENGL 150

PSYC 215 Theories of Personality

3 credits; 3 class hours

The focus of this course is the critical examination of the major theoretical approaches to personality and a comparison of diverse methods to be utilized in assessing personality. Particular emphasis will be given to the relationship between theory and research and the meaning of theory compared to everyday observations.

Pre-requisite: PSYC 101

Co-requisite: ENGL 150

PSYC 224 Brain and Behavior

3 credits; 3 class hours

This course will focus on the nature of the brain and how it influences human feelings, thoughts and behavior. Topics covered will include the biological bases of emotions, aggression, hunger, thirst, sex, sleep and wakefulness, language, attention, learning, memory, sensation (including pain), mental illness, and the effects of psychoactive drugs and brain damage. Students will, from time to time, observe demonstrations and conduct experiments during class time to illustrate basic brain/behavior relationships and research techniques.

Pre-requisite: PSYC 101

Co-requisite: ENGL 150

PSYC 229 Human Development Across the Lifespan*

3 credits; 3 class hours

This course surveys the psychology of human development, beginning with conception and ending with issues related to death and dying. Various development periods, namely infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood will be highlighted. Tracing salient aspects of physical, cognitive and socio-emotional development will be thematic within the aforementioned

periods.

Pre-requisite: PSYC 101 or permission of chairperson

**This course is not for Psychology majors.*

PSYC 301 Abnormal Psychology

3 credits; 3 class hours

This course presents an examination of the facts and theories about the etiology of mental disorders. The impact of social and economic distress upon the frequency and manifestations of disturbance will form the main focus of this course. Critical examination of the meaning of "abnormal" especially in light of recent research will be an important theme.

Pre-requisite: PSYC 215

PSYC 305 Theories of Learning

3 credits; 3 class hours

This course deals with theories of learning and motivation with special consideration of environmental influences, examination of learning processes and methods of facilitating learning and cognition. The importance of historical theories to the development of behaviorism and its subsequent representation in behavior modification will constitute a major section of the course.

Pre-requisite: Any 200 Level Psych Course

PSYC 306 Cognitive Psychology

3 credits; 3 class hours

This course provides an introduction to the scientific study of the structure and foundation of mental processes. This course will focus on how knowledge and information are acquired from the moment the senses are stimulated by the outside world to the moment problems are solved or decisions are made. Memory, language, reading, writing, thinking (reasoning, problem solving, concept formation), attention, and pattern recognition will be studied. Discussion will touch on specific topics such as false, repressed and recovered memories, the effects of brain damage on cognition, bilingualism, communication with other species, language disorders, gambling artificial intelligence, and cognitive abilities over the life span. Students will participate in hands-on and computer-based demonstrations, simulations and experiments illustrating the fundamental phenomena and methods used in the field. *APre-requisite: Any 200 Level Psych Course*

PSYC 310 Human Development: Adolescence

3 credits; 3 class hours

This course deals with a systematic examination of the development process from puberty through young adulthood. The nature of psychological strains identify, peer group relations, problems of youth-adult interaction and autonomy will be discussed. The nature of identity, autonomy psychological strains, peer group relations, and problems of youth-adult interaction will be discussed. Special

attention will be given to types of social and family supports needed for healthy growth and development with reference to urban communities.

Pre-requisite: PSYC 209

PSYC 311 Human Development: Adulthood and Aging

3 credits; 3 class hours

This course deals with human development from early adulthood through the end of the life cycle. Topics emphasized will be marriage, emotional and physical changes with age, gender differences, family, work, health leisure, retirement, dying and death.

Pre-requisite: PSYC 209

PSYC 316 Psychological Statistics

3 credits; 3 class hours

This is the second course in Social Science statistics. It focuses on advanced statistical techniques appropriate to quantitative research in Psychology. Topics covered will include inferences about proportions, experimental design, one and two factor ANOVA and ANCOVA, and multiple regression. The use of parametric and non-parametric tests relevant to these topics will be explored. Students are expected to conduct analyses by learning a software package, Statistical Package for the Social Sciences (SPSS). Students are expected to critically examine and assemble data and develop interpretive strategies and narratives.

Pre-requisites: PSYC 101, MTH 136, and SSC 303

PSYC 320 Psychology of Intervention

3 credits; 3 class hours

The course reviews therapeutic systems within psychology, and the derivation of intervention strategies from these systems; a review of clinical research and decision criteria concerning where to intervene, a comparison of new and familiar mental health delivery systems in different geographical regions and the coordination of a professional with other members of a helping team.

Pre-requisite: PSYC 215

PSYC 321 Psychology of Sensation and Perception

3 credits; 3 class hours

This course will explore how our senses tell us about, and limit our knowledge of the world. While the course will focus on the psychology of seeing and hearing, it will also include discussions of smell, taste, and touch. Other topics will include space and motion perception, illusions, extrasensory perception and the influence of emotions, motivation, past experiences, age, and culture on perception. Students will, from time to time, observe demonstrations and do experiments in class to illustrate basic perceptual principles and research techniques.

Pre-requisite: Any 200 Level PSYC Course

PSYC 322 Experimental Psychology

4 credits; 3 class hours; 3 lab hours

This course focuses on the nature of psychological investigation and the skills needed to develop a research problem. Students will be exposed to primary sources from the psychological literature, learn how to design experiments and analyze data, prepare a review of the literature and develop a research proposal. They will participate in laboratory/field experiments and demonstrations of classic phenomena in various areas ranging from Cognition to Social Psychology. Students will be given extensive experience with the use of computers in psychology for designing and running experiments, data collection, data analysis, and scientific reporting.

Pre-requisites: SSC 304 and PSYC 316

PSYC 323 Research Practicum

3 credits; 3 class hours

In this course, students will investigate a problem in Psychology using library resources and/or laboratory (or field) research techniques under the guidance of a faculty member. Students will have regular meetings with the advisor to discuss their progress, present their results orally to a group of faculty and/or students, and submit a written report of the research carried out for review by the group. A minimum of 9 hours of conference and research per week is required.

Pre-requisite: Permission of chairperson

PSYC 325 Industrial and Organizational Psychology

3 credits; 3 class hours

This course will examine the application of psychological principles to individuals in the employment setting, e.g., employees in their relationships with the employer. Current research in the field will be reviewed by analyzing the recent findings in personnel selection, training, job analysis, organizational dynamics and managerial practices.

Pre-requisite: PSYC 213

PSYC 326 Cross-Cultural Psychology

3 credits; 3 class hours

This course will provide the historical and systematic perspective from which the psychological study of culture originates. Topics will include the growing area of culture and cognition (particularly the work done in Africa that puts memory, thinking, learning, and perception into cultural contexts), culture and psychopathology, and the differences in cultural expectations of the physical and social dimensions of life.

Pre-requisite: PSYC 215 or PSYC 213

PSYC 328 Fundamentals of Psychology in the African Diaspora

3 credits; 3 class hours

This course is intended to provide an overview of the psychological constructs that fashion the attitudes, values and social norms that underlie behaviors in people of African ancestry. The concept of African world view will be intro-

duced, followed by a focus on the nature, function and adaptation of identity and acculturation. There will also be an appraisal of the practical implications of current research on the confluence within Africa and the African Diaspora.

Pre-requisite: PSYC 101 and any HIST course

PSYC 403 Psychology of Oppression

3 credits; 3 class hours

This course presents the psychological implications and consequences of class and caste structures, character of submission and rage, superiority and fear, consequences for the dynamics of social and individual conflicts will be examined.

Pre-Requisite: PSYC 215

PSYC 404 Psychology of Motivation

3 credits; 3 class hours

This course will discuss biological, social and cultural influence on psychological development of needs, need gratification and frustration. Topics will include psychoanalytic and anthropological material.

Pre-requisites: PSYC 101 and two other PSYC courses other than PSYC 101

PSYC 405 Techniques of Psychotherapy and Counseling

3 credits; 3 class hours

There will be discussions of methods and goals of individual and group psychotherapy with particular attention to counseling, family therapy and community work; directive and non-directive counseling in the training of mental health practitioners.

Pre-requisite: PSYC 215

PSYC 406 Psychological Tests and Measurements

3 credits; 3 class hours

This course will focus on the construction, application and evaluation of psychological tests. Methods for assessments of intelligence, aptitude, vocational preference achievement will be emphasized. Also, the utility and predictability of tests in clinical, educational and personnel areas will be examined. The ethical value of testing will be explored.

Pre-requisites: any two PSYC courses other than PSYC 101

PSYC 420 Diagnosis Assessment and Evaluation

3 credits; 3 class hours

This course considers interviewing techniques such as screening, diagnostic, and assessment approaches in clinical settings. Major methods of appraisal, including the use of both objective instruments, and prescription will be theoretically examined and practically demonstrated.

Pre-requisite: PSYC 215

PSYC 421 Sport Psychology

3 credits; 3 class hours

This course explores the application of psychological principles to the sports arena. It brings together well-established findings from the areas of personality, motivation,

social and physiological psychology and encompasses theory and methodology ranging from the experimental to the clinical areas. The course will include such issues as the complex relationship of anxiety to performance, the spectators' contradictory expectations of sports heroes and heroines (which may account for their frequent falling from grace), and the predictability and variability of certain individual types on the playing field. Applications of Sports Psychology to other areas of life will also be explored.

Pre-requisite: Any 200-level PSYC course or permission of chairperson

PSYC 427 Psychology of Social Change

3 credits; 3 class hours

This course deals with an in-depth psychological study of the origin and nature of selected social problems in the U.S.A. and a consideration of the possibilities and barriers for social change.

Pre-requisite: PSYC 213

PSYC 430 Clinical Practicum I

3 credits; 1 lecture hour; 4 fieldwork hours

The Clinical Practicum I is the first phase of a year long field placement and seminar. Phase I will concentrate on the direct observation of clinical and clinical-community work in a mental health or human services setting. Systematic exposure to individual, group, and family therapy, crisis intervention and clinical consultation, diagnostic and assessment interviews, probation and court liaison work, as well as other aspects of clinical/community development will provide material for a comprehensive delineation of the principles, practices and

ethics associated with clinical work.

Pre-requisite: PSYC 301 or permission of chairperson

PSYC 431 Clinical Practicum II

4 credits; 1 lecture hour; 6 fieldwork hours

The Clinical Practicum II is the second phase of a year long field placement and seminar. Phase II will involve the student in actual supervised clinical or clinical-community work in a mental health or human services setting.

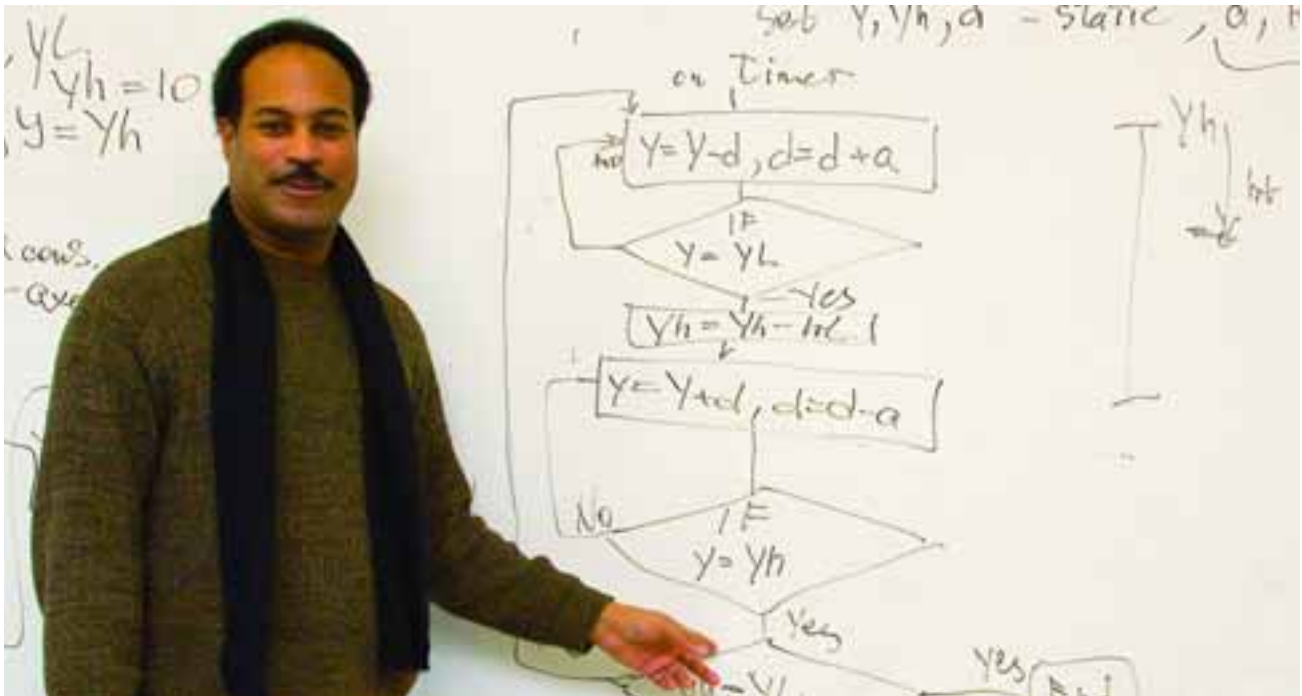
Pre-requisite: PSYC 430

PSYC 440/441 Senior Thesis I, II

3 credits; 3 class hours

In this year long course, students will select a problem in Psychology and investigate it using library, laboratory and/or field methods under the guidance of a faculty member. Students will have regular meetings with their advisor, submit a written thesis based on the work, and present their findings orally to the Psychology faculty. A minimum of 9 hours of conference and research per week is required.

Pre-requisites: PSYC 322 and permission of chairperson



Department of Social & Behavioral Sciences

Chairperson: Philip A. Oguagha
718 270-4858 office
718 270-4828 fax
philipo@mec.cuny.edu

Office: B-1032U

Secretary: Sandra Lewis
718 270-4850
slewis@mec.cuny.edu
B-1032

Professors: Don Quinn Kelley
Henry Olsen

Associate

Professors: Eda Harris-Hastick,
Scharlene Snowden,
Levi Uzozie

Assistant Professors: Obasegun Awolabi

Instructor: Maria De Longoria

The **mission** of the Department of Social and Behavioral Sciences is to provide students with the essential academic knowledge and skills necessary for rigorous undergraduate study, and subsequent entry into the graduate and professional schools and career advancement. The Department is committed to increasing the relevance and usefulness of the social and behavioral sciences to students, to other disciplines, and to the local community.

The Department of Social and Behavioral Sciences offers two degree programs:

1. Associate of Arts (AA) degree (Social Sciences Concentration);
2. Bachelor of Arts degree in Liberal Studies

NOTE: The department is currently developing a Bachelor of Social Work degree, approval pending.

Students pursuing the AA degree in Liberal Arts may choose to emphasize a specific academic interest or to prepare for upper division study in several, including Anthropology, Geography, History, Political Sciences, Psychology, Social Work, Sociology, Interdisciplinary Studies, and Social Sciences.

The Department's courses and degree programs include professionally-oriented courses, research and clinical internships, close faculty-student relationships, and liaisons with governmental and community agencies.

ACADEMIC STANDARDS

Students in the Department are expected to pass Social and Behavioral Sciences required Core courses with a

grade of "C" or better. For graduation, a student must have an index of 2.0 in his/her major.

Advanced Standing

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

THE SOCIAL AND BEHAVIORAL SCIENCES DEPARTMENT'S DEGREE PROGRAMS

Bachelor of Arts in Liberal Studies

The Department offers a Liberal Studies degree Program with a focus on the Social Sciences. There are three areas of concentration:

1. History
2. Political Science
3. Geography

The degree requires completion of 120 credits. The requirements are as follows:

College-Wide Curriculum Courses

Courses		Credits
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
ENGL 211	Intro to Literature	3
ENGL 212	World Literature: The Evolving Canon	3
BIO 101	Intro to Biology	
	or	
PHS 101	Intro to Physical Science	
	or	
CHM 112	Basic Chemistry	3
CL 101	Computer Literacy	3
	or	
CIS 211	Intro to Computer Information Systems	
SPCH 102	Fundamentals of Speech	3
MTH 115	The Nature of Mathematics I	3
MTH 141	Finite Mathematics	4
ART 100	Intro to World Art	2
MUS 100	Intro to World Music	2
FS 101	Freshman Seminar I	1
FS 102	Freshman Seminar II	1
PSYC 101	Intro to Psychology	
	or	
PHIL 101	Intro to Logic	
	or	
SOC 101	Intro to Sociology	3
HIST 101	World Civilization	

	or			Courses		Credits
HIST 102	World Civilization I	3		*GEOG301	Economic Geography	3
ELECTIVE	Foreign Language I	3		*GEOG302	Regional Geography of the U.S.A. and Canada	3
ELECTIVE	Foreign Language II	3		*GEOG402	Agricultural Geography of the Humid Tropics	3
	Total	46		*GEOG403	Urban Geography	3
General Electives		14				
Major Requirements		27				

Common Curriculum - Lower Division

Courses		Credits
POL 101	Intro to Political Science	3
ANTH 201	The Nature of Culture	3
ECON 212	Intro to Macroeconomics	3
POL 200	Intro to American Government	3
GEOG201	Physical Geography	3
GEOG202	Human Geography	3
Humanities Option: Ethics Course		3
HIST 200	Growth and Development of the U.S.A.	3
*HIST 208	Readings in the Fundamental Documents in Early American History	3
	Total	27

Common Curriculum - Upper Division

Courses		Credits
Literature Course		3
Humanities Course		3
*SSC 403	Senior Seminar	3
*SSC 404	Senior Thesis	3
	Total	12

Areas of Concentration 21

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

A. History

Courses		Credits
*HIST 303	History of Women in the Western World Since 1750s	3
*HIST 316	The African Experience in Latin America and the Caribbean	3
*HIST 411	Comparative Topics in African History and Culture	3
*HIST 412	Select Topics in African American History	3

B. Political Science

Courses		Credits
*POL 320	The United Nations in International Politics	3
*POL 410	Politics of Developing Nations	3
*POL 420	Colloquium on the Rule of Law, Justice and Human Rights	3
*POL 422	Seminar on the U.S.A. Foreign Policy	3

C. Geography**Total Credits Required for Bachelor of Arts in Liberal Studies 120****Associate of Arts (AA) IN LIBERAL ARTS**

The Associate of Arts degree in Liberal Arts is designed to meet the needs of students seeking a strong two-year foundation in general education or completing two-year transferable degree requirements. More specifically, it meets the needs of students who are interested in psychology, political science, history, sociology, social work, anthropology and geography. Students who are undecided about their majors but interested in liberal arts are encouraged to enter this Program. The degree requires the completion of sixty (60) Credits.

Recommended Sequence for the Associate of Arts Degree in Liberal Arts

Semester 1			Credits
Courses			
ENGL 112	College English I		3
FS 101	Freshman Seminar I		1
SSC 101	Culture, Society, and Social Change		3
SPCH 102	Fundamentals of Speech		3
ART 100	Intro to World Art		
	or		
MUS 100	Intro to World Music		2
MTH 136	Algebra & Trigonometry		3
	Total		15

Semester 2			Credits
Courses			
ENGL 150	College English II		3
HIST 101	World Civilization		3
FS 102	Freshman Seminar II		1
ELECTIVE			2
PHIL 101	Intro to Logic		3
SOC 101	Intro to Sociology		3
	Total		15

Semester 3			Credits
Courses			
POL 101	Intro to Political Science		3
ECON 212	The General Economy		3
PSYC 101	Intro to Psychology		3
HIST 200	Growth & Development		
	or		
HIST 201	African & American History		
	or		

HIST 242	Culture or History of the Caribbean	3
GEOG 101	Introduction to Geography	3
	Total	15

Semester 4

Courses		Credits
CHM 112	Basic Chemistry or	
BIO 101	Intro to the Science of Biology or	3
PHS 101	Intro to Physical Science	3
History Elective: 200 Level		3
POL 200	American Government	3
ENGL 211	Intro to Literature	3
GEOG 204	Regional Total	15

Total credits required for AA Liberal Arts degree 60

COURSE DESCRIPTIONS**Anthropology****ANTH 201 The Nature of Culture**

3 credits; 3 class hours

This course is an examination of the nature, function, and evolution of culture in Western and non-Western traditional societies. Family and kinship, religion, economic and political institutions are comparatively examined.

Pre-requisites: ENGL 112 and SSC 101

ANTH 202 Physical and Cultural Evolution

3 credits; 3 class hours

This course is an analysis of the human being's physical and cultural evolution to be used as a basis for understanding present day variations in physical type and cultural systems.

Pre-requisites: ENGL 112 and SSC 101

ANTH 204 Afro-American Societies and Cultures

3 credits; 3 class hours

This course examines the cultures developed by people of African descent in the New World. The national, economic and ecological factors underlying their diversification are discussed.

Pre-requisite: ANTH 201

ANTH 302 Societies and Cultures of Latin America

3 credits; 3 class hours

This course is a comparative analysis of selected rural and urban communities, with particular attention to social and political organizations, their religion, traditional economic problems, and values; and the uses of anthropological materials in programs of directed change in education will be discussed.

Pre-requisites: ANTH 201 and ENGL 150

ANTH 304 African Societies and Cultures

3 credits; 3 class hours

This course surveys African cultures throughout the continent, including in-depth ethnographic descriptions of some traditional African societies. Socio-political organizations and religions are also examined.

Pre-requisites: ANTH 201 and ENGL 150

Geography**GEOG 101 Introduction to Geography**

3 credits; 3 class hours

The course introduces key concepts, themes, methodologies and tools of Geography. It defines Geography and discusses its importance and relationship to other sciences.

The spatial variation in earth's environment, population growth, distribution, economic activities and their global interconnections are also discussed.

Pre-requisite: ENGL 150 or permission of chairperson

GEOG 201 Physical Geography

3 credits; 3 class hours

The course will examine the various components of the natural environment, the nature and characteristics of the physical elements, the physical process involved in their development, their distribution and basic interrelationships. Among the topics to be treated are size and shape of the earth and earth movements. Others are the composition of the atmosphere, weather and climate; temperature, precipitation, humidity, air pressure, and winds. Students will be trained in the art of using weather instruments to measure these elements. The course will also discuss modern weather maps, world climatic regions and influence of climate on vegetation, soil, and human activities.

Pre-requisite: GEOG 101 or permission of chairperson

GEOG 202 Human Geography

3 credits; 3 class hours

The main purpose of this course is to introduce students to the study of Geography as a Social Science by emphasizing the concepts that relate to humans. The course will provide answers to basic questions which Human Geographers often ask-where do people live? Why are they there? How do the different cultural groups earn a living in their environments? What are the consequences of their activities for mother earth? The course will also discuss levels of economic development; spatial distribution of more developed countries; types of economic activities (primary, secondary, tertiary, and quaternary); settlement geography (urban and rural); growth of the megalopolis; population growth and environmental deterioration.

Pre-requisite: ENGL 150 or permission of chairperson

GEOG 204 Regional Geography of the World

3 credits; 3 class hours

The course is an introductory survey of world regions. It

examines the regional concept and regional method in geography, divides the world into major regions based on the concept/method and discusses the physical, economic, political and socio-cultural factors, which enable one to identify them as world regions. Each region is then studied in terms of its physical environment and the ways in which human have adapted to the environment and utilized its resources. Geopolitical, social and economic interrelationships within and among the regions are also studied. Audiovisual materials such as maps, photographs, slides, overhead transparencies, CD-ROMs, and videotapes will be used copiously.

Pre-requisite: GEOG 101 or permission of chairperson

GEOGRAPHY

GEOG 301 Economic Geography

3 credits; 3 class hours

The course focuses on the analysis and explanation of spatial variations on the earth's surface of activities related to the production, exchange and consumption of goods and services using maps, models and generalizations. The activities are discussed under the headings; primary, secondary, tertiary, quaternary and quinary. The students will explore the dynamics Associated with the selected activities and discuss their global interdependence.

Pre-requisite: GEOG 101 or permission of chairperson

GEOG 302 Regional Geography of the United States and Canada

3 credits; 3 class hours

The course introduces the students to the regional variations in the major features of the natural and human environments of the United States and Canada. It discusses the early settlements, population growth, and distribution, economic growth and transformations. Emphasis will be on the analysis and explanation of rapid changes in Urbanization, Industrialization, agricultural production, and trade and population distribution. Current problems such as ethnicity, environmental deterioration and the widening gap between the rich and poor will be discussed.

Pre-requisite: GEOG 101 OR GEOG 102 or permission of chairperson

GEOG 401 History of Geographic Thought

3 credits; 3 class hours

The course is designed to introduce students to the fundamental nature of Geography. It involves a critical examination of the history of the discipline embracing the development of geographic thought from Greek and Roman times to the German, French, British, American, and Russian Schools of the 19th and 20th Centuries. It identifies the periods of advance and retrogression, noting the people Associated with them. Emphasis is placed upon contemporary geographic methodology, concepts as well as the field of applied geography. There will also be a

discussion of where the subject is today and forecast of where it is likely to be in the future.

Pre-requisite: GEOG 101,201 or 202 or permission of chairperson

GEOG 402 Agricultural Geography of the Humid Tropics

3 credits; 3 class hours

This course is designed to familiarize students with the scope, methods, and position of Agricultural Geography and the patterns, problems, and potential of sustainable agricultural land use in developing countries of the humid tropics. It defines and delimits the humid tropics and discusses its advantages and limitations for sustainable agriculture. The farming types found in the region are mapped, described, and explained. Problems of livestock production in the life zone will be discussed. This will be followed by an appraisal of some agricultural development schemes in selected countries and the extent to which they can contribute to sustainable agricultural development.

Pre-requisite: GEOG 301 or permission of chairperson

GEOG 403 Urban Geography with Particular Reference to the New York Metropolis and Borough of Brooklyn

3 credits; 3 class hours

The course introduces basic concepts, themes and theories in Urban Geography and examines the historical evolution of cities, their contemporary location patterns, physical environment, transportation and land use dynamics. Development of housing, gentrification, urban ethnicity, intra urban migration, function, urban planning and problems are also analyzed with particular reference to the New York Metropolis and Borough of Brooklyn.

Pre-requisite: GEOG 101,201 OR 202 or permission of chairperson

HISTORY

HIST 101 World Civilizations I

3 credits; 3 class hours

The course provides an overview of the origins of civilizations to the age of European exploration, including contributions of the great cultures of Africa, Europe, the Near and Far East, and The Americas. Emphasis will be placed on the religious, social, and political ideas and institutions of these cultures.

Pre-requisite: ENGL 112

HIST 102 World Civilizations II

3 credits; 3 class hours

The course begins with the age of European exploration and ends with contemporary societies. Emphasis will be placed on the rise of monarchies, political, economic and social revolutions, and the emergence of the Third World.

Pre-requisite: ENGL 112

HIST 200 The Growth and Development of the U.S.A.

3 credits; 3 class hours

This course surveys American history from the Pre-Columbian peoples to the present. Among the topics to be studied are: the character of colonial society; the motivations and character of American expansionism; the War of Independence and the Federal Constitution; the changing role of government in American life; the intellectual and political expressions of nationalism, liberalism, and abolitionism; the nature of work and labor organization; immigration and the history of racial and ethnic minorities; urbanization and other major movements and individual figures in American history. An emphasis is placed on the development of constitutional rights.

Pre-requisite: ENGL 150

HIST 201 African-American History and Culture

3 credits; 3 class hours

This course is a topical examination of themes relevant to the history and culture of the African American population in the Western hemisphere with particular reference to gender and socio-economic class relations. Topics will include African origins, African American intellectual thought, slavery, the Civil Rights and Black Power movements, the struggle for human rights, the Harlem Renaissance and the Black Arts Movement of the 1960's and 1970's, United States foreign policy in Africa and the Caribbean, and contemporary ethnicity in African American life and culture.

Pre-requisite: ENGL 150

HIST 220 African-American History to 1865

3 credits; 3 class hours

This course will discuss the Black experience in the United States from 1619 to the Civil War. The origins of status duality in American society, and the contributions of Blacks in the making of America will be emphasized.

Pre-requisite: ENGL 150

HIST 221 African-American History Since Reconstruction

3 credits; 3 class hours

This course surveys the social, economic, cultural and political impacts of the Civil War and the Post Reconstruction Period on Afro-American communities in America.

Pre-requisite: ENGL 150

HIST 222 U.S.A. History to 1900

3 credits; 3 class hours

The colonial background to the independence struggle, the goals of the founding fathers, the Constitution and its evolution, westward expansion and interaction with aboriginal peoples, the Civil War and Reconstruction, slavery and emancipation, the growth of capitalism, trade unionism, populism, and education will be discussed.

Pre-requisite: ENGL 150

HIST 223 History of the U.S.A. in the 20th Century

3 credits; 3 class hours

The growth of the economy, and power during the 20th Century; the internal problems of social justice, civil rights, urban development, and the impact of science and technology will be discussed. In general, the course will focus on the increasing complexity of American life and on the efforts made to cope with that complexity.

Pre-requisite: ENGL 150

HIST 230 History of Africa to 1800

3 credits; 3 class hours

This course is a survey of African history from earliest times to the end of the 18th Century, including discussions of the people of Africa in the ancient world, the spread of Islam, and the kingdoms of the savannah and forest. Early European contacts with Africa and trade are studied.

Pre-requisite: HIST 101

Co-requisite: ENGL 150

HIST 231 History of Africa Since 1800

3 credits; 3 class hours

This is a survey of African history from the beginning of the 19th Century to the era of African independence. This course will focus on the change in commercial patterns in the 19th Century between Europe and Africa, the "Scramble for Africa" and its effect upon African societies, resistance to the imposition of colonial rule, survival and persistence of African institutions and culture under colonial rule, the growth of modern African political and social organization and movements towards independence.

Pre-requisites: HIST 101 and ENGL 150

HIST 242 History of the Caribbean

3 credits; 3 class hours

This is a survey of the development of the Caribbean Islands and mainland countries of Guyana and Belize. It also deals with European conquest, slavery, emancipation, and political independence.

Pre-requisite: ENGL 150

HIST 250 Selected Topics in the History of Medieval Europe

3 credits; 3 class hours

This is a study of selected aspects of the history of Europe. These aspects include the Roman, Christian, Islamic, and "barbarian" contributions to European civilization; the Renaissance and the genesis of the expansion of Europe; the consequences to European wealth and power of such expansion; the agricultural and industrial revolution of the 17th and 18th Centuries.

Pre-requisite: ENGL 150

HIST 251 Selected Problems in the History of Modern Europe

3 credits; 3 class hours

Major currents which have helped to shape modern Europe, including, but not limited to: political revolutions - English (1668), French (1789), and Russian (1917); the Industrial Revolution; 19th and 20th Century patterns of imperialism and the rise of the modern nation state. European international relations in the 19th and 20th Century will be addressed.

Pre-requisite: ENGL 150

HIST 260 The City in History

3 credits; 3 class hours

This course explores the development of cities from a historical perspective. An attempt is made to analyze the historical patterns that have led to the growth of cities into large metropolitan areas. The course will also examine the problems and prospects of the modern city. Case studies will be used where necessary to highlight Western and non-Western cities.

Pre-requisite: ENGL 150

HIST 303 History of Women in the Western World

3 credits; 3 class hours

The role of women in Western Society from the earliest times to the present is examined. Literary works by women as well as primary sources are utilized to assess the historical position of women as well as primary sources are utilized to assess the historical position of women including the opportunities available to them within their historical contexts.

Pre-requisite: HIST 101 or HIST 102

HIST 316 The African Experience in Latin America and the Caribbean

3 credits; 3 class hours

This course will study the involuntary migration of African peoples to the Caribbean, Central, and South America. The major themes that have helped to define the unique milieu of peoples of African descent in these societies will be addressed. Case study topics to be covered include responses to slavery by the African slaves, race and ethnicity, the survival of African cultures, Black Social Movements, and the role of Black peoples in the nation-building process.

Pre-requisites: ENGL 101, ENGL 102 or 208, ENGL 150

HIST 333 The History of Black Civil Rights Movement in America

3 credits; 3 class hours

This course will discuss the development, approaches, and accomplishments of Black Civil Rights Movements in the United States. Emphasis will be placed upon the growth of the radical-militant and the conservative leadership patterns in the Black struggle for social equality and justice in

American society.

Pre-requisites: ENGL 150 and HIST 200 or HIST 201

HIST 340 History of Political and Social Movements in America

3 credits; 3 class hours

A discussion of the philosophical and ideological issues around which social and political movements evolve and the political impact of these Movements. Focus is on such movements as the Chicano, Civil Rights, Students and Black Liberation Movements. Readings will include essays by Salazar, Savio, Malcolm X, Rustin, Fanon, Marcuse, and St. Clair Drake.

Pre-requisites: ENGL 150 and HIST 200

HIST 410 Comparative History of Slavery in the Americas

3 credits; 3 class hours

This course is a comparative study of slavery in selected countries illustrating the peculiarities of the laws, treatment, and use of slaves, and progress toward emancipation in the various systems (Spanish, Portuguese, Dutch, French, American, and British).

Pre-requisites: ENGL 150 and HIST 201

HIST 411 Comparative Topics in African History and Culture

3 credits; 3 class hours

This course is designed to assist students in the examination of Slavery, Colonialism, and Independence on the African Continent. Historical developments within the Continent will be studied with emphasis on their similarities and differences. The stimuli for change in the various societies and regions will be highlighted. For example, the impact of Islam in North, West, and East Africa will be compared, and the changing pattern of commerce in West and East Africa will be studied. Similarly, the African experience during the periods of European conquest, colonization, national liberation, and nation-building at independence will also be examined.

Pre-requisites: HIST 101, HIST 102 or 208, ENGL 150

HIST 412 Select Topics in African-American History

3 credits; 3 class hours

This course deals with selected issues that have helped to form the unique African-American culture and history. It examines the major forces and people that have contributed to the creation of that history. Topics such as Blacks in slavery, emancipation, reconstruction, northward migration, the Harlem Renaissance, the Civil Rights, and Black Nationalist Movements will be critically examined.

Pre-requisites: HIST 101, HIST 102 or 208, ENGL 150

Political Science

POL 101 Introduction to Political Science

3 credits; 3 class hours

Basic concepts in political science. including the nature of political power, definitions of basic terms; major political systems; constitutional and behavioral approaches used in

the study of political science. The scope of political science will be analyzed.

Pre-requisites: Completion of all language basic skills.

POL 200 Introduction to American Government

3 credits; 3 class hours

The constitutional framework of the U.S. political system, with special attention to the relationship between states, the national government in the system; the relations between the Presidency, Congress, and the Supreme Court; the nature of the American political party system, and of the workings of interest groups; relationship between the American social, economic, and political systems; and contemporary issues in American government are examined.

Pre-requisites: ENGL 112 and POL 101

POL 205 Comparative Government

3 credits; 3 class hours

This course focuses on the political systems of selected nations in Western and Eastern Europe, systems in developing areas. It considers the impact of the economic system on that political system and vice versa and discusses political culture as a variant in comparative analysis.

Pre-requisites: POL 101 and ENGL 112

POL 210 International Relations

3 credits; 3 class hours

This course covers the basis of relationships between nations; the role of region and world level international organizations and of international law in international relations; basic considerations underlying the development of blocs; theories of international system; contrasts between third world and major powers in regard to inception of international relations are examined.

Pre-requisites: POL 101 and ENGL 112

POL 216 State and Local Government

3 credits; 3 class hours

Studies include emphasis on the federal system context and upon administrative and political decentralization, with special reference to the inner city; fiscal aspects of state, federal and local relationships, techniques for citizen influence on the political process, especially in terms of needs of inner cities; problems of rural and "suburban" political power in relation to urban political power in relation especially the inner city.

Pre-requisite: POL 200

POL 224 The Third World In World Politics

3 credits; 3 class hours

Studies include the emergence of a third world movement in the Post World War II period; the concept of non-alignment; impact of the third world movement on international politics generally and upon the major powers in particular. Third world challenges to the prevailing assumptions

of the international legal, political and economic systems are examined.

Pre-requisites: POL 101 and LXGL 112

POL 228 History of U.S. Foreign Policy from 1776 to the Present

3 credits; 3 class hours

This is a survey of the development of the American foreign policy system from the revolutionary period to the present. Discussions will include the determinants of American diplomacy, idealism versus realism in American foreign policy, Monroe Doctrine, Manifest Destiny, expansion and the American empire. In addition, emphasis will be placed on America's rise from a hemisphere to a world power.

Pre-requisite: POL 200

POL 300 The American Presidency

3 credits; 3 class hours

A study of the development of the American presidency. Focus will be upon the nature and theory of the executive branch and its relations with the other parts of government and society. Included will be selected cases or the expansion and deterioration of presidential power.

Pre-requisites: POL 200 and ENGL 150

POL 320 The United Nations in International Politics

3 credits; 3 class hours

This course examines the origins, purposes, structures, role, functions, and achievements and challenges of the United Nations (UN). Specifically, the course will focus on some of the following contemporary issues and problems as we enter the 21st century: Peacekeeping, International Law, Human Rights, Humanitarian Aid, Economic Development, Gender, Third World Debt, Refugees, Child Labor, Sanctions, terrorism, and the Environmental degradation. Attention will be given to conflicts and cooperation between states in the General Assembly, Security Council, and the influence of Non Governmental Organizations (NGOs), and the operations of the UN bureaucracy and its present attempts at internal reforms.

Pre-requisites: POL 101, ENGL 150

POL 336 Constitutional Law

3 credits; 3 class hours

This course offers a study of selected U.S. Supreme Court decisions that have been influential in determining the applicability and meaning of the U.S. constitution. Emphasis will be placed on the historical development of the court, including judicial review and the role of the bench in such areas as civil rights.

Pre-requisites: ENGL 150 and POL 101 or POL 200

POL 338 Consumer and Poverty Law

3 credits; 3 class hours

This course presents the evolution of techniques for enhancing consumer protection; the legal right of the con-

sumer; his/her awareness of these legal rights; the evolution of ombudsman techniques; the administration of the law.

Pre-requisites: POL 101 or PCM 200 and ENGL 150

POL 393 History of Western Political Thought I

3 credits; 3 class hours

This course offers an extensive review and a survey of Western political thought from Plato to Rousseau and Paine.

Pre-requisites: ENGL 150 and POL 101 or POL 200

POL 394 History of Western Political Thought II

3 credits; 3 class hours

This course focuses on major contributions of political thought and theories of the modern state from Rousseau to the present time, including such figures as Hegel, Marx, John Stuart Mill, Nietzsche, Fanon, Marcuse, and Dewey.

Pre-requisites: POL 393

POL 410 Politics of Developing Nations

3 credits; 3 class hours

This course critically examines the political and socioeconomic evolution of the Third World. Specifically, the course surveys the post-war post-colonial context into which newly independent nations began their complex journey toward economic, social, and political development. The course examines the impact of ideology, nationalism, and cold war. Also covered are class structures, gender, structures of governance, and problems of economic and social development. The course critically examines the relationship between the Third World and the policies of the major powers, multilateralism, and regional organizations.

Pre-requisites: POL 101, ENGL 150

POL 420 Colloquium on the Rule of Law, Justice and Human Rights

3 credits; 3 class hours

This course is intended to provide students with the opportunity to understand the concept of human rights and the role the legal system plays and can play in protecting this revered ideal. "Rule of Law" indicates legal rule making as a set of principles that we are all obliged to obey either nationally or internationally. The idea of rights is indispensable to modern moral discussion, but it is also fraught with danger. Human beings possess "rights" that protects them from the aggression of others, and especially from the power of governments under which they live. The interaction of politics, law, the state and international organizations with regard to the general notion of human rights will be the subject of this course.

Pre-requisite: POL 101 or the instructor's permission

POL 422 Seminar on United States Foreign Policy

3 credits; 3 class hours

This course will focus on the changes and continuities of

United States foreign policy in the World. Objectives of national strategy, effects of technology and social change on political, military and economic components of foreign policy will be rigorously analyzed. The course will review U.S. foreign policy during the cold war, nuclear weapons, relations with the former Soviet Union and China and the enduring concern with national security. A major theme will be new post-cold war issues of globalization, free markets and international terrorism. Another theme will be the restructuring and reorientation of U.S. foreign policy to meet the new challenges of the 21st century. The course will focus on economic, strategic, diplomatic, regional, and military alliances, sources of global conflicts and their resolution. An important theme of the course will be United States relations with the Third World.

Pre-requisites: POL 101 and PCM, 200

SOCIOLOGY

SOC 101 Introduction to Sociology

3 credits; 3 class hours

This course will familiarize the student with the basic concepts in sociology and develop his/her appreciation of the nature and scope of the discipline. Emphasis will be centered on the critical importance of human interaction, inter-and intra-group relations, cultural relativity, the process of socialization, race, caste and class stratification, and on sex, age, and other bases of differentiation. The structure of social organizations and of institutions and the nature of power, authority, and status as well as the problem of social change will be analyzed.

Pre-requisite: ENGL 112

SOC 206 Comparative Family Structure

3 credits; 3 class hours

This course provides a comparative survey and analysis of institutional family patterns in various societies. Family organization in relation to social structure is viewed from a cross-cultural perspective.

Pre-requisites: SOC 101 and ENGL 112

SOC 208 Group and Family Dynamics

3 credits; 3 class hours

This course will examine concepts in group and family dynamics. It will provide an introduction to what social workers do as part of the helping process in working with families and groups. The ever changing concept of "family" and various types of family will also be examined.

Pre-requisites: ENGL 112 and SOC 220

SOC 209 Urban Life Styles

3 credits; 3 class hours

This course examines the different lifestyles and characteristics of various neighborhoods, social class, race, ethnicity, culture, and other factors affecting urban environments will be discussed with special attention given to the multicultural nature of New York City.

Pre-requisites: SOC 101 and ENGL 112

SOC 210 Social Profile of American Regions

3 credits; 3 class hours

This course focuses on a regional analysis of American society in terms of the prevailing ideologies, customs, socio-economic systems, race and ethnic compositions, etc. Problems indigenous to each area and their relationship to the larger society will be explored.

Pre-requisites: SOC 101 and ENGL 112

SOC 216 American Minorities

3 credits; 3 class hours

This course deals with the origins of the differentiation of racial and cultural minorities in the United States. The prejudices and discrimination which attend such cultural diversity are explored.

Pre-requisite: ANTH 201

SOC 220 Introduction to Social Work Practice

3 credits; 3 class hours

This course introduces the student to basic patterns of professional social work practices, areas of casework, group work, community organization, policy, research and administration. The student will become acquainted with a generic and distinctive theoretical framework for practices as well as the traditional methods and processes of intervention as they relate to changes and pressures in the current social scene.

Pre-requisites: ENGL 112 and SOC 101

SOC 221 Child Welfare System

3 credits; 3 class hours

This course will examine the evolution of the child welfare system in the United States. Specific references to the social welfare movement covering such topics as social security, adoption, foster care, aid to dependent children and the inter-relationship between social problems and policies and the impact of the child welfare system will be examined. The role and responsibilities of the child welfare worker will also be addressed.

Pre-requisites: ENGL 112 and SOC 101

SOC 302 Social Stratification

3 credits; 3 class hours

This is an analysis of contemporary society in terms of the structure and function of its ideologies and institutions, and of the stratification system based on race, wealth, status, power, sex, etc. are studied in this course. The social mechanisms that regulate relations between strata and groups in the society will also be considered.

Pre-requisites: SOC 209 and ENGL 150

SOC 303 Social Deviance

3 credits; 3 class hours

This course will deal with a broad range of "deviant" behavior with an emphasis on such behavior common to groups in our society. The legitimacy of the concept of "deviance" itself will be examined within the context of

problems of socialization, norms, and the pressures of society. Salient topics are: drugs, social behavior, religion, politics, and crimes as they relate to deviance.

Pre-requisites: SOC 101 and ENGL 150

SOC 308 Sociological Theory

3 credits; 3 class hours

This course is an introduction to the major sociological theories and their sociopolitical implications. Current sociological theory developments will be studied. Students will compare and evaluate the analytical and conceptual contributions of the sociological theorists.

Pre-requisites: SOC 101 and ENGL 150

SOC 320 Intermediate Casework

3 credits; 3 class hours

This course extends and deepens the understanding of the study, diagnosis and treatment phases in the psychosocial method of casework by analyzing cases involving problems in parent-child relationships, marital and other family conflicts, physical and mental illness, and conflicts within society. Some comparison is made of various casework models and approaches.

Pre-requisites: SOC 220 and ENGL 150

SOC 321 Intermediate Groupwork

3 credits; 3 class hours

This course expands upon social group work principles and methods; the function and roles of the group worker are examined. Emphasis will be placed upon the development of the personal qualities required of the group worker and the uses of research studies in group work.

Pre-requisites: SOC 220 and ENGL 150

SOC 336 Police and Penal System

3 credits; 3 class hours

This course will examine a study of the latent and manifest functions of police and the penal system, sources of community/police antagonism, and the nature and practices in the criminal justice institutions and system.

Pre-requisites: ENGL 150 and SOC 101

SOC 338 Social Welfare and Social Policy

3 credits; 3 class hours

The evolution of social service in the U.S. from the beginning of the century to the present will be studied. Specific references will be made in regard to the social welfare movement, covering such topics as the growth of settlement houses, social security, adoption, foster care and public assistance. The regulatory control exercised by federal, state, and municipal government in the area of social policy will be examined.

Pre-requisites: SOC 208, SOC 321 and ENGL 150

SOC 340 Selected Problems in Community Development

3 credits; 3 class hours

This course deals with major issues facing the local community, e.g. housing, the delivery of health and social services and education. The student should be involved as participant/observer in at least one of these areas.

Pre-requisites: ENGL 150 and SOC 220

SOC 375 Housing Policy in the U.S.A.

3 credits; 3 class hours

This course analyzes the major social, economic, and political issues confronting housing policy. Alternative policy approaches to racial and economic segregation, abandonment and residential decay, urban growth, forms of public subsidy, and balancing rights of ownership with those of occupancy will be emphasized. A significant research effort is required.

Pre-requisite: SOC 340

SOC 400 Internship

3-6 credits; 10-20 class hours

This course provides the future practitioner with an educational practice setting where he/she integrates all prior learning (knowledge, skills, attitudes and behavior) into future style for professional practice. There is a seminar as well as fieldwork component to the program. The scope and format of the fieldwork is structured to provide sufficient flexibility in meeting the diverse educational needs and professional interests of each student. Students will have an opportunity to observe and participate in the practical aspects of administrative activities when they select one of several foci.

Pre-requisite: Permission of chairperson

SOC 403 Human Behavior and the Social Environment

3 credits; 3 class hours

This course will provide students with opportunity to integrate content and understanding about the interactions between humans functioning and their physical and social environments. Human behavior and functioning will be analyzed from the perspectives of range of systems: biological, psychological, cultural, social and environmental. The significance of the nature of transactions or exchanges between individuals and families, groups, organizations, institutions and communities will be addressed. Knowledge will be applied to case studies across the life span.

Pre-requisites: PSYC 101, and one of the following: PSYC 209, PSYC 310, PSYC 311; ENGL 150, SOC 101, SOC 220 and BIO 101

SOC 410 The Role of the Church in the Black Community

3 credits; 3 class hours

This course will provide an intensive study of the historical roots, development, influence, ideology, and total function of the church in the Black community in America. The role of religion as an instrument of protest, escape mechanism, emotional outlet, focal point of political organizing and of social life will be analyzed.

Pre-requisite: SOC 340

SOC 412 Gerontological Seminar

3 credits; 3 class hours

Contemporary public policy and political issues, and con-



temporary concerns affecting the elderly such as AIDS, substance abuse, homelessness, elder abuse, developmental disabilities, immigrant status, homosexuality, imprisonment, care giving roles and minority status, will be addressed. Needs assessment, proposal writing, program planning skills and managing services for the aged will be reinforced; as well as the need to develop linkages between the aging service system and other health and social service systems.

Pre-requisites: ENGL 150 and ANTH 302 or PA 330

SOC 457 Community Organization

3 credits; 3 class hours

This course explores techniques of community organization with an emphasis on metropolitan ghettos, senior citizens, and youth programs. Community development, community planning, and community action-organizational models will be examined.

Pre-requisite: SOC 340

SOCIAL SCIENCES

SSC 100 Fundamentals of Mentoring

3 credits; 1 .5 class hours; 1.5 lab hours

This course will integrate the theoretical elements of counseling and advisement with role-playing and other modes of experiential learning directed at enhancing communication skills, understanding of interpersonal interaction, development of decision-making, problem-solving, interviewing and counseling techniques. It will consider a variety of purposes served by a student mentor such as assisting with academic advising and personal counseling. It is designed to train students who have been screened and specially selected in the skills necessary to mentor students regarding academic as well as personal concerns.

Pre-requisites: ENGL 112, FS 102 and permission of chairperson

SSC 101 Culture, Society, and Social Change

3 credits; 3 class hours

This interdisciplinary course is designed to give a broad overview of the subject matter covered by the Social Sciences and to introduce students to basic concepts, approaches, and principles governing Social Sciences. The underlying theme of the course is culture, society and social change. Attention is given to the historical development, continuity and changes in social institutions, culture and society. Among the topics discussed in this course will be the contributions of women to the development of social sciences and gender issues as they pertain to social inequality in the United States.

Pre-requisites: Completion of all Language Basic Skills

SSC 205 Introduction to Research Methods in Geography, History and Political Science

3 credits; 3 class hours

This course introduces students to the methods of research

in the three allied fields of Geography, History, and Political Science and will be taught by instructors in those fields. Students and faculty have the opportunity of sharing their research experiences, approaches and techniques. The topics to be discussed include the purpose of research; major steps in research; procedures for field investigation, data collection and analysis; and the research proposal and what it should contain. Also to be discussed are specific problems associated with research in various aspects of Geography, History and Political Science and the research report.

Pre-requisite: SOC 101 or permission of chairperson

SSC 260 Independent Study

3 credits; 3 class hours

This course is designed to allow students to integrate theory and practice in a social science area or to do research on current social issues. SSC 260 is open to all lower division social science majors who have earned at least 39 credits and an average of 2.5 in the Social Sciences. Admission into the course must be approved by the Department Chairperson before registration. Once registered, the student will submit a proposal to the assigned instructor, who must approve it within the first three weeks of the semester. The proposal will indicate the type of project to be carried out, the educational purpose to be achieved, and the learning methodology which will be followed to meet the learning objective. The instructor and student are required to meet at least once a week. Upon completion of the proposed study, the student will submit a final report to the instructor.

Pre-requisites: ENGL 150 and permission of chairperson

SSC 303 Statistics for the Social Sciences

3 credits; 3 class hours

The objectives of this course are to provide students with an understanding of basic statistical procedures involving frequency distributions, central tendency, variability, z-scores and standardized distributions, probability, hypothesis testing, and correlation. In addition, students will also learn how to enter data into a statistical software program (Statistical Package for the Social Sciences: SPSS) and generate frequency distributions, histograms, measure of central tendency and variability in SPSS. Students will also learn to narrate descriptive statistics and construct tables.

Pre-requisites: ENGL 150 and MTH 130

SSC 304 Social Science Research Methods

3 credits; 3 class hours

This course will familiarize the student with the varied techniques used in social research. The focus will be on the types of data that are generated by the various social science disciplines and the methods used in analyzing the data. Students will be introduced to the principle of research design, the mechanics of qualitative vs quantitative

tive research, the mechanics of interviewing, case study, questionnaire construction and tabulation. The various biases and other factors of social research will be covered.

Pre-requisite: SSC 303 (only for Juniors and Seniors)

SSC 305 Critical Issues in Society

3 credits; 3 class hours

This course provides students with the opportunity to examine critical issues facing society today. Concerns such as gender and cultural diversity, racism, sexism, economic inequality, schooling, family related problems, criminal behavior, suicide, alcoholism, and ethical conduct will be emphasized. The critical approach to social problems shall be used as the preferred conceptual framework for analysis.

Pre-requisites: ENGL 150 and SSC 101

SSC 400 Social Welfare Policies and Services

3 credits; 3 class hours

The history and ideology of contemporary social welfare programs will be reviewed to provide students with a framework for policy analysis. Factors and values which have shaped the evolution of social welfare policies and services will be studied. Issues regarding how policies are translated into services and how social workers can affect change by influencing public policy will be addressed.

Pre-requisites: ENGL 150 and SSC 220

SSC 403 Senior Seminar

3 credits; 3 class hours

The Senior Seminar provides a focus in which all prospective thesis writers share their experiences, approaches and techniques. The course will focus on the requirements of the Senior Thesis. Each student is to present a research proposal. The proposal must spell out the problem, theory, hypothesis, and method of data collection, analysis and testing the hypothesis. Tentative chapter headings and bibliography must be included and defended. The proposal must be presented at a meeting of the whole class at the end of the Semester before submission to their thesis advisors.

Pre-requisite: Students especially those in the BA in Liberal Studies

SSC 404 Senior Thesis

3 credits; 3 class hours

The subject matter to be discussed in the senior thesis should be identified by the junior year. Students are encouraged to choose topics that excite them and are drawn from their academic field and personal backgrounds. Students are expected to engage in some primary research and original analysis and interpretation. The thesis is due the 3rd week in November for January graduates and the 3rd week in April for June graduates.

Pre-requisites: SSC 403 Students must have taken all advanced senior level courses (300s-400s) and other requirements or general electives.

SSC 500 Independent Study

3-6 credits; 3-6 class hours

This course is designed to allow the student to integrate theoretical concepts and current issues in a social science area of interest, by developing and carrying out a research project. SSC 500 is open to all social science majors in their senior year with an index of 2.5 or better, who have completed the required research methods course. The student meets with the instructor regularly once a week. Student and instructor must establish performance criteria, the attainment of which must be demonstrated at the end of the course in the form of any appropriate culminating project. All outlines should be submitted to chairperson for approval the semester prior to registration for SSC 500.

Pre-requisite: SSC 304 and permission of chairperson

SOCIAL WORK

Important Note: The courses listed below include some courses that belong to a proposed BA degree in Social Work. These courses are identified with an asterisk (*). They may be modified in the course of the degree approval process.

SW 301 Social Work Methods I *

3 credits; 3 class hours

Methods of Social Work Practice I will provide students with the knowledge and skills of generalist social work practice with individuals and families. Social work values and ethics, interviewing skills and differential interviewing techniques with clients of diverse racial, cultural, class and religious backgrounds will be addressed. Problems solving methods, ethical and purposeful use of self and use of theory to guide practice will be emphasized. After a review of the theoretical framework of generalist social work practice, the course will focus on the development of interviewing skills necessary to work with clients in promoting change that supports social and economic justice, and ends with an introduction to assessment, goals, and contracting.

Pre-requisites: SW 220, SOC 230, ENGL 311

SW 302 Social Work Methods II *

3 credits; 3 class hours

This course will further develop the knowledge skills of generalist practice and will provide the knowledge and skills necessary to apply problem solving methods to groups and communities. Students will learn alternative intervention strategies with populations at risk, and examine ethical conflicts in work with groups and communities. Emphasis will also be placed on teaching students how to conduct a generalist social work assessment and engage in action planning in order to frame suggested solutions to group and/or community problems. This is a service-learning course and students will be expected to devote six-

teen hours outside of class during the semester in pre-selected community sites.

Pre-requisites: SW 301, ENGL 311

SW 303 Spirituality and Social Work *

2 credits; 2 class hours

Social workers must be equipped to respond to clients in spiritually sensitive and appropriate ways that facilitate the practice of the profession and benefit clients. This course engages students in a critical examination of the role of culture, religion and spirituality in a systematic effort to address holistically the needs of individuals, families and communities drawing upon the services of a social worker. Recognizing that persons are shaped not only by biological, psychological, and sociological experiences but also spiritual and cultural experiences, this course will examine critical issues related to culture, religion and spirituality and social work practice in regards to clients of diverse cultural, religious and philosophical perspectives. The course will provide answers to such questions as: What is spirituality? How is it relevant to social work practice?

Pre-requisites: SW 301, SW 302

SW 305 Child Welfare System *

3 credits; 3 class hours

This course will examine the emergence of the child welfare system in the United States. Specific references to the social welfare movement, social policy as it affects children from different cultural backgrounds, and recent changes in local child welfare systems will be examined. Topics covered will include adoption, foster care, child abuse and neglect and the inter-relationship between social problems and policies on the child welfare system. The role and responsibilities of the child welfare worker will be addressed.

Pre-requisites: SW 301, SW 302

SW 309 Substance Abuse – Counseling Theory *

3 credits; 3 class hours

In classroom sessions, students will acquire an understanding of AOD abuse as a bio-psycho-social problem. Applying basic social work principles, participants will learn a spectrum of treatment approaches to helping clients achieve abstinence and long-term recovery and acquire insight into the client-counselor relationship. Sessions will include counseling exercises, experiential group experience and other counseling techniques designed to hone students' counseling skills that are vital in a clinical setting. Lectures and readings will address: intakes; DSM-IV diagnoses; leading and coleading groups; individual counseling; family counseling; treatment planning, motivating clients to change; self-help programs; encountering resistance; relapse prevention; vocational training and referrals and

termination.

Pre-requisites: SW 301, SW 302, SW 337

SW 310 Medical/ Social/ Psychological Aspects of HIV/ AIDS *

3 credits; 3 class hours

This course is designed to familiarize students with the disease, culture, and behaviors related to the HIV virus and AIDS. The course will also examine HIV transmission and prevention; including the how even small amounts of AOD reduces inhibitions, impairs judgment and increases the risk of potentially life-threatening behaviors. Also addressed will be the impact of HIV-AIDS on different populations groups (e.g., racial/ethnic groups, men and women, LGBT and the elderly).

Pre-requisites: SW 301, SW 302, SW 337

SW 311 AOD Counseling with Diverse Population *

3 credits; 3 class hours

This course will address AOD use as it effects different populations of various racial and ethnic groups, the disabled, LGBT, adolescents, the elderly and the homeless. Students will acquire an understanding of the effects of cultural, racial and ethnic similarities and differences. Key concepts and practices that encourage effective cross-cultural communication (counselor-client and staff-to-staff) in AOD counseling will be examined. NASW cultural competence issues will also be addressed.

Pre-requisites: SW 310

SW 312 Drugs and Personal Health Substance Abuse Disorder *

3 credits; 3 class hours

This course provides an overview of the different legal, prescription, over-the-counter and illegal drugs that are used by a cross section of the American population. Legal ramifications of the use of these various chemicals will be carefully examined. The effects of drugs on the total well being of the individual, families and communities will also be investigated. Additional topics to be addressed include: prevention measures to discourage inappropriate use, the economic and costs of drug use (including crime and incarceration factors).

Pre-requisites: SW 311

SW 315 International Social Work: Policy, Practice and Social Justice *

3 credits; 3 class hours

This course is designed to enable students to compare policies and practices in another nation, to understand cultural differences, and to underscore the important role that culture plays in establishing social work best practices. It addresses the interests of students interested in international social welfare practice abroad and/or transitional work in the United States with immigrants, foreign students and international adoption, etc. Specific areas of

study will include a comprehensive view of human rights principals and their importance to social work practice and policy in an international setting. The course will also present examples of innovative approaches to social work issues that are common to many countries. This course will also be invaluable as background for those wishing to participate in the study abroad Course at which time the student will have an opportunity to travel abroad for an in-depth exploration of a social problem or issues in an international country, region or culture. This course also provides an orientation to international social work and social welfare from a generalist perspective. Students will assess their own cultural reference group by comparing other global cultures and environments and learn to evaluate domestic and foreign social welfare systems as they are exposed to the practice and work of social workers from other cultures, focusing on historical and current global social justice issues.

Pre-requisites: 301, SW 302

SW 321 Social Work with Children and Families *

3 credits; 3 class hours

This course will explore some of the critical issues that impact on social work services for children and their families and examine an integrative model for assessing the needs of children and others in the family in order to develop appropriate strategies for intervention. Cultural and ethnic issues in working with children and with special needs children and their families and will be emphasized. Students will also examine ethical issues of this field of practice as well as other issues related to diversity, spirituality, power, conflict, abuse and neglect, divorce and blended families will be addressed.

Pre-requisites: SW 301, SW 302

SW 323 Social Work With Diverse Populations

3 credits; 3 class hours

This is designed to review and affirm the history, cultural values, and family structures of the diverse life styles within African, Asian, Mexican, Puerto Rican and Native American cultures. This examination of diversity will include issues within groups of gender, class, age, immigration, history, sexual orientation, level of acculturation, color, language, and religion and spirituality. From an ecological perspective, the course will examine social and economic factors which have shaped the experiences and socioeconomic status of persons within these groups and will explore the relevance of cultural diversity to social work values and practice

Pre-requisites: SW 302, ENGL 311

SW 337 Populations at Risk

3 credits; 3 class hours

This course will explore factors that constitute to being "at risk". Class discussions will focus on issues of income disparities, racial and ethnic group discrimination, religious

intolerance, elitism, sexism and ethnocentrism which contribute to perpetuating powerlessness in a society. A major focus of this course is to encourage critical thinking, in a post 9/11 era, about some controversial issues and "risk" factors that contribute to injustice and inequality. Students will be encouraged to develop suggested recommendations and strategies for solving some of society's social problems. The course will also address issues regarding people of color, women, gay and lesbians as well as special populations. Other concerns including the elderly, physically and mentally disabled are included in many different courses throughout the social work curriculum. Each practice course contains information pertinent to working with these groups at different system levels. Policy courses emphasize the impact of discrimination, economic deprivation and oppression upon these groups.
Pre-requisites: SW 302, SW 323

SW 350 Principles and Practices of Social Work with Addicted Populations

3 credits; 3 class hours

This course is designed to introduce students to the professional and ethical responsibilities of AOD counselors, including ethical principles; behaviors and boundaries in clinical relationships; confidentiality laws; and the importance of counselor wellness. State and Federal laws and procedures that relate to confidentiality (of patient records in general and HIV related issues in particular) and the need for practices that encourage counselor wellness will be addressed. Students will also examine in depth the Code of Ethics of the National Association of Social Workers (NASW).

Pre-requisites: SW 312

SW 402 Child Welfare Case Studies

3 credits; 3 class hours

This course examines actual case studies from the field of Child Welfare. These case studies will present multiple issues (e.g., biological, psychological, social) to help students link theoretical frameworks to what is practical in working with children and families. Using the generalist problem solving method, students will learn how to analyze diverse cases in child welfare practice by engaging families, assessing needs, and designing an appropriate treatment plan. The cases will expose students to diverse cultures, families who come from different socioeconomic backgrounds and provide them with opportunities to become familiar with safety and risk assessment, family case analyses and assessment diagrams.

Pre-requisites: SW 305, SOC 340

SW 405 Legal, Ethical and Advocacy Issues in Child Welfare

3 credits; 3 class hours

This course is designed to examine how the legal and the court system work, major functions of forensic social work,

the interdependency of law and social work, the skills necessary for social workers and others in the helping profession to be effective advocates for children within the legal system. The course will also address ethical conflicts for the social worker operating within the court system in relation to the social work code of ethics. Students will examine and discuss constitutional law, statutory law, administrative law and judicial and common law as they impact on social work services for children and their families. Recent court decisions related to children's parents and caregivers rights and their impact on professional standards of social work practice, policy frameworks and operations of child welfare programs will also be examined. Classroom discussions and research will examine reforms in the delivery of social service influenced through class action suits.

Pre-requisites: SW 402

SW 409 Intergenerational Issues in SW

3 credits; 3 class hours

This course will explore intergenerational issues in social work which impact on the elderly and their families and/or caregivers. Specifically, this course will focus on working with elders and their support network, e.g., spouses, partners, family members and caregivers. The course examines the biological, psychological and social effects of aging and provides the student with approaches to affective assessment and intervention strategies. Social work practice and treatment issues are identified to help students develop assessment and treatment skills for work with older adults and their families. Concrete service 'delivery and policy implementation are addresses in addition to individual, small group and family treatment techniques. The student is encouraged to explore and reflect on his or her attitudes, experiences and behaviors related to the elderly on a personal and professional basis.

Pre-requisites: HSC 302, PA 330

SW 419 Theories of Human Behavior and Social Environment

3 credits; 3 class hours

This course focuses on theory and knowledge of individuals and families including biological, social, psychological, spiritual and cultural factors that impact human development and behavior in a global context. Utilizing the generalist approach to social work practice, a social systems

perspective is applied to understand the relationships between and among individuals, families and the broader social environment. Diversity is presented in its many facets covering ethnicity, culture, race, social class, gender, sexual orientation, age and disability. The impact of discrimination and other forms of oppression on individual development and behavior are examined.

Pre-requisites: SW 323, SW 337

SW 420 Field Work I

6 credits; 6 class hours

This course integrates the knowledge, values, and skills developed throughout the social work curricula. Students engage in structured, individualized learning opportunities in a community agency setting. Faculty, agency field instructors, and students collaborate to facilitate the transition from classroom to generalist social work practice. During the semester, students will complete xx hours per week for a minimum of xxx hours in an agency setting approved by the Medgar Evers College Social Work field coordinator. The seminar will serve as an opportunity to integrate knowledge, skills, and theory with the practical field experience.

Pre-requisites: SW 419, SW 323, SW 327

SW 421 Field Work II

6 credits; 6 class hours

This course integrates the knowledge, values, and skills developed throughout the social work curricula and is the capstone course in the Social Work sequence. Students continue to engage in structured, individualized learning opportunities in a community agency setting. Faculty, agency field instructors, and students collaborate to apply generalist social work skills, values and knowledge in the practice. During the semester, students will complete 15 hours per week for a minimum of 200 hours in an agency setting approved by the Medgar Evers College Social Work field coordinator. The seminar will serve as a culminating opportunity, where the knowledge, skills, and theories learned in

social work courses are understood in the context of practical application. Students are expected to submit a portfolio of work that includes practice addendums. A practice research paper will be required.

Pre-requisite: SW 420

School of Science, Health, & Technology

Dean: Mohsin Patwary
718 270-6218 office
718 270-6196 fax
mohsin@mec.cuny.edu
C-315

Associate Dean for Nursing and Allied Health (Acting)

Dr. Georgia McDuffie
718 270-6222 office
718 270-6235 fax
gmcduffie@mec.cuny.edu
C-200J

Secretary: Alicia Grant
718 270-6218
alicia@mec.cuny.edu
C-315

DEPARTMENTS AND CHAIRPERSONS

Biology

Anthony Udeogalanya
718 270-6213 office
718 270-6498 fax
anthonyu@mec.cuny.edu
C-317

Mathematics

Darius Movasseghi
718 270-6416 office
718 270-6185 fax
darius@mec.cuny.edu
C-400H

Nursing AAS/PN

Heather Gibson (Acting)
718 270-6222 office
718 270-6235 fax
Hgibson@mec.cuny.edu
C-200J

Nursing BSN

Eileen McCarroll (Acting)
718 270-6230 office
718 270-6235 fax
emccarroll@mec.cuny.edu
C-200C

Physical, Environmental & Computer Sciences

John Gibbs
718 270-6453 office
718 270-6197 fax

john@mec.cuny.edu
C-407A

DEPARTMENTS AND REGISTERED DEGREE PROGRAMS

Department of Biology

BS in Biology
AS in Science (Biology concentration)

Department of Mathematics

BS in Mathematical Sciences
AS in Science (Mathematics concentration)

Department of Nursing BSN

BS in Nursing

Department of Nursing AAS/PN

AS in Nursing
Certificate in Practical Nursing

Department of Physical, Environmental and Computer Science

BS in Environmental Science
BS in Computer Science
AS in Computer Science
AS in Science (PECS concentration)

The School of Science, Health, and Technology, consisting of the Departments of Biology, Mathematics, BSNursing, AAS/PN Nursing and Physical, Environmental and Computer Science, offers degrees on both baccalaureate and associate levels.

The School's **mission** is prepare students from diverse socioeconomic, educational, cultural and ethnic backgrounds for productive careers, and to offer advanced study in the sciences, mathematics, computer science, environmental science, nursing, and the health related professions, using state of the art facilities. The School is dedicated to increasing the number of New York Metropolitan area students, particularly those from Central Brooklyn, who pursue careers in these fields.

The School serves students with interest in other fields of study as well. Through course offerings in science, mathematics and health, these students will acquire the knowledge and skills necessary to succeed in their chosen fields and to become the literate and informed citizens who will lead us in the twenty first century.

The School also strives to promote the academic and professional success of its students through a supportive net-

work which includes select tutoring in departmental Learning Centers, topical workshops, individualized academic advisement and specialized mentoring in selected fields. In addition, outside scholars and professionals are invited to lecture thus exposing students to additional knowledge and wisdom. Students will also be encouraged to take advantage of the many collaborative academic efforts between the departments of the School and other colleges and universities, including those within the CUNY system.

MIDDLE COLLEGE HIGH SCHOOL AT MEDGAR EVERS COLLEGE

Medgar Evers College of the City University of New York and the High School Division of the New York Public School Department have collaborated on a college preparatory high school, Middle College High School at

Medgar Evers College. The opportunity for sharing faculty and facilities, the acceleration of high school student into college studies and the use of the College's extensive support services are an integral part of the design to prepare students for college admission.

Elements of the traditional high school curriculum are organized around conceptual themes to help students understand the history and cultures of non-western and western people with a global vision that acknowledges the interconnectedness of peoples of different cultures. There is a strong emphasis on the mathematics, science and technology. Additionally, students will study a second language for three years, take computer and other technology courses, and complete all requirements to obtain a Regent's endorsement of their high school diploma.



Department of Biology

Chairperson: Anthony Udeogalanya
718 270-6213 office
718 270-6498 fax
anthonyu@mec.cuny.edu

Office: C-317

Secretary: Doreen Williams
718 270-6200
doreenw@mec.cuny.edu
C-326A

Professors: Charles desBordes, Patricia Ferdinand,
Seymour Ien, Anthony Udeogalanya,
Mohsin Patwary, Edward Catapane,
Doris Withers, Eberé Nduka,
Ann Brown, Mozaffar Hassan

Associate Professors:
Carolle N. Bolnet, Margaret A. Carroll,
Alam Kamal

Chief College Lab Technician: Joy Johnson

The **mission** of the Department of Biology is to produce high quality, professional, career-oriented graduates who wish to pursue careers in biology, applied biology, research, medical and paramedical fields as well as biologically related fields.

The Department's curricula focus on the following goals:

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

The faculty and staff of the Biology Department endeavor to enrich the academic experience of our students by continuing to develop new programs and courses, and by establishing educational and research collaborations with other prominent universities, advancing professional development through research, seeking grant monies to support faculty research and student internships, participating in scientific conferences and producing scholarly publications

Both students and faculty have available to them modern and well-equipped computerized laboratories with state-of-the-art instrumentation in the areas of microscopy, VIS, UV, IR and fluorescence spectrophotometry, gel electrophoresis, HPLC micro-spectrofluorometry, PCR, electrophysiology, ultracentrifugation, and image analysis.

The Biology faculty continues to implement strategies to further strengthen the Department by increasing the academic and professional success of its student population and also by promoting awareness of MEC's role in the local Brooklyn community. Many of the faculty have participated in local community events by volunteering as judges in science fairs and giving guest lectures at regional schools and civic associations. The Department is responsible for the creation of two initiatives that promote educational improvement in the Crown Heights area:

1. The **"PS 161 Science Program"** provides quality laboratory-oriented instruction in Earth Science, Physical Science and Biology to its elementary students by utilizing the Biology Department's labs and faculty to teach these courses to the students in a college environment.
2. The **"School District 17 Biology Teacher Preparation Program"** is a joint initiative with the school district which provides high school teachers the opportunity to upgrade and enhance their science education and teaching capabilities.

The Biology Department also sponsors:

1. Woodrow Wilson Project, which has invited Science faculty from four local Brooklyn high schools to use our facilities and equipment to further enrich their biology education and to promote new learning styles and lessons that they can bring back to their own high school classrooms.
2. In addition, the Editorial Board of the *Journal In Vivo*, the publication of the Metropolitan Association of College and University Biologists (MACUB), is composed of Biology faculty and produced and distributed by the Biology Department at MEC.

Collectively, all these activities have enabled the Department of Biology to become a "Center of

Excellence" at Medgar Evers College.
Opportunities afforded students in the Biology Department:

Biology-CSTEP Program

The Biology-CSTEP Program, sponsored by the New York State Education Department, is designed to increase the number of historically underrepresented and economically disadvantaged undergraduate students who successfully complete pre-professional education programs of study that lead to careers in biology, applied biology, research, medical, and paramedical fields. The goal of the program is to implement strategies and activities to:

1. improve students' basic study skills
2. improve student performance in the biology program
3. increase student retention in biology programs
4. familiarize students with career options in biology, applied biology, research, medical and paramedical fields
5. increase students' exposure to career professionals in biology, applied biology, medical and paramedical fields
6. ultimately increase the number and preparedness of students completing the biology programs and going on to careers in biology, applied biology, research, medical and paramedical fields.

The Biology-CSTEP Program provides a variety of activities focusing on achieving these goals. These goals include seminars and field trips; workshops and tutorials; lecture and teaching enrichment sessions in reading, writing, mathematics, biology and other science courses; career, academic and personal counseling; comprehensive instructional services; and Research Internship/Field Experiences. A diverse faculty from the Department of Biology works collaboratively with additional resource personnel including research scientists and professionals from outside the college to achieve these program goals.

CSTEP-eligible students who express an interest and desire to pursue a career in biology, applied biology, research, medical and paramedical fields are selected from those in the Department of Biology and from among the general student population. The outcome thus far has been a pool of historically underrepresented and economically disadvantaged undergraduate students well trained and prepared for advanced postgraduate study and/or employment in biology, applied biology, research, medical and paramedical fields.

Students interested in joining the Program should contact the Program Director, Dr. Edward Catapane of the Biology Department.

Undergraduate Research Opportunities

The Biology Department offers students the opportunity to

participate in the research activities of the faculty as a means of enhancing their training in the sciences and giving them first hand experience as to how new knowledge in science is obtained. The faculty in the department have had research projects supported by various agencies including NIH, NIGMS, NSF, NYS Department of Education, Department of Defense and PSC/CUNY. In addition, the Department has arranged summer internships for its students at various institutions including Harvard University, the University of Massachusetts at Amherst, University of Virginia Medical School, Meharry Medical School/Vanderbilt University, Boston University, University of Missouri and SUNY Health Science Center at Brooklyn.

The Biology Department also sponsors a fully funded international summer research program, through the prestigious Fogarty Fellowship administered by the National Institute of Health. This Program has enabled students to visit and do research at various Universities including the University of Helsinki in Finland; the University of Dar es Salaam in Tanzania, the National University of Singapore and Nanjing University in China.

For more information about any of these programs, contact the Chairperson of the Biology Department or the Preprofessional Advisor for the School of Science Health and Technology.

NSF-MGE PARTNERSHIP WITH THE UNIVERSITY OF MASSACHUSETTS AT AMHERST

The Minority Graduate Education (MGE) in Science Program is an NSF funded program designed to increase the number of underrepresented minorities in graduate Ph.D. science programs. As part of the Program, UMass Amherst has developed a partnership with the Biology Department at MEC to establish a pipeline for qualified MEC students graduating with a BS degree in Biology to enter a doctoral program at one of the following prestigious Universities in the grant's NE University Alliance:

1. University of Massachusetts Amherst
2. Boston University
3. The Massachusetts Institute of Technology
4. Pennsylvania State University
5. Rutgers/The State University of New Jersey

This partnership not only increases the options available to BS Biology graduates but, as a result, both undergraduates, and the Biology Department as a whole, benefit by having opportunities available to them for student exchanges; faculty exchanges; collaborative research; enhanced seminar programs and fully funded summer research internships at any one of the university affiliates.

Biology majors interested in this Program should contact the Chair of the Department for more information.

Pre-Professional Advisement

All students wishing to attend medical, dental, veterinary, osteopathic, chiropractic or graduate school should begin their pre-professional advisement process no later than the first month of their sophomore year. An expert Pre-professional Advisement Committee is available to Biology majors for personalized academic advisement, research internship placement and organization of MEC-MCAT study groups. In addition, the Pre-professional Committee sponsors the weekly meetings of the Medgar Evers Science Association (MESA). MESA activities include presentations by invited speakers on careers in research, medicine and other health related fields. The Department also maintains an articulation agreement with SUNY Health Science Center at Brooklyn (HSCB), Early Medical Education (EME) Program. This Program is part of a Health Resources Administration grant whose focus is to increase the opportunity for under-represented students to enter Medical School. Qualified MEC Biology majors who successfully complete three consecutive summer enrichment science programs taught and designed by HSCB Medical School faculty, and achieve a minimum MCAT Score, are given a guaranteed acceptance into SUNY-HSCB's College of Medicine. These students are also offered a special opportunity to shadow a clinical faculty member one afternoon a week in order to give them a first-hand view of clinical medicine.

Students seeking advisement in this area should contact the Chair of the Advisement Committee, in the Biology Department.

Articulation Agreement with SUNY Downstate

An Articulation agreement exists between MEC and SUNY Downstate Health Science Center at Brooklyn, College of Health Related Professions.

Students who apply to Downstate after successfully completing a prescribed course of study at MEC are automatically accepted into one of the four SUNY programs offered:

1. Physicians Assistant, BS degree
2. Physical Therapy, BS/M.S. degree
3. Occupational Therapy, M.S. degree
4. Diagnostic Medical Imaging, BS degree

The Department offers qualified students extensive support and counseling towards meeting the requirements for this preferred admission. Students who are interested in any of these programs should contact the MEC liaison to Downstate's College of Health Related Professionals, in the Biology Department.

Academic Standards

Students in the Department are expected to pass Biology

required Core courses with a grade of "C" or better. For graduation, a student must have an index of 2.0 in his/her major. Students will be required to repeat a course in their major in which a grade of "D" or below is received, whenever the GPA in the respective major drops below 2.0.

Academic Awards

Each year the Biology Department presents the Faculty of Biology Award to the graduating senior with the highest GPA receiving a BS in Biology. This award program has been expanded to include the student graduating AS degree in Science (Biology Concentration) with the highest GPA. The award for the AS Degree will commence with the commencement ceremony of June 2007.

Degree Programs The Department of Biology offers two degree programs, an Associate of Science in Science with a Biology concentration and a Bachelor of Science in Biology.

Associate of Science in Science

The Associate of Science in Science degree enables students to seek entry level jobs in science and allied health related areas. The student attaining this degree may choose to transfer into the Biology baccalaureate degree program at Medgar Evers College or to transfer into Biology baccalaureate degree programs; pre-medical or allied health programs (i.e. pharmacy, physical therapy, physician assistant, respiratory or occupational therapy, diagnostic medicine, health information management programs, food science and medical technology) at other colleges. By appropriate course selection in consultation with an academic advisor, students pursuing the AS Degree in Science may choose courses to emphasize a specific academic interest to prepare for career or advanced studies.

The degree program requires 60 credits in the following areas:

College-Wide Requirements:* 31/32

Courses			Credits
FS	101	Freshman Seminar I and	
FS	102	Freshman Seminar I & II**	2
ENGL	112	College Composition I and	
ENGL	150	College Composition 11	6
ENGL	211	Intro to Literature	3
SPCH	102	Fundamentals of Speech	3
MTH	138	Intro to Algebra & Trigonometry	3
ART	100	Intro to World of Art or	2
MUS	100	Music	
HIST	101	World Civilizations	3
BIO	201	General Biology I	4

	or		
BIO 111	Intro to Biology	3	
SSC 101	Society, Change and Culture	3	
PSYC 101	Intro to Psychology	3	
	Total	31/32	

* All students must pass a Computer Literacy exam or take a Computer Course.

** Students interested in medical or other health related professions should register for BIO 102 in place of FS 102.

Departmental Requirements 29

Students are required to take a minimum of two courses in at least two disciplines of science and mathematics beyond the Core requirements. There are a number of combinations of courses which will satisfy this requirement.

Courses		Credits
BIO 150	Intro to Human Anatomy & Physiology	4
	or	
BIO 201	General Biology I & Higher Level Biology Courses	4
CHM 105	Chemistry for the Health Professionals	4
	or	
CHM 201	General Chemistry I and Higher Level Chemistry Courses	4
MTH 151	Pre-calculus and Higher Level Math Courses	4
PHY 114	Basic Physics and Higher Level Physics Courses	3
CS 151	Intro to Computing and Higher Level Computer Science Courses	3
ENVS 200	Environmental Health Issues and Higher Level Environmental Science Courses	3
	Total	29

Suggested Sequence for the Associate of Science (AS) Degree in Science

FRESHMAN YEAR

First Semester

Courses		Credits
SPCH 102	Fundamentals of Speech	3
MTH 136	Intro Algebra & Trigonometry	3
ENGL 112	College Composition I	3
FS 101	Freshman Seminar I	1
ART 100	Intro to World Art	
	or	
MUS 100	Intro to World Music	2
BIO 111	Basic Biology	
	or	
BIO 150	Intro to Anatomy & Physiology	3/4
	Total	15/16

Second Semester

Courses		Credits

HIST 101	World Civilization	3
SSC 101	Culture, Society, and Social Change	
	or	
PSYC 101	Introduction to Psychology	3
ENGL 150	College Composition II	3
BIO 102	Pre-professional Career Seminar	1
BIO 201	General Biology I	
	or	
BIO 151	Anatomy & Physiology I	4
CHM 112	Basic Chemistry	3
	or	
CHM 105	Chemistry for the Health Professionals	4
	Total	17/18

SOPHOMORE YEAR

First Semester

Courses		Credits
ENGL 211	Intro to Literature	3
MTH 151	Pre-calculus	
	or	
CS 151	Intro to Computers	3/4
BIO 202	General Biology II	
	or	
BIO 152	Anatomy & Physiology II	4
CHM 201	General Chemistry I	
	or	
SCI/MTH	Elective	6/7
	Total	16-18

Second Semester

Courses		Credits
HIST ELECTIVE 200, 201, 213, 230, or 242		3
BIO ELECTIVE		3/4
CHM 202	General Chemistry II	
SCI/MTH ELECTIVE		3/4
PHY 114	Basic Physics	
	or	
SCI/MTH ELECTIVE		3/4

Total Credits Required for AS Degree 60 BACHELOR OF SCIENCE IN BIOLOGY

The baccalaureate degree program is especially designed to prepare students for entry into professional schools including medical, dental, podiatry, optometry, and osteopathy and for entry into advanced training in Allied Health Professional careers. This Program also prepares students to enter graduate studies in biology and biologically-related disciplines or to seek employment in education, government or industry.

One hundred twenty (120) credits divided among the following areas are required:

College-Wide Requirements*		Credits
ENGL 112	College Composition I and 11	3
ENGL 150	English Composition II	3

ENGL 211	Intro to Literature	3		
MTH 138	Intro to Algebra & Trigonometry	3	Upper Level BIO Requirements:	
SPCH 102	Fundamentals of Speech	3	300-400 Level Courses	17
FS 101	Freshman Seminar I	1	Open Electives	6
	and			
FS 102	Freshman Seminar II	1	Suggested Sequence for the Bachelor of Science (BS) Degree in Biology	
	or			
BIO 102	Preprofessional Careers Seminar	1	FRESHMAN YEAR	
HIST 101	World Civilization I		First Semester	
	or		Courses	Credits
HIST 102	World Civilization II	3	SPCH 102	Fundamentals of Speech 3
BIO 111	Intro to Biology	3	MTH 138	Intro to Algebra & Trigonometry 3
	or		ENGL 112	College Composition 1 3
BIO 201	General Biology I	4	BIO 111	Basic Biology 3
ART 100	Intro to World of Art	2	FS 101	Freshman Seminar I 1
SSC 101	Society, Change, and Culture	3	ART 101	Intro to World Art 3
	or		Total	16
PSYC 101	Intro to Psychology	3		
MTH 151	Pre-calculus	4	Second Semester	
CHM 112	Basic Chemistry	3	Courses	Credits
	or		BIO 201	General Biology 1 4
CHM 201	General Chemistry I	4	CHM 112	Basic Chemistry 3
MUS 100	Intro to Music	2	ENGL 150	College Composition 11 3
HIST 200	201, 230, 231, 2		HIST 101	World Civilization 3
International Option: 6 Credits From the Following			BIO 102	Pre-professional Career Seminar 1
SSC 307	World Geography		Total	14
CS 100/151	Internet and Web Technologies/ Intro to Computers			
Foreign Languages: 2 Courses			SOPHOMORE YEAR	
SPCH 112	Sign Language		First Semester	
ECO 204	International Economics		Courses	Credits
POL 210	International Relations		BIO 202	General Biology II 4
			CHM 201	General Chemistry I 4
			MTH 151	Pre-calculus I 4
			ENGL 211	Intro to Literature 3
			Total	15
* All students must pass a Computer Literacy Exam or take a Computer Course			Second Semester	
** Students interested in medical or other health related professions should register for BIO 102 in place of FS 102			Courses	Credits
			BIO 302	Genetics 4
			CHM 202	General Chemistry II 4
			MTH 202	Calculus I 4
			BIO 491	Cell Biology 4
			Total	16
Departmental Requirements		49	JUNIOR YEAR	
Courses		Credits	First Semester	
MTH 202	and		Courses	Credits
203	Calculus I and 11	8	MTH 203	Calculus 11 4
BIO 201	and		CHM 303	Organic Chemistry 1 4
202	General Biology I and II	8	PHY 205	General Physics 1 4
CHM 201	and		ENG 212	Masterpieces of World Literature 3
202	General Chemistry I and II	8	Total	15
CHM 303	and			
304	Organic Chemistry I and 11	8		
PHY 205	and			
206	General Physics I and 11	8		
BIO 302	Genetics	4	Second Semester	
BIO 499	Senior Seminar	1	Courses	Credits
BIO 461	Molecular Biology	4	BIO ELECTIVE 300/400 Course	4
BIO 491	Cell Biology	4	CHM 304	Organic Chemistry II 4
Total		53		

PHY 206	General Physics II	4
HIST ELECTIVE	200, 201, 230, or 242	3
BIO 461	Molecular Biology	4
	Total	19

SENIOR YEAR**First Semester**

Courses		Credits
BIO	300/400 Courses	4
Elect	Open Elective	2
SSC 101/305		3
	or	
PSYC 101	Intro to Psychology	3
MUS 100	Intro to Music	2
International Option		3
	Total	16

Second Semester

Courses		Credits
BIO	300/400 Course	4
BIO	300/400 Course	4
Elect	Open Elective	3
International Option		3
BIO 499	Senior Seminar	1
	Total	15

Total Credits Required for BS Degree **120**

Additional Departmental Academic Criteria

All students pursuing either the AS or BS degree must have a grade of "C" or better in all Science and Mathematics courses.

Students with advanced abilities in Biology, Chemistry, Mathematics or Physics should consult the Chairperson of Biology for possible exemptions. If an exemption is approved then the students must take an appropriate higher level course.

Students wishing to substitute transfer courses or other courses for required courses should also consult with the Chairperson.

Biology Web Page

For further information students can go to:

www.mec.cuny.edu/Academic/Sci-sch/biology/biology.html

COURSE DESCRIPTIONS**BIOLOGY****BIO 101 Introduction to the Science of Biology**

3 credits; 4 class hours

An introductory course intended to acquaint students with the nature and purpose of science, modern biological concepts of life, and the knowledge and importance of the interactions among themselves, other living organisms on the planet, and the environment. A laboratory experi-

ence will be an integral component. The laboratory is intended to augment the lecture by means of demonstrations and hands-on experiments. Visits to scientific museums and centers are required.

Pre-requisites: Completion of all Math and Language Basic Skills

BIO 102 Pre-professional Careers Seminar

1.0 credit; 1.5 class hours

The course is mandatory for students who will be using the services of the Pre-professional Advising Committee of the School of Science, Health and Technology. It is designed to help students think critically about their academic studies and career development. The course content includes a series of seminars and presentations on careers in these fields and on entry requirement procedures including MCATs, DATs and VCATs to the various professional schools. In addition to presentations by speakers from the various fields, each student will be required to write a paper and make a presentation on a topic related to his/her field of professional interest. Attendance is required at all class sessions and will be strictly monitored. This course will serve as a substitute for Freshman Seminar II (FS 102) for students planning careers in Medicine, Dentistry, Veterinary Medicine and Biology.

Pre-requisite: FS 101

BIO 103 Basic Biology

3 credits; 4 class hours

This course covers all areas of biology with particular focus on hands on activities. The topics include an introduction to the fundamental principles of life processes of organisms and viruses including chemical foundation of their cells: cellular structures, functions, metabolism and divisions. This course also includes an introduction to genetics and DNA science and technology, ecology and evolution as well as biodiversity. The laboratory component of the course will reinforce the biological principles with hands on experiments at a level appropriate for elementary teaching.

Pre-requisites: Completion all Math and Language Basic Skills

BIO 111 Introduction to Biology

3 credits; 4 class hours

Introduction to the nature of scientific knowledge, the fields of study, vocabulary, and methodology of the natural sciences. Special consideration is given to the major concepts of biology including the unique structure and function of living things and physical environment. For students who must satisfy the liberal arts requirements in natural science, see BIO 101.

Pre-requisites: Completion of all Math and Language Basic Skills

BIO 150 Introduction to Anatomy and Physiology

4 credits; 3 class hours; 3 lab hours

BIO 150 is the first of a three semester Anatomy & Physiology Course (BIO 150, 151, and 152). It is geared towards pre-nursing students and other students wishing to complete their Anatomy & Physiology requirement over three semesters. This course serves as an introduction to Human Anatomy & Physiology on the cellular and tissue level. Topics include an introduction to the Sciences of Anatomy and Physiology and its Levels of Organization; Anatomical Terminology; Homeostasis; the Inorganic and Organic chemistry of the cell; Cellular Metabolism & Energetics; Cellular Anatomy & Diversity; the Cell Life Cycle; Meiosis & the Fundamentals of Human Genetics; Human Histology and the Anatomy and Physiology of Osseous Tissue.

Pre-requisites: Completion of all Basic Skills in Math and English.

Co-requisites: MTH 120 and BIOL 150

BIO 151 Anatomy and Physiology of Human Systems I

4 credits; 3 class hours; 3 lab hours

BIO 151 is the second of a three part course (BIO 150, 151, and 152). Students must first pass the lecture and lab section of BIO 150 before registering for BIO 151. This three sequence Anatomy & Physiology course is geared for nursing students and other students wishing to complete their Anatomy & Physiology requirements in three semesters. This course identifies the 11 Organ Systems in the body and then goes on to present, in detail, the Anatomy and Physiology of the Integumentary, Skeletal, Muscular, Nervous and Endocrine Systems as well as their functional interactions with each other and the other systems.

Pre-requisite: BIO 150

Co-requisite: BIOL 151

BIO 152 Anatomy and Physiology of Human Systems II

4 credits; 3 class hours; 3 lab hours

BIO 152 is the last of a three semester Anatomy & Physiology Course (BIO 150/151/152); this course continues the study of the 11 Organ Systems concentrating on the Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary and Reproductive Systems. In addition, human development from fertilization through the life stages of postnatal development is discussed.

Pre-requisite: BIO 151

Co-requisite: BIOL 152

BIO 170 Biological Aspects of Aging

3 credits; 3 class hours

This course is a survey of the biological theories of aging and the examination of interactional physiological processes which impact on the functional integrity of the aging individual in a multi-cultural society.

Pre-requisite: BIO 111 or BIO 101

BIO 201 General Biology I

4 credits; 3 class hours; 3 lab hours

This Principles of biology course is the first part of the two-semester general biology course for science majors. It will cover introduction to the fundamental principles of life processes of organisms including chemical basis of life, cell structure, function, cellular energetics, cell division, genetic and molecular basis of life and evolution. The laboratory component of this course will reinforce the biological principles by hands-on experiments

Pre-requisites: Completion of all Math and Language remediation, BIO 111 or BIO 101.

Co-requisites: BIOL 201 and CHM 112

BIO 202 General Biology II

4 credits; 3 class hours; 3 lab hours

This organismal biology and ecology course is the second part of the two-semester general biology course for science majors. It will cover introduction to virus; diversities in bacteria, protists, plants and animals; selected forms and functions in flowering plants and in humans; animal behavior; organisms and their environments. The laboratory component of this course will familiarize students with diversities in organisms, their forms and functions by demonstrations and hands-on experiments.

Pre-requisites: BIO 201, CHM 112

Co-requisites: BIOL 202 and MTH 138

BIO 251 Human Anatomy and Physiology I

4 credits; 3 class hours; 3 lab hours

Principles of Human Anatomy and Physiology, Introduction to Cell and Fundamentals of Cellular Physiology, Structure and Function of the Major Organ Systems (e.g. Integumentary, Muscular, Skeletal and Nervous).

Pre-requisites: Completion of Math and Language

Remediation, BIO 111 or BIO 101 or CHM 105

Co-requisites: BIOL 251 and CHM 112

BIO 252 Human Anatomy and Physiology II

4 credits; 3 class hours; 3 lab hours

Principles of Human Anatomy and Physiology, Structure and Function of the Major Organ Systems: (e.g., Sensory, Respiratory, Digestive, Cardiovascular, Lymphatic and Urogenital).

Pre-requisites: BIO 251 and CHM 105

Co-requisite: BIOL 252

BIO 261 Pathogenic Microbiology and Immunology for Health Professions

4 credits; 3 class hours; 3 lab hours

An introduction to the Principles of Microbiology and microbiological laboratory techniques with emphasis on bacterial, fungal, viral, protozoan and helminth pathogens. Introduction to the Principles of Immunology in the control of infectious disease.

Pre-requisites: BIO 152, CHM 112 and BIO 202 or BIO 252

Co-requisite: BIOL 261

BIO 302 Genetics

4 credits; 3 class hours; 3 lab hours

Introduction to the basic principles of classical, modern, and population genetics. The laboratory includes exercises in Cytology, *Drosophila* Genetics, Molecular Genetics, Population Genetics, and Environmental Genetics.

Pre-requisites: BIO 202, CHM 201

Co-requisite: BIOL 302

BIO 304 Histology

4 credits; 3 class hours; 3 lab hours

A lecture and lab study of the microscopic structure of animal cells, tissues and organ systems, including introduction to and practice of cytological and histochemical techniques.

Pre-requisites: BIO 202 or BIO 252 and CHM 201

BIO 310 Endocrinology

3 credits; 3 class hours

The study of the anatomy and physiology of the mammalian endocrine system. Emphasis will be placed on the major endocrine glands, interactions among endocrine glands, influences on the body and the nervous system. Various pathological conditions which arise will also be addressed.

Pre-requisites: BIO 202 or BIO 252 and CHM 202 or CHM 206

BIO 311 Research Methods

2 credits; 2 class hours

Introduction to the nature of scientific investigation and the skill needed to develop a research problem. Emphasis is placed on reading primary sources of scientific literature, experimental design, data presentation and analysis, and preparation of a literature review in area of interest in science. This course is required for those students in the Honors Program.

Pre-requisites: 16 Credits of Biology or permission of chairperson

BIO 312 Laboratory Instrumentation

2 credits; 6 class hours

A practical laboratory course in which the theory and design of modern laboratory research instruments are discussed and the operation is practiced. Instruments and techniques will include the infrared, fluorescence, ultraviolet and atomic absorption spectrophotometers, high pressure liquid chromatography, thin layer chromatography, gas chromatography, fluorescence microscopy, phase contrast microscopy, ultracentrifugation and electrophysiology instruments (e.g. physiographs, oscilloscopes, bioamplifiers, etc.).

Pre-requisites: 16 Credits of Biology and permission of chairperson

BIO 323 Pathophysiology

3 credits; 3 class hours

Principles of the biological and physical sciences that contribute to an understanding of normal body processes and of abnormal states and conditions. Emphasis is on basic principles of anatomy, physiology and pathology. Consideration is given to homeostatic disturbances involving the various organ systems, disease and disease-producing organisms, and hereditary diseases.

Pre-requisites: BIO 202 or BIO 261, CHM 202 or CHM 105

BIO 331 Immunology

4 credits; 3 class hours; 3 lab hours

The course will focus on the basic concepts of the immune system. There will be both lecture and laboratory components. The lecture component will emphasize the theoretical aspects of the organization, structure and function of the various immune system components. The laboratory component will allow each student to have extensive hands-on experience with various techniques such as: immuno-diffusions, immuno-electrophoresis, agglutination of cell bound antigens, immuno-labeling methods (enzyme-linked assays, immuno-blotting, immuno-histochemistry, etc).

Pre-requisites: BIO 202 and CHM 202 or permission of chairperson

Co-requisite: BIOL 331

BIO 340 Plant Science/Botany

4 credits; 3 class hours; 3 lab hours

This course will study the nature of plants as living organisms with emphasis on an experimental approach of structure and function of representatives of the major plant groups. The place of plants in nature and their relationship to humans will be examined.

Pre-requisites: BIO 202 and CHM 202

BIO 351 Endocrinology

4 credits; 3 class hours; 3 lab hours

Homeostatic regulation involves coordinating activities of organs and systems throughout the body. The function of the endocrine system involves complex interrelationships and interactions that maintain dynamic steady states. The course will study the endocrine system and its hormonal impact on metabolic activities of various tissues. The interrelationships between the endocrine system and the nervous system will be studied. The laboratory component will allow each student to have hands-on experience with techniques that include, Solution Preparations, Solution chemistry, Hormonal Assay Methods, Histology of Endocrine Glands, Experiments on Hormonal Actions.

Pre-requisites: BIO 202 and CHEM 202 or permission of chairperson

BIO 370 Principles of Environmental Science

3 credits; 3 class hours; 3 field trips

A study of ecological principles including community

dynamics and surveys of local biotic communities with emphasis on the ecological aspects of urbanization.
Pre-requisites: BIO 202 or BIO 252, CHM 106 and CHM 202 or 206

BIO 373 Invertebrate Zoology

4 credits; 3 class hours; 3 lab hours
 Survey of invertebrate phyla. Anatomy, physiology, ecology, and phylogeny of the major invertebrate organisms.
Pre-requisite: BIO 202

BIO 375 Chordate Morphology

4 credits; 3 class hours; 3 lab hours
 A study of the diversity and uniformity of structure found among living vertebrates. The evolution of chordates is illustrated by such a comparative investigation as well, as an examination of anatomical features of fossil records. The lab includes detailed anatomical studies of several representative chordates.
Pre-requisites: BIO 202 and CHM 202
Co-requisite: BIOL 375

BIO 376 Chordate Development

4 credits; 3 class hours; 3 lab hours
 A study of the embryological development of chordates. Topics include studies of biochemical, morphological and physiological events in differentiation and growth of cells, tissues and organ systems. Chordate evolution is illustrated by a comparative investigation. The lab will include detailed, histological and morphological studies, the development of various chordate eggs, as well as exercises in experimental embryology of living eggs.
Pre-requisites: BIO 202 and CHM 202

BIO 403 Microbiology

4 credits; 3 class hours; 4 lab hours
 Survey of the major groups of microorganisms: bacteria, fungi, algae, protozoa, and viruses. Introduction to the structure, function, and growth requirements of these groups. Discussion of the importance and interactions of microorganisms with man and the environment. Laboratory will include techniques for handling and identification of microorganisms.
Pre-requisites: BIO 202, CHM 202 and a 300 Level Biology Course with a Lab
Co-requisite: BIOL 403

BIO 410/411/412 Independent Research I, II, III

3 credits; 9 class hours
 Minimum of nine hours of conference and independent research per week. Library and/or laboratory investigation of a problem in biology selected and pursued under the guidance of a faculty advisor within the department. Regular meetings with advisors, presentations of findings

at department seminars, and submission of a written report of research carried out are required.
Pre-requisites: Completion of Science Courses Appropriate to the Research Project as Determined by the Faculty Advisor and the Chairperson of the Department
Only Three of These Credits May be Applied to the Bachelors Degree
 * Only Three Credits selected from BIO 311, BIO 312, BIO 410, BIO 411, and BIO 412 may be applied to the Bachelors Degree

BIO 413 Honors Research

3 credits; 9 class hours
 Minimum of 9 hours of conference and independent research per week. Library and laboratory investigation of a problem in biology selected and pursued under the guidance of a faculty advisor within the department. Students will be required to submit a written report in the form of a dissertation and an oral presentation to the biology faculty. This course is required of all biology students in the honors curriculum.
Pre-requisite: Status as an Honors Student

BIO 461 Molecular Biology

4 credits; 3 class hours; 3 lab hours
 A study of basic molecular processes and genetic phenomena in eukaryotes and prokaryotes. Topics include molecular aspects of structure and function, replication, transcription and translation, as well as synthesis and repair of nucleic acids, protein synthesis, control of gene expression and recombinant DNA studies.
Pre-requisites: BIO 302, CHM 303, and MTH 201
Co-requisite: BIOL 461

BIO 462 Microbial Physiology

4 credits; 3 class hours; 3 lab hours
 Study of the physiology of microorganism with the emphasis on bacteria. The composition, growth, nutrition, metabolism, and genetic regulation of bacteria and other selected microorganisms will be studied in lecture and in the laboratory.
Pre-requisites: BIO 403, CHM 304 and a 300 Level Biology Course with a Lab

BIO 472 Molecular Biotechnology: Theory and Application

4 credits; 3 class hours; 3 lab hours
 This course covers all aspects of biotechnology including theoretical bases of gene manipulation, products and processes involved in this fast-growing discipline. The usefulness and implications of biotech products will be discussed. The biotech concepts learned in the lectures are reinforced by hands-on laboratory projects. The lab component of the course includes several techniques such as genomic and plasmid DNA isolation and purifications from a variety of samples, cloning genes of interest, separation

technology, blotting technology, gene library construction and screening, RT-PCR technology, DNA fingerprinting technology (RAPD and Microsatellite, RFLP) and DNA sequencing that are routinely used in most molecular biotechnology laboratories. On successful completion of this course students should be able to directly apply these techniques if they decide on a career in biotechnology.

Pre-requisites: BIO 302

BIO 481 Human Physiology

4 credits; 3 class hours; 3 lab hours

Analysis of the human body's internal environment is the focus of this course. Topics include the nature of biological control systems, and the properties of the major specialized cell types which comprise these systems; the functioning of the organs of the body and their coordination. The laboratory will explore by experimental techniques with living specimens, the functioning of various cell-tissue-organ systems of particular physiological interest.

Pre-requisites: BIO 202, 300 Level Biology Course with Lab and CHM 303

BIO 491 Cell Biology

4 credits; 3 class hours; 3 lab hours

A lecture and laboratory study of the cell and its ultra-structure, cell physiology, and structure and function of macromolecules and organelles.

Pre-requisites: A 300 Level Biology Course with Lab

Co-requisite: CHM 303

BIO 499 Senior Seminar

1 credit; 1.5 class hours

This course is required for all students majoring in the BS in Biology degree and should be taken during their final year at the college. The course will require students to conduct an in-depth research project on a biological topic, to produce a written report and deliver an oral presentation to the faculty on it. Students will be exposed to a series of seminars dealing with acquisition and re-enforcement of library research skills, computer skills including spread sheets, data acquisition and management, graphing and statistical analysis, and the internet and world wide web. Students will be expected to incorporate all of these activities into their research projects.

Pre-requisites: Completion of 12 Credits of Upper Level Biology Courses, CHEM 303, 90 College Credits



Department of Mathematics

Chairperson: Darius Movasseghi
718 270-6416 office
718 270-6185 fax
darius@mec.cuny.edu

Office: C-400H

Administrative Assistant Norma Brown
718 270-6417
normab@mec.cuny.edu
C-400J

Professors: Mahendra Kawatra, Darius Movasseghi,
Umesh Nagarkatte, Henry Ricardo,
Mahmoud Sayrafizadeh, Frank Raglan

Associate Professors: Joshua Berenbom, Tatyana Flesher

Assistant Professors: Christina Mouser, Faranak Pahlevani

Lecturers: Terrence Blackman, Raymond Thomas
Ventura Simmons

College Lab Technician: Ernst Gracia

The **mission** of the Department of Mathematics is to engage students in substantial intellectual endeavors, to increase students' appreciation of the role of mathematics in the evolution of human culture, and to prepare students for careers in which mathematics is directly or indirectly involved. The Department of Mathematics is committed to a curriculum that strives to prepare students to meet the challenges of a changing society. Since mathematics is essential to both the liberal arts and the sciences, this Department offers a sufficient number of courses from which students in either of these areas can make a selection designed to satisfy their particular objectives or needs. The Department offers courses designed for other professional fields as well. Course offerings in mathematics can be divided into the following three groups.

Group 1. The Basic Skills: 0 Level Courses

Courses			Credits
MTH	009	Arithmetic	0
MTH	010	Elementary Algebra	0

These courses are designed to prepare students, who lack a sufficient mathematics background, to deal with the

rigors of college level mathematics courses. Students will be placed in these courses depending on their placement test performance. These courses are offered in the Department of Academic Foundations Division formerly the Post Secondary Readiness Center (PSRC).

Group 2. General Core: 100 Level and 200 Level Service Courses

Courses			Credits
MTH	115	Nature of Mathematics I	
MTH	120	Algebra and Coordinate Geometry	
MTH	136	Intermediate and Trigonometry	
MTH	138	College Algebra and Trigonometry	
MTH	141	Finite Mathematics	
MTH	151	Pre-calculus	
MTH	209	Elementary Statistics	
MTH	220	College Geometry	
MTH	222	Intro to Probability and Statistics	
MTH	231	Math for Teachers of Elementary School	
MTH	241	Calculus for Business and Social Sciences	
MTH	215	Nature of Mathematics II	

Courses in this group are designed to satisfy the mathematics core requirements of non-math majors. MTH 138 and MTH 151 are also designed to prepare students for the study of Calculus. MTH 115 and MTH 215 are intended for students who are majoring in the liberal arts. MTH 141 and MTH 241 are designed to familiarize students in business and social sciences with the finite and continuous nature of mathematics. They provide modern applications of mathematics to these fields. MTH 220 and MTH 231 are intended for students majoring in Education. MTH 120 and MTH 209 are designed primarily for nursing students.

Group 3. Courses for Mathematics and Science Majors

Courses			Credits
MTH	202	Calculus I	4
MTH	203	Calculus II	4
MTH	204	Calculus III	4
MTH	205	Elementary Differential Equations	3
MTH	206	Introduction to Mathematical Proof	4
MTH	207	Elementary Linear Algebra	3
MTH	237	Probability and Statistics	3

In addition to the above, the department offers a variety of 300 and 400 Level Courses for these majors for maximum flexibility. Courses in this group are primarily offered to mathematics and science majors. However, these courses are also appropriate for mathematically talented or

highly motivated students in the other fields. The Calculus sequence is designed for students in sciences and mathematics but it is also an appropriate course of study for business and economics students.

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

1. The individuals who possess an early appreciation of mathematics as a vast, beautiful, exciting, intellectually-challenging field that is important in its own right, without any special regard for its powerful applications to other disciplines; and
2. The sizable group of students who, to a large degree, base their interest in mathematics on an understanding of the relationship that mathematics has with other disciplines.

DEPARTMENTAL PROGRAMS

Pre-College Mathematics Program

The Pre-College Mathematics Program is offered to high school juniors and seniors who have a consistent record of good performance and who are interested in pursuing careers in mathematics, engineering, computer science, and the natural sciences. Students will be permitted to register for one introductory college level course each semester. These courses carry full college credit for any student who attends Medgar Evers College as a matriculated student. Students are expected to attend classes regularly and are responsible for completing all assignments. The Program is tuition free.

High school students who are interested in this Program should contact the Chairperson of the Department of Mathematics 718 270-6417 for information and application forms.

Undergraduate Research Program

The Undergraduate Research Program is designed for those students who have demonstrated an exceptionally high level of performance in upper-level mathematics courses, and who possess the talent and the commitment to carry out expository or original research in mathematics. Any student interested in this Program should identify a faculty member in the Department to serve as mentor.

DEGREE OFFERINGS

Associate of Science (AS) in Science (Mathematics Concentration)

The fundamental goal of the Associate of Science degree Program in Science is to provide students with sufficient background in the liberal arts and the sciences to enable them to transfer to a baccalaureate program in such areas as biology, chemistry, computer science, engineering, and mathematics or to other allied health fields and applied sciences. The Associate degree Program, with a

concentration in mathematics, should enable the student to appreciate the logical structure of mathematics and the importance of mathematics in modern society. This degree will also provide a foundation for specialized studies in the more quantitative areas of business and the social/behavioral sciences such as economics and psychology.

Degree Requirement

The degree program requires 60 credit hours that will be distributed as follows:

1. Forty (40) hours in general (Core) education, with some modifications, including the current 31 hours identified in the College Bulletin for two-year degree programs.
2. Eight (8) credit hours in the sciences (Biology, Chemistry, Computer Science, Mathematics, Physics, etc). There are a number of courses identified in this category for students to select following consultation with an academic advisor.
3. Twelve (12) hours in a concentrated area. There are 3 to 4 courses in this category specific to a discipline.

Recommendation

1. **The additional 9 credit hours in General Education:**
 - a. ENGL 212
 - b. HIST 200 or Any Other Course in "Historical Studies"
 - c. POL 210 or Any Other Course in "International Studies"
2. **The 8 credit hours in the Sciences:**
 - a. BIO 111 or/and BIO 201
 - b. CS 151
 - c. CHM 112 or/and CHM 201
 - d. MTH 151 or/and MTH202
 - e. PHY 114 or/and PHY 211
3. **The 12 credit hours concentration in Mathematics:**
 - a. MTH 202
 - b. MTH 203
 - c. MTH 204 or/and MTH 205 or MTH 206

BS in the Mathematical Sciences

The dedication to a twenty-first century view of undergraduate mathematics education, both in philosophy and specific program details, is a central feature of this degree program. A fundamental goal of this program is to provide minority students with greater access to educational opportunities in advanced mathematics at the undergraduate level and thereby increase the overall presence of currently under-represented minorities in the mathematical sciences and in the mathematics-based disciplines. The positive attitude, well-focused and solid curriculum, consistently high standards, and innovations are the main features of this program which attract and retain students.

The goals of the Bachelor of Science degree Program in the Mathematical Sciences are two fold:

1. To prepare students for mathematics-based careers in such fields as actuarial science, systems analysis, computer science, industrial/engineering research, and technology; and
2. To prepare students for graduate studies in pure or applied mathematics or in fields that require a substantial mathematics background, such as the natural, computer and engineering sciences.

In order to accomplish these goals the Department has instituted a curriculum designed to reflect the changing needs of society with the following objectives in mind:

1. To educate students to become not mere technicians, but responsible, thoughtful human beings who can successfully negotiate their way in an increasingly scientific and technologically-oriented society;
2. To provide students with a solid background in undergraduate mathematics without neglecting students' needs for general education in the arts and sciences;
3. To increase the number of professionally and occupationally competent people to serve inner cities;
4. To provide students with the essential knowledge and skills necessary for career advancement; and
5. To prepare students for leadership roles so that they can be energizers or change agents in the community.

PROGRAM REQUIREMENTS

Admissions Criteria

Students who complete MTH 151 (Pre-calculus) with a grade of "C" or better, or who have placed out of this course by examination-will be eligible for admission to the program. At the time of admission a departmental advisor will be assigned to each student and an individual counseling/progress file will be opened in the Department.

Academic Standards

Continuation in the program requires a grade of "C" or better in all courses in Components I-VI. (See Components listing below.)

Distribution of Credits

The BS degree in the Mathematical Sciences requires the completion of one hundred twenty (120) credits. Of these, fifty-two (52) credits are taken up by the Medgar Evers Core Curriculum and forty-six (46) credits are to satisfy the Departmental Core. The balance of nineteen (19) credits will be used for Free Electives which may be selected from additional Specialized Course Selections or from Non-mathematics Courses.

The total College Core is fifty-two (52) credits of which seven (7) credits are in Mathematics courses prior to Calculus I. The Department requires prospective mathematics majors to take MTH 202 and MTH 203 to satisfy

this requirement. In addition, students are required to choose PHY 114 in the Physical Sciences and CS 151 in the Computer Languages to satisfy the Core requirements.

Note: Although certain pre-calculus courses will satisfy the College Core, they will not count for this BS degree program.

B. S. Degree in the Mathematical Sciences:

Preparation for Mathematics-Based Careers or Graduate School

A typical distribution of credits for a Mathematical Sciences major follows:

A. COLLEGE CORE: Required Course/Credits

Courses		Credits
ART 100	Intro to World Art	2
ENGL 112	College English I	3
ENGL 150	College English II	3
ENGL 211	Intro to Literature or	
PHIL 101	Intro to Logic	3
ENGL 300	Masterpieces of World Literature	3
FS 101	Freshman Seminar I	1
FS 102	Freshman Seminar II	1
HIST 101	World Civilization	3
MTH 202	Calculus I	4
	[In lieu of MTH 120 & 130]	
MUS 100	Intro to World Music	2
SPCH 102	Fundamentals of Speech	3
	Typical Choices	
BIO 101	Intro to Science of Biology	3
CS 151	Intro to Computing [Required choice]	4
HIST 200	Growth and Development of the U.S.A	3
MTH 203	Calculus II [Required Choice]	4
PHY 114	Basic Physics [Required Choice]	4
FREN 101/102	Beginning French	6
	Total Core Credits	52

B. MATHEMATICAL SCIENCES CORE: Composition I

Courses		Credits
MTH 204	Calculus III	4
MTH 205	Elementary Differential Equations	3
MTH 207	Elementary Linear Algebra	3
MTH 237	Probability & Statistics	3
	Total	13

C. PROOF-BASED COURSES: Composition II

Courses		Credits
MTH 206	Introduction to Mathematical Proof	4
MTH 311	Advanced Calculus I	3
MTH 308	Abstract Algebra I or	
MTH 335	Discrete Mathematical Structures	3
	Total	10

D. IN-DEPTH EXPERIENCE: Composition III

Courses		Credits
MTH 312	Advanced Calculus II	3
MTH 309	Abstract Algebra II	
	or	
MTH 345	Mathematical Modeling	3
	Total	6

E. APPLICATIONS AND CONNECTIONS:**Composition IV**

Courses		Credits
CS 252	Assembler Language I	4
PHY 211	University Physics I	4
	Total	8

F. SPECIALIZED COURSE SELECTIONS: Composition V

Courses		Credits
MTH 315	Complex Variables I	3
Three (3) Courses from among the following:		9
MTH 305	Number Theory	
MTH 316	Complex Variables II	
MTH 325	Modern Differential Geometry	
MTH 353	General Topology	
MTH 359	Graph Theory	
MTH 360	Numerical Analysis	
MTH 400	Special Topics in Mathematics	
	Total	12

G. Interest-Based Electives 18

Note: A student in the program will confer with his or her advisor before choosing courses in this category. Courses in this category may be additional mathematics, physics or computer science courses; or mathematics based courses in biology, chemistry, and economics. A student may also choose to take all 18 credits in appropriate discipline.

H. Senior Seminar	1
Grand Total	120

The distribution of 120 Credit Hours is as follows:

Courses	Credits
College Core Credits	52
Major Field Credits (Components I, II, III, V)	41
Application Field Credits (Component IV)	8
Interest-Based Electives Credits	18
Senior Seminar (Capstone Course)	1
Total Credits	120

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

COMPONENT I

Basic Courses:	21 Credits
Courses	Credits
MTH 202	203, 204 Calculus I, II, III
MTH 205	Elementary Differential Equations

MTH 207	Elementary Linear Algebra
MTH 237	Probability and Statistics

COMPONENT II

Two Proof-based Courses: 6 Credits

MTH 311	Advanced Calculus I
MTH 308	Abstract Algebra I
	or
MTH 335	Discrete Mathematical Structures

COMPONENT III

One Follow-up Course for an In-depth Experience: 3 Credits

Courses	Credits
MTH 312	Advanced Calculus II
MTH 309	Abstract Algebra II
	or
MTH 345	Mathematical Modeling

COMPONENT IV

Applications and Connections: 8 Credits

Courses	Credits
CS 252	Assembler Language
PHS 211	University Physics I

COMPONENT V

Specialized Course Selections: 12 Credits

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

COMPONENT VI

Interest-Based Electives: 22 Credits

A student in the program will confer with his or her departmental advisor before choosing courses in this category. Courses in this category may be additional: mathematics, physics or computer science courses; or mathematics based courses in biology, chemistry, and economics. A student may also choose to take all twenty-two (22) credits in appropriate discipline.

COMPONENT VII

Senior Seminar - Capstone Course: 1 Credit
All students must take the Capstone Course.

MTH 405 Senior Seminar

The following two sample programs for students majoring in the mathematical sciences assume that the students take all their core courses after entering the program. Clearly if there are any core courses taken before entering the BS Degree program, there will be more room for additional mathematics and minor field courses, so that the degree requirements can be satisfied in fewer than eight semesters after beginning with Calculus I.

TYPICAL PROGRAMS FOR THE BS DEGREE IN THE MATHEMATICAL SCIENCES
OPTION I: Preparation for Mathematics-Based Careers
Semester 1

Courses		Credits
MTH 202	Calculus I	4
ENGL 112	College English I	3
	or	
PHY 114	Basic Physics	4
FS 101	Freshman Seminar I	1
CS 151	Intro to Computing	4
	Total	16

Semester 2

Courses		Credits
MTH 203	Calculus II	4
ENGL 150	College English II	3
SPCH 102	Fundamentals of Speech	3
FS 102	Freshman Seminar II	1
BIO 101	Intro to Science of Biology	3
	Total	14

Semester 3

Courses		Credits
MTH 204	Calculus III	4
MTH 206	Intro to Mathematical Proof	4
HIST 101	World Civilization	3
ENGL 211	Intro to Literature	3

Core Foreign Language Option

FREN 101	Intro to French I	
	or	
SPAN 101	Intro to Spanish I	3
	Total	17

Semester 4

Courses		Credits
MTH 205	Elementary Differential Equations	3
MTH 207	Elementary Linear Algebra	3
PHY 211	University Physics I	4
SPCH 102	Fundamentals of Speech	3

Core Foreign Language Option

FREN 102	Intro to French II	
	or	
SPAN 102	Intro to Spanish II	3
	Total	16

Semester 5

Courses		Credits
MTH 308	Abstract Algebra I	3
MTH 311	Advanced Calculus I	3
ENGL 300	Masterpieces of World Literature	3
ART 100	Intro to World of Art	2
CS 252	Assembler Language	4
	Total	15

Semester 6

Courses		Credits

MTH 237	Probability of Statistics	3
MTH 309	Abstract Algebra II	3
MTH 312	Advanced Calculus II	3
HIST 200	The Growth and Development of the U.S.A.	3
MUS 100	Introduction to World of Music	2
	Total	14

Semester 7

Courses		Credits
MTH 315	Complex Variables I	3
MTH 359	Graph Theory	3
†Free Electives		9
	Total	15

Semester 8

Courses		Credits
MTH 353	General Topology	3
MTH 405	Senior Seminar	1
†Free Electives		9
	Total	13

Total Credits 120

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

OPTION II:
Graduate School Preparation
Semester 1

Courses		Credits
MTH 202	Calculus I	4
ENGL 112	College English I	3
FS 101	Freshman Seminar I	1
CS 151	Intro to Computing	4
	Free Electives	3
	Total	15

Semester 2

Courses		Credits
MTH 203	Calculus II	4
ENGL 150	College English II	3
PHY 114	Basic Physics	4
FS 102	Freshman Seminar II	1
BIO 101	Intro to Science of Biology	3
	Total	15

Semester 3

Courses		Credits
MTH 204	Calculus III	4
MTH 206	Introduction to Mathematical Proof	4
HIST 103	World Civilization	3
ENGL 211	Intro to Literature	3

Core Foreign Language Option

FREN 101	Intro to French or	
SPAN 101	Intro to Spanish	3
	Total	17

Semester 4

Courses		Credits
MTH 205	Elementary Differential Equations	3
MTH 207	Elementary Linear Algebra	3
PHY 211	University Physics I	4
SPCH 102	Fundamentals of Speech	3

Core Foreign Language Option

FREN 102	Intro to French or	
SPAN 102	Intro to Spanish	3
	Total	16

Semester 5

Courses		Credits
MTH 308	Abstract Algebra I	3
MTH 311	Advanced Calculus I	3
ENGL 300	Masterpieces of World Literature	3
ART 100	Intro to World of Art	2
CS 252	Assembler Language	4
	Total	15

Semester 6

Courses		Credits
MTH 309	Abstract Algebra II	3
MTH 312	Advanced Calculus II	3
MUS 100	Intro to World of Music	2
HIST 200	The Growth and Development of the U.S.A.	3
	Free Electives	3
	Total	14

Semester 7

Courses		Credits
MTH 315	Complex Variables I	3
MTH 359	Graph Theory	3
Free Electives		9
	Total	15

Semester 8

Courses		Credits
MTH 353	General Topology	3
MTH 405	Senior Seminar	1
Free Electives		9
	Total	13

Total Credits **120**

A student in the Program will confer with his or her departmental advisor before choosing electives. Other than additional mathematics courses, suggested elective courses might include some courses in areas such as chemistry, biology, or economics, as well as

additional courses in physics or computer science. A student intending to attend graduate school may be well-advised to study a second modern foreign language (i.e., a language in addition to that satisfying the Core requirement).

COURSE DESCRIPTIONS

All entering students must take the Mathematics Proficiency Test, which measures basic skills in computation, problem solving and elementary mathematics concepts. Students who do not perform satisfactorily on this test are placed in MTH 009 or MTH 010.

MATHEMATICS

MTH 009 Arithmetic and Basic Algebra: Department of Academic Foundations Division (AFD) formerly PSRC Math I
0 credits; 4 class hours

This course is designed to provide a foundation in the principles and methods of arithmetic, and an introduction to basic algebra. Topics include number line concepts and diagrams, the arithmetic of whole numbers, integers, common fractions, decimals and percents; applications of integers, decimals, common fractions, and percents to everyday problems; basic geometry, formulas, evaluation, and solving simple equations and inequalities in one variable; applications of simple equations and inequalities in one variable. Computers and calculators will be integrated into all phases of the course.

Pre-requisite: None

MTH 010 Elementary Algebra: AF Math II

0 credits; 4 class hours

The course is designed to provide students with a solid background in real number algebra. Topics include elementary properties of the real number system and number line diagrams, exponents, polynomials, coordinate systems, graphs, factoring and algebraic fractions, linear and quadratic equations and their applications. Calculators are used to obtain quick results and illustrations of mathematical concepts. Computers and calculators will be integrated into all phases of the course.

Pre-requisite: MTH 009 or Exemption by CUNY COMPASS Assessment Tests for incoming students

MTH 115 Nature of Mathematics I

3 credits; 4 class hours

This course is designed to provide the students in the liberal arts with an introduction to some of the major concepts of modern mathematics. Topics include why and how numbers were invented, history of mathematics; set theory and Venn diagrams, comparative study of algebra of sets, and algebra of numbers, applications to logic circuits; selected topics from number theory; counting and elementary probability; compound interest, discrete and continuous. Calculators and computers will be used to do experiments and illustrate mathematical concepts.

Writing assignments will be given culminating in a term paper.

Pre-requisite: MTH 010 or Placement by CUNY COMPASS Assessment Tests for Incoming Students

MTH 120 Algebra and Coordinate Geometry

1 credit; 3 class hours

This course is intended to provide the mathematical knowledge and understanding necessary for students to continue their study of mathematics and be able to take the courses for which mathematical knowledge is a Pre-Requisite or Co-Requisite. The course emphasizes the basics of algebraic methods, including work with exponents, polynomials, rational expressions, and coordinate geometry. The solution of linear and quadratic equations, systems of linear equations, as well as the applications of algebra to practical problems will also be discussed.

Pre-requisite: MTH 010 or Exemption by CUNY COMPASS Assessment Tests for incoming students

MTH 136 Intermediate Algebra and Trigonometry

3 credits; 4 class hours

This course is designed to provide students in general with the knowledge and skills needed for further studies in the mathematical and physical sciences as well as in such fields as accounting and finance, marketing and management. The topics to be discussed in this course include rational and polynomial expressions, graphical methods, solving equations and systems of equations by Cramer's Rule, principles of analytic trigonometry, exponentials and logarithms, induction, the binomial theorem, progressions, conic sections. Applications to various fields will be emphasized. Electronic calculators will be used throughout the course to perform detailed numerical calculations.

Pre-requisite: Exit from AF or Initial Placement by CUNY COMPASS Assessment Tests

MTH 138 College Algebra And Trigonometry

3 credits; 5 class hours

This course is designed to provide initial preparation in mathematics for students who are majoring in, or who intend to major in, the mathematical sciences, computer science, or environmental science. It is also for those in other science programs whose course of study requires advanced mathematical skills and training. A thorough understanding of the topics to be studied in this course will form the essential background for further studies in the mathematical and physical sciences and related fields. The topics to be discussed include solutions of compound statements including absolute value equations and inequalities, rational and radical equations and inequalities, the algebra of functions, modeling with exponential and logarithmic functions, systems of linear equations by the Gaussian and Gauss-Jordan elimination methods, nonlinear systems of equations and inequalities, conic sections and parametric equations, modeling with exponentials and logarithms, sequence and series, the binomial theo-

rem, and mathematical induction. Topics from trigonometry include trigonometric functions and their inverses, graphs, identities and equations, the laws of sines and cosines with applications, polar coordinates and De Moivre's theorem. Electronic calculators and computers (based on availability) will be used throughout the course to perform detailed numerical calculations, and graphical presentations.

Pre-requisite: Exit from AF or Initial Placement by CUNY COMPASS Assessment Tests

MTH 141 Finite Mathematics

4 credits; 4 class hours

This course is designed to provide non-science majors with the mathematical background required for the applications of elementary quantitative methods to problems in business and the social sciences. The topics covered include basic probability theory and its applications, introductory statistics, matrices and linear programming, as well as concepts from precalculus and calculus such as set relations and functions, introduction to limits, and the rule for differentiating simple algebraic functions. Whenever appropriate, computers and calculators will be integrated into the course.

Pre-requisite: MTH 130

MTH 151 Pre-Calculus

4 credits; 4 class hours; 1 lab hour

This course is designed to provide students with the mathematical preparation necessary for a successful study of calculus. It also gives students in general education an opportunity to fulfill their desire for a mature investigation and understanding of the level of mathematics beyond the Algebra sequence through the study of real functions. In the study of the properties of real functions, both analytical and graphical methods will be used. Whenever possible, an effort will be made to apply mathematics to problems in the sciences and other disciplines. Topics include absolute value equations and inequalities; polynomial, rational, trigonometric, exponential and logarithmic functions and composite and inverse functions. Computers and calculators will be utilized throughout the course to enhance understanding of mathematics concepts.

Pre-requisite: MTH 138

MTH 202 Calculus I

4 credits; 4 class hours; 2 lab hours

The analysis of functions numerically, graphically, and algebraically, aided by technology; velocity and distance; Riemann sums; the integral as signed area; Fundamental Theorem of Calculus; antiderivatives and the indefinite integral; basic properties of integrals; integrals tables; techniques of closed form integration; numerical integrations; Taylor series; applications of integrals to problems in geometry and the sciences.

Pre-requisite: MTH 151 with a Grade of "C" or Better

MTH 203 Calculus II

4 credits; 4 class hours; 2 lab hours

The analysis of functions numerically, graphically, and algebraically, aided by technology; velocity and distance; Riemann sums; the integral as signed area; Fundamental Theorem of Calculus; antiderivatives and the indefinite integral; basic properties of integrals; integrals tables; techniques of closed form integration; numerical integration; Taylor series; applications of integrals to problems in geometry and the sciences.

Pre-requisite: MTH 202 with a Grade of "C" or Better

MTH 204 Calculus III

4 credits; 4 class hours; 2 lab hours

This course generalizes the concepts and applications of the differential and integral calculus of functions of one variable to higher dimensions. The analysis of multivariable functions numerically, graphically, and algebraically aided by technology; partial derivatives, directional derivative; Taylor approximations; optimization, the quadric surfaces, polar, cylindrical, spherical coordinates; vector fields, line and surface integrals; multiple integrals.

Pre-requisite: MTH 203 with a Grade of "C" or Better

MTH 205 Elementary Differential Equations

3 credits; 3 class hours; 1 lab hour

This course is designed to introduce students to the idea and nature of ordinary differential equations. Computers will be integrated in teaching the theory and applications in gaining insight into the solution of both linear and non-linear differential equations. Topics covered include direction fields, phase planes and phase portraits; first-order equations, higher order equations, systems of first-order differential equations, the Laplace transform; and series solutions.

Pre-requisite: MTH 203 or permission of chairperson

MTH 206 Introduction to Mathematical Proof

4 credits; 4 class hours

This course is designed to provide students in the mathematical sciences degree program with a general introduction to the formal language and methods of proof and argument that are universally applied in the mathematical sciences. The close relationship between language (both natural and symbolic) and mathematical abstractions will be discussed in detail. The roles of undefined terms and defined terms in mathematics as well as the distinctions between them will be presented and illustrated. The basic mathematical terminology and standard notational systems will be presented, and students will be shown how to devise acceptable and efficient descriptive notation and symbols that may be required for specific mathematical tasks. The concepts of logical truth and consistency, along with the qualifiers and their use will be analyzed in detail. The construction method, the choose method, and the first and second principles of mathematical induction will be discussed in detail as will the indirect methods of

proof by contradiction and proof by contrapositives.

Proofs based on arguments by the method of exhaustion along with arguments based on the exhibition of a counterexample will be presented and illustrated. The distinction between general proofs and specific illustrations (examples) will be emphasized. Existence and uniqueness arguments from various branches of mathematics will be presented. Writing original proofs and detailed analyses will be emphasized throughout the course. When appropriate, computers will be used to test specific cases of general principles.

Pre-requisite: MTH 203

MTH 207 Elementary Linear Algebra

3 credits; 3 class hours; 1 lab hour

The course is designed to introduce students to elements of finite dimensional vector spaces over real numbers; linear transformations and applications; system of matrices; independence of vectors, bases, dimension; dot product; projections; linear transformations, matrix representation; eigenvalues and eigenvectors, diagonalization.

Pre-requisite: MTH 202

MTH 209 Elementary Statistics

4 credits; 4 class hours

This course is designed to provide students with the basic statistical techniques commonly used in data collection, analysis and interpretation. Familiarity with such techniques is essential for any program of study and is vital for the nursing program. Topics include tabulation and presentation of data by charts and graphs; description of data using numerical measures: mean, median, mode, percentiles, variance and standard deviation; description of bi-variate data by scatter diagram, correlation coefficient and regression line; intuitive development of probability for studying binomial and normal distributions; and applications to statistical inference such as estimation and tests of hypotheses. Required for nursing students. Whenever appropriate, computers and calculators will be integrated into the course. Not open to Science and Business students.

Pre-requisite: MTH 120

MTH 215 Nature of Mathematics II

4 credits; 4 class hours

This course is a continuation of MTH 115 and is designed to provide the students in the liberal arts with additional major concepts of modern mathematics including the design of mathematical models that describe real world situations and how these models can be used to obtain solutions to a wide variety of practical problems. Topics include interest, annuities and amortization, inferential statistics, application of symbolic logic and predicate calculus to switching circuits, graph theory and its applications.

Pre-requisite: MTH 115

MTH 220 Introduction to College Geometry

3 credits ; 3 class hours

This course is designed to provide students with a survey of geometry and geometric methods. Students will be introduced to axiomatic systems and will be shown how different systems result in different geometries. The relationship between algebra and geometry will be examined in terms of coordinates in the plane and space. The perimeter, area and volume formulas for elementary plane and solid figures will be derived and applied to practical problems. The nature of proofs and their development from basic principles will be emphasized as will computational methods and compass and straightedge constructions. Non-Euclidean geometry will be investigated.

Pre-requisite: MTH 136

MTH 222 Introduction to Probability and Statistics

4 credits; 4 class hours

This course is designed to provide students with an introduction to statistical techniques commonly used in scientific research and business operations. The course will provide a strong foundation of statistical concepts for science and business majors. Topics include tabulation and presentation of data; numerical descriptions by measures of central tendency, measures of variability and measures of position; elementary probability theory leading to probability distributions and applications in statistics; binomial and normal distribution with applications to sampling theory and statistical inference such as estimation and test of hypotheses based on small and large samples; bi-variate data and correlation analysis; contingency tables and tests based on chi-square distribution; and introduction to analysis of variance. Whenever appropriate, computers and calculators will be integrated into the course. Not open to students majoring in Mathematics.

Pre-requisite: MTH 136 or MTH 138

MTH 231 Mathematics for Elementary Educators

3 credits; 3 class hours

This course is designed to help prospective teachers of elementary school mathematics to view elementary mathematics from a higher standpoint. Students will be provided with an enriched background in a broad selection of topics from advanced mathematics through exploration, conjecture and reasoning. The topics covered include numeration system, number theory, decimals, ratios, and percents, intuitive plane and solid geometry and mensuration, construction, magic square and modular arithmetic, probability and statistics. Whenever appropriate, computers and calculators will be integrated into the course.

Pre-requisite: MTH 136

MTH 237 Probability and Statistics

3 credits; 3 class hours

This course will provide a calculus-based introduction of probability theory and applications to statistical inference.

Topics will include discrete and continuous probability distributions, moment generating functions, laws of large numbers, limit theorems, sampling distributions, and statistical inference using z , t , f and c_2 distributions.

Pre-requisite: MTH 203

MTH 241 Calculus for Business and Social Sciences

4 credits; 3 class hours

This course is designed to provide non-science majors with a mathematical background required for the application of elementary quantitative methods to problems in business and the social sciences. This course is also designed to provide students with a solid background in those topics from calculus that have applications in the study of business and economics. Topics to be studied include the derivative, graphing and optimization, and the chain rule. Integration techniques will be developed and then applied to business and economic problems. Topics from multivariable calculus include the use of the Lagrange multiplier in maxima and minima problems. The method of solving initial-value problems involving first-order linear differential equations and their applications to business, economics, and social sciences will be presented.

Pre-requisite: MTH 151

MTH 305 Number Theory

3 credits ; 3 class hours

This course is intended to introduce students to classical number theory, including its proof techniques and history. Topics include divisibility, primes and their distribution, congruence, quadratic residues, Diophantine equations, continued fractions, and number-theoretic functions.

Pre-requisite: Permission of chairperson

MTH 306 Set Theory

3 credits; 3 class hours

This course is designed to provide students with a thorough knowledge of notations, concepts, and language of set theory. The axiomatic basis of set theory will be presented, as will operations relations and functions, and composites. The Axiom of Choice, Zorn's Lemma, and the Well-Ordering Principle will be discussed. Ordinal and transfinite recursion and ordinal arithmetic will be explored. The Schroeder-Bernstein Theorem will be presented, as will countability, cardinality and cardinal arithmetic.

Pre-requisite: Permission of chairperson

MTH 308 Abstract Algebra I

3 credits; 3 class hours

The course is designed to provide an introduction to modern abstract algebra through concrete structures. Topics include congruence in integers; groups; rings; fields and field extensions; and applications.

Pre-requisite: MTH 202 or Permission of chairperson

MTH 309 Abstract Algebra II

3 credits; 3 class hours

This course is designed to provide a deeper investigation of the structures and proof techniques introduced in MTH 308. Among the topics to be discussed will be the Sylow theorems, algebraic free abelian groups, group representations, factor rings and ideals, modules, field extensions, Galois Theory, and selected applications of abstract algebra.

Pre-requisite: MTH 308

MTH 310 Matrices and Groups for the Sciences

3 credits; 3 class hours

This course is specifically designed to provide students in the space science program, the chemistry and the environmental science program, the physics program, and the computer science program with a survey of the basic tools from abstract and linear algebra that are used by physical scientists. The traditional topics on sets, basic counting principles and formulas, relations, mappings, linear transformations and matrixes as well as applications of these concepts to the sciences will be discussed in detail. Basic matrix algebra, inverses, transposes, adjoints and special matrices (such as unitary and hermitian matrices), along with systems of linear algebraic equations will be presented. Eigenvalues and eigenvectors, diagonalization of matrices and functions of matrices will be studied and applications of matrices to such areas in the physical and computer sciences as quantum mechanics, physical chemistry, advanced inorganic chemistry and networks, and computer graphics will be emphasized. Throughout the course the emphasis will be on the application(s) of abstract mathematical systems to the physical sciences. Use of the mathematical software MAPLE will be emphasized for all numerical and graphical work.

Pre-requisite: MTH 204 - This course cannot be used by majors in the mathematical sciences as a substitute for MTH 207 - linear Algebra and MTH 308/MTH309 - Abstract Algebra I and II. However, mathematics majors who intend to do graduate study in applied mathematics are encouraged to take this course as an elective.

MTH 311 Advanced Calculus I

3 credits; 3 class hours

This course will offer an introduction to the rigorous analysis of functions of one and several variables that will provide students with the background needed for advanced study in pure and applied analysis. Topics will include properties of the real number system, limits, continuity, differentiability, vector analysis, and introductory differential geometry.

Pre-requisite: MTH 204

MTH 312 Advanced Calculus II

3 credits; 3 class hours

This course will offer a continuation of the rigorous analy-

sis of functions begun in MTH 311. Topics will include multiple integrals, line and surface integrals, Green's Theorem, Stokes' Theorem, infinite series and improper integrals.

Pre-requisite: MTH 311

MTH 315 Complex Variables I

3 credits; 3 class hours

The course is designed to provide a rigorous introduction to the theory and applications of functions of a complex variable. Among the topics to be discussed are complex numbers, complex functions, analytic and harmonic functions, the Cauchy-Riemann equations, complex integration, Cauchy's integral theorem, Liouville's Theorem, Taylor and Laurent series, singularities, residues, the Argument Principle, and Rouché's Theorem.

Pre-requisite: MTH 203

MTH 316 Complex Variables II

3 credits; 3 class hours

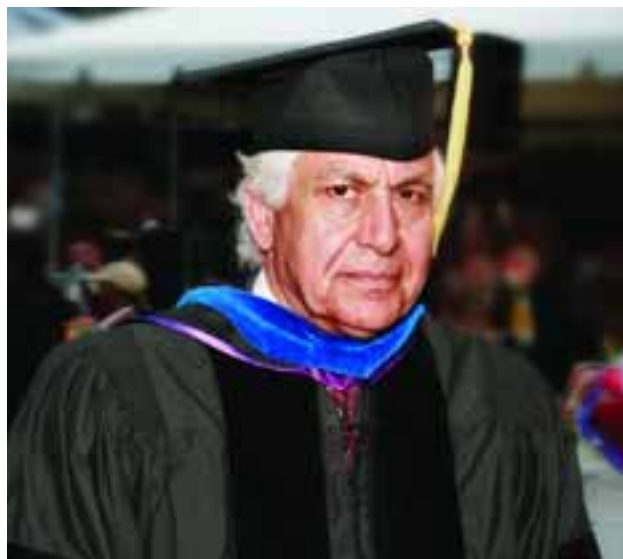
After a review of selected results from MTH 315, the student will be introduced to more advanced topics in classical complex function theory. Topics to be discussed may include conformal mappings, the Riemann mapping theorem, analytic continuation, infinite products, the gamma function, asymptotic series, Jensen's theorem, the Phragmen-Lindelöf theorems, and various applications of complex function theory.

Pre-requisite: MTH 315

MTH 320 Vector Analysis

3 credits; 3 class hours

This course will provide students with a survey of the algebra and calculus of vector-valued functions in the plane and in space. Vector product identities and the geometry of vectors will be presented. The differential calculus of vector functions will be studied and identities involving the Laplacian, the divergence, and the curl will be examined. Line, surface, and volume integrals will be presented.



The theorems of Gauss, Green, and Stokes will be examined, as will generalized orthogonal coordinates and applications of vector analysis to physics.

Pre-requisite: MTH 204

MTH 324 Introduction to Differential Geometry

3 credits; 3 class hours

This course is designed to provide students in the Mathematical Sciences Program with an introduction to the classical (local) differential geometry of curves and surfaces in R^3 using vector methods. The concepts of arc length, curvature, torsion along with the fundamental systems of basic unit vectors and the associated lines and planes will be discussed. The Serret-Frenet formulas and their application and the moving trihedron will be investigated in detail. The representation problem in terms of the natural parameter (arc lengths) and the general theory of smooth space (twisted or gauche) curves will be emphasized, as will the representation problem and elementary theory of smooth surfaces embedded in Euclidean space. The First and Second Fundamental Forms will be presented and the various curves on embedded surfaces (such as lines of curvature, asymptotic lines, and directions) will be discussed, as will Meusnier's theorem, Euler's theorem and the Dupin indicatrix. Elementary principles and methods of the tensor calculus will be introduced as a means of investigating the Fundamental Theorem of Surface Theory, the Gauss-Weingarten equations, and the Mainardi-Codazzi equations. The Theorema Egregium of Gauss will be discussed, as will the concepts of geodesics and geodesic coordinates. The course will conclude with an analysis of the classical Gauss-Bonnet Theorem and its implications. *MTH 204 & MTH 207 or MTH 320 or permission of chairperson*

Pre-requisite: MTH 204

MTH 325 Modern Differential Geometry

3 credits; 3 class hours

This course will provide students with a rigorous introduction to the modern theory of differential geometry which will enhance students' abilities to use analysis and computers to solve intricate geometry problems. Among the topics to be treated are plane curves, curves in space, tubes and knots, calculus on Euclidean space, non-orientable surfaces, ruled surfaces, intrinsic geometry, principal curves and umbilical points on surfaces, and minimal surfaces.

Pre-requisite: MTH 320 or permission of chairperson

MTH 330 History of Mathematics

3 credits; 3 class hours

The course will examine the development of mathematics from antiquity to recent times, with particular attention paid to the contributions of non-Western cultures. The relationship between the evolution of mathematical thought and societal conditions will be highlighted.

Pre-requisite: Permission of Chairperson

MTH 332 Tensor Analysis

3 credits; 3 class hours

This course is designed to provide students in the Space Science Program, the Physics Program, and the Mathematical Sciences Program with a practical introduction to tensors. The course will emphasize those aspects of the theory, and cosmology. Eigenvectors and eigenvalues as well as bi-linear and quadratic forms will be discussed as will functions of matrices (such as the matrix exponential) and partitioning, Kronecker sums and products will be investigated in detail. Tensor formalism, notation, and algebra will be presented along with the Kronecker delta and its properties. Students will be given detailed instruction on how to express certain well-known principles (such as the Maxwell Equations) in tensor form. Covariant and contravariant tensors and vectors, symmetric tensors, associate tensors, the Ricci tensor and its properties, metric tensors, and other forms will be emphasized. Covariant formulation of electrodynamics, the Christoffel symbols, and the Riemann-Christoffel curvature tensor will be presented.

Pre-requisite: MTH 320 or PHY 213 or permission of chairperson

MTH 335 Discrete Mathematical Structures

3 credits; 3 class hours

This introductory course will introduce the students to the major topics in elementary discrete mathematics and build skills in mathematical reasoning and proof techniques. The course will cover such topics as sets, algorithms, mathematical induction, recursion, counting techniques, relations, graphs, trees, Boolean algebra, and applications.

Pre-requisite: MTH 207 or permission of chairperson

MTH 337 Probability Theory

3 credits; 3 class hours

This course is designed to provide a rigorous treatment of the theory of probability, based on the introduction provided in MTH 237. The course will enhance students' abilities to use probabilistic models. Topics include set theory, basic definitions and concepts of probability, combinatorial analysis, independent events, random variables, discrete and continuous probability distributions, the Poisson and normal distributions, central limit theorem, law of large numbers, random walks, and Markov chains.

Pre-requisite: MTH 237

MTH 338 Mathematical Statistics

3 credits; 3 class hours

This course will offer further rigorous treatment of the theory of statistics, based on the introductions provided by MTH 237 and MTH 337. The course will enhance students' appreciation of the role of statistics in modern research. Topics to be covered will include the nature of statistical methods, sampling theory, correlation and regression, analysis of variance, statistical inference, goodness of fit,

small sample distributions, statistical design of experiments, and non-parametric methods.

Pre-requisite: MTH 337

MTH 341 Special Functions of Mathematical Physics

3 credits; 3 class hours

This course will offer a rigorous introduction to the class of special functions needed to solve problems in physics and engineering. Among the topics are Bessel functions, boundary value problems, hypergeometric functions, confluent and generalized hypergeometric functions, Jacobi elliptic functions and integrals, and applications to problems in geometry and physics.

Pre-requisite: MTH 204

MTH 345 Mathematical Modeling

3 credits; 3 class hours

This course is designed to provide an introduction to the principles and techniques of mathematical modeling that builds upon the mathematics the students have already seen, and enhances their abilities to apply mathematics to solve scientific and industrial problems. Topics will include the modeling process, graphs, proportionality, model fitting, optimization, experimental modeling, dimensional analysis and similitude, simulation modeling, dynamic systems, graph-theoretic models, game-theoretic models, and a summary of the modeling process emphasizing tools and the literature.

Pre-requisite: Permission of chairperson

MTH 349 Projective Geometry

3 credits; 3 class hours

This course is designed to provide an understanding of the extended Euclidean plane; system of axioms; Desargue's and Pappus's theorems; projective theory of conics; finite planes; co-ordinatization of the projective plane.

Pre-requisite: MTH 202 or permission of chairperson

MTH 350 Transformational Geometry

3 credits; 3 class hours

This course is designed to provide an understanding of the Groups of Euclidean Motions of two and three spaces; similarities, inversions, projectivities; construction of conic sections, and the geometry of fractals.

Pre-requisite: MTH 308 or permission of chairperson

MTH 353 General Topology

3 credits; 3 class hours

This course is designed to provide a rigorous introduction to the concepts of point-set and algebraic topology that will provide a foundation for further studies in advanced mathematics and enhance students' abilities to think abstractly. Topics will include set theory, pseudometric spaces, topological spaces, continuous functions, connected and compact spaces, product spaces, sequences, complete pseudometric spaces, Euclidean spaces, quotient spaces,

hyperspaces and multi functions, dimension, and an introduction to algebraic topology.

Pre-requisite: Permission of chairperson

MTH 355 Partial Differential Equations

3 credits; 3 class hours

This course is designed to provide students in the Space Science Program, the Physics Program, and the Mathematical Sciences Program with a survey of classical partial differential equations and boundary-value problems. The traditional classification schemes involving concepts such as linearity/non-linearity, homogeneity/non-homogeneity, and constant/variable coefficients will be investigated. The emphasis will be on applications of partial differential equations to physics and chemistry. The method of separation of variables will be emphasized and Fourier series will be discussed. Orthogonal function and Green's functions will be presented along with the Fourier integral and double Fourier series. Laplace transform methods will also be examined as will the method of characteristics. Graphical and geometric methods will be presented. Although the emphasis throughout the course will be on closed-form solutions and the physical/geometrical interpretations of the equations and their associated boundary conditions, computers will be used for drill and practice work once the main analytical technique has been thoroughly investigated.

Pre-requisite: MTH 205 & MTH 312 or Permission of chairperson

MTH 358 Differential Geometry and Relativity Theory

3 credits; 3 class hours

This course is designed to introduce students in the Space Science P, the Physics Program, and the Mathematical Sciences Program to the application of the differential geometry of curves and surfaces to the classical theory of relativity. The concepts to be discussed will be presented first from a mathematical point of view and then from a physical point of view using mathematical formalism. The topics to be presented will include the theory of space curves and three-dimensional surfaces and their properties. These basic differential geometric concepts will then be used to develop the geometric principles that govern flat space-time or the special of relativity. The mathematical topics to be presented in this course will include a brief review of vector geometry and analysis, the hyperbolic functions, the geometry of curves and their representations, the geometry of surfaces in E^3 , the first fundamental form, the second fundamental form, mean curvature, Gauss curvature, geodesics, the curvature tensor, the Glorious Theorem Gauss and invariance, and extensions and manifolds. The topics from physic to be presented include an informal historical analysis of the differences between the assumptions of the Newtonian and the relativistic theories, a detailed of the early experimental verifications of the Einstein theory, Coordinates, the Galilean transformations, the Lorentz transformations, the paradoxes of special relativity the four-dimensional framework, the postulates of relativity, inertial frames of reference,

space=time diagrams, the relativity of simultaneity, and the principles of temporal order and causality.

Pre-requisite: Modern Physics (PHY-303) and Calculus III (MTH-204)

MTH 359 Graph Theory

3 credits; 3 class hours

This course is designed to provide a rigorous introduction to the concepts of graph theory that will prepare students for further studies in advanced pure and applied mathematics, as well as enhance their abilities to think abstractly. The course will cover graphs, algorithms, trees, paths and distance, networks, matching and factorization, Euclidian graphs, Hamiltonian graphs, planar graphs, graph coloring, digraphs, external graph theory, and additional applications.

Pre-requisite: MTH 309 or MTH 335

MTH 360 Numerical Analysis

3 credits; 3 class hours

This course will provide an introduction to numerical methods that provides the foundation for further work in pure and applied mathematics. The course includes a review of calculus, a survey of numerical software, solution of equations in one variable, interpolation and polynomial approximation, numerical differentiation and integration, initial value problems for ordinary differential equations, linear systems, iterative techniques in linear algebra, approximation theory, nonlinear systems of equations, and boundary value problems for ordinary differential equations.

Pre-requisite: MTH 203

MTH 400 Special Topics in Mathematics

3 credits; 3 class hours

The content of this course will vary depending on the

interests and needs of the students and the interests of the faculty. Selected topics in advanced mathematics will be discussed. The course will allow students to experience specialized areas of mathematics that are not a regular part of the curriculum.

Pre-requisite: Permission of chairperson

MTH 411/412/413 Independent Research I, II, III

3 credits each

A minimum of 9 hours of conference and independent research per week will be required. Library and/or laboratory investigation of problems in mathematical science or related fields will be selected and pursued under the guidance of the faculty of the department. Regular meetings with advisor, presentation of findings at departmental seminars, and submission of a written report of research carried out will also be required.

Pre-requisite: Completion of all required 300 Level Courses or permission of chairperson.. Only 3 of these credits may be applied to the Bachelors degree.

MTH 405 Senior Seminar

1 credit; 3 class hours

This is a capstone course that builds upon the mathematical maturity developed in earlier courses. It will require the reading of current and classical articles in mathematics journals and will develop a student's ability to solve problems. The course will unify the students' previous course work and illustrate the power and usefulness of mathematics in the modern world.

Pre-requisite: Permission of chairperson

Department of Nursing AAS/PN

Associate Dean Georgia McDuffie
718 270-6222 office
718 270-6235 fax
gmcduffie@mec.cuny.edu
Office: C-200J

Chairperson: Heather Gibson
718 270-6222
hgibson@mec.cuny.edu
C-200D

Secretary: Khadiya Smith
718 270-6222
khadiya@mec.cuny.edu
c-200

College Assistant: Javonne Daniels
718 270-6222
jdaniels@mec.cuny.edu
C-200

Professor: Georgia McDuffie
Assistant Professors: Deidra Brown, Claudette Evans,
Heather Gibson, Gloria-Airall-Simon,, Margaret Heath
College Lab Technicians: Clementine Hardy-Howard

The Nursing Departments

The Nursing Departments offer three nursing programs:

1. BS Degree in Nursing
2. AAS Degree in Nursing
3. Certificate in Practical Nursing

The programs of study are designed to:

1. Provide access for entry into nursing at various nursing educational levels.
2. Maintain academic excellence and encourage life long learning.
3. Reflect the awareness of the holistic health care needs of the residents of Central Brooklyn and surrounding areas.
4. Prepare the graduate for entry into the rapidly changing and ever fluctuating health care delivery environment.

Information regarding state approval status may be obtained from the New York State Education Department (NYSED) at 518 474-3817 or www.op.nysed.gov.

Information regarding accreditation can be obtained from the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway - 33rd Floor, New York, NY 10006, 800 699-1656, extension 153 or www.nlnac.org.

The **mission** of the Department of Nursing AAS/PN Program is to prepare the beginning technical nurse to

function as a provider of care, communicator, decision-maker, client-educator teacher, manager of client care, collaborator, and member of the nursing/health care team in structured health care settings, under the leadership of a baccalaureate and/or higher degree prepared Registered Nurse.

ASSOCIATE IN APPLIED SCIENCE (AAS) IN NURSING

Medgar Evers College offers an Associate degree in Nursing which prepares the individual to enter the profession as a Registered Nurse. The Associate Degree Program provides the foundation for entry into undergraduate study for the achievement of a Bachelor of Science in Nursing.

Program Purposes:

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

Admission Criteria Requirements

All requirements for admission to Medgar Evers College must be met. For progression to the Clinical Nursing Phase, students must meet additional requirements. These requirements may not be limited to:

1. Completion of Medgar Evers College/CUNY Skills Assessment Examinations (Reading, Writing, and Mathematics).
2. Enrollment at Medgar Evers College a minimum of one semester.
3. Maintain a "B-", or higher, in all Science courses (BIO 251, BIO 252, BIO 261, CHM 105, MTH 120).
4. Completion of College Core requirements.
5. Minimum 2.7 cumulative Grade Point Average required.
6. A criminal background check may be required.
7. Completion of the application process for acceptance into the Clinical Nursing Phase.
8. Repeat science courses which are 5 years or older upon application to enter clinical phase.
9. Satisfactory score on the National League for Nursing Pre-Admission Examination-RN (Verbal Ability, Mathematics, Science and Composite Score).
10. Attend required interview by nursing faculty.
11. Submission of writing sample required.

12. Achievement of satisfactory Math score prior to acceptance.
13. Required orientation prior to admission to the Nursing Clinical Phase.
14. Meet all admission requirements to the Nursing Program.
15. Any requirements as determined by the Department.

The AAS Program in Nursing is designed to be completed in five (5) semesters. However, there are a limited number of seats in the Clinical Sequence, and entrance is not automatic. Regarding status of first-time admission into the Program of Nursing, students are encouraged to maintain contact with his/her academic counselor in the Student Advocacy and Support Services Center (SASSC).

Retention and Progression through the Clinical Nursing Sequence

All students must meet the following requirements for Retention and Progression through Nursing courses and must have:

1. Current medical clearance to include occupational exposure health requirements.
2. Current medical clearance to include New York State Department of Health requirements.
3. Satisfactory health physical on file which includes Hepatitis B testing.
4. Current Cardiopulmonary Resuscitation Certification (CPR) from the American Heart Association.
5. Current Student Malpractice/Liability Insurance (1 mil./3 mil.).
6. Physical clearance must state that student is physically able to perform all Clinical Course Requirements as mandated by the Department of Nursing and affiliating agencies.
7. Minimum 2.7 cumulative Grade Point Average upon admission into nursing through graduation.
8. Purchase of a MEC nursing student uniform upon admission into the first Nursing course.
9. "B-" or higher in all Nursing (NUR) courses.
10. Pass clinical, skills lab, and theory portions of each NUR course.
11. Achieve a "B-" or better in all Science courses.
12. Meet all requirements as outlined by the Department without exception.

Students who do not receive a satisfactory grade of "B-" or better in a Nursing course may repeat one (1) Nursing (NUR) course one (1) time only during their Progression through the Nursing Program. Students are expected to complete the Associate degree Nursing Program in no more than four (4) years.

Students repeating a Nursing course must earn a minimum grade of "B-" in the repeated Nursing course as well as a minimum GPA of 2.7 in order to continue progression

through the Nursing Program. Achievement of less than a "B-" in a repeated Nursing course will result in the dismissal of the student from the Nursing Program. Students repeating any Nursing course must meet with both Nursing Department Academic Advisor and the Student Advocacy and Support Services Center (SASSC) Nursing Counselor prior to re-enrollment in a repeated Nursing course.

Readmission to the AAS Nursing Program

Re-admission in a NUR course is based upon availability of space. **Readmission is not automatic.** Students, who have not been in attendance for one (1) or more consecutive semesters, must apply for re-admission to the College in the Office of Admissions, and meet all program requirements in effect at the time of re-admission. Students must apply for re-admission in writing, sixty (60) days prior to the date of requested re-admission. The written request is submitted to the Departmental Admission, Retention, and Progression Committee (ARPC) requesting continuation in the Clinical Nursing Phase. Only if space is available and all requirements are met that are in effect at that time, may the student be considered for re-entry into the Program. Students may be required to take Achievement/Placement Exams at student's expense. Prospective re-admitted students must demonstrate acceptable psychomotor skills.

Medgar Evers College will award the Associate in Applied Science degree in Nursing upon the student's completion of all sixty-four (64) required Nursing Program Credits. Graduates are then eligible to apply to sit for the NCLEX-RN. The NCLEX-RN application requirements include:

1. Completion of all AAS degree requirements for the College;
2. Completion of all Program requirements as outlined by the Nursing Department;
3. Valid Student Social Security Number;
4. Minimum age of eighteen;
5. Good moral character and standards as defined by the New York State Education Department's Professional Licensure Board of Nursing.

Pre-Clinical Sequence			
Courses			Credits
BIO	251	Human Anatomy & Physiology I	4
BIOL	251	A & P Lab	0
CHM	105	Chemistry for Health Professionals	4
CHML	105	Chemistry Lab	0
ENG	112	College Composition I	3
MTH	120	Algebra/Geometry	1
PSYCH	101	Intro to Psychology	3
		Total	15

CLINICAL Sequence**Fall Semester 1**

Courses		Credits
BIO 252	Human Anatomy & Physiology II	4
BIOL 252	A & P II Lab	0
ENGL 150	College English II	3
NUR 130	Fundamentals of Nursing Practice	6
NURL 130	Clinical	0
NURS 130	Skills Lab	0
	Total	13

Spring Semester 2

Courses		Credits
BIO 261	Microbiology	4*
BIOL 261	Micro Lab	0*
NUR 131	Clients w/Altered Psychosocial Functioning	5
NURL 131	Clinical	0
NURS 131	Skills Lab	0
NUR 132	Commonly Occurring Health Problems I	6
NURL 132	Clinical	0
NURS 132	Skills Lab	0
	Total	15

Fall Semester 3

Courses		Credits
CL 101	Computer Literacy	3*
NUR 271	Commonly Occurring Health Problems II	8
NURL 271	Clinical	0
NURS 271	Skills Lab	0
	Total	11

Spring Semester 4

Courses		Credits
NUR 272	Childbearing/Childrearing Family	8
NURL 272	Clinical	0
NURS 272	Skills Lab	0
NUR 273	Transition to Nursing Practice	2
	Total	10

Program Credits **64**

* May be taken prior to semester 2 & 3

CERTIFICATE IN PRACTICAL NURSING (CPN)

The Practical Nursing Certificate Program is eighteen (18) months in length. It consists of three (3) semesters.

Medgar Evers College provides an opportunity to eligible applicants for entry into a College-based Practical Nurse Program. The Practical Nurse Program of study is an upward mobility opportunity for selected applicants to achieve a Certificate in Nursing. Upon completion, the graduate of the PN Program is eligible to sit for the NCLEX-PN.

Program Purposes

1. Provide a program of study designed for students who wish to qualify to sit for the National Council Licensure Examination for the Practical Nurse (NCLEX-PN).
2. Prepare the graduate to practice as a beginning Nurse at the technical level under the direction of the Registered Nurse.
3. Provide a basic foundation for upward mobility in Nursing.

Admission Requirements

Applicants to the Certificate in Practical Nurse Program at Medgar Evers College must:

1. Hold a High School Diploma or a General Equivalency Diploma (GED).
2. Complete all basic skills course work prior to admission into the Nursing major.
3. Take and pass all three (3) areas of the CUNY Skills Assessment Examinations (Reading, Writing, Mathematics) prior to entry into the CPN Program of study.
4. Achieve a satisfactory score on the NLN Pre-entrance Examination.
5. Attend interview by Nursing faculty prior to admission.
6. Provide current medical clearance to include occupational exposure health requirements.
7. Provide current medical clearance to include New York State Department of Health requirements.
8. Pass clinical, skills lab, and theory portions of each NUR course.
9. Attend Nursing orientation prior to admission.
10. Possess current CPR Certification from the American Heart Association.
11. Have a satisfactory Physical Examination record on file which include Hepatitis B testing.
12. Purchase of Student Malpractice Liability Insurance.
13. Purchase of MEC Nursing student uniform upon admission into the first Nursing course.
14. Achieve a "B-" or better in all Science courses.
15. Meet all requirements as outlined by the Department.

RETENTION/PROGRESSION THROUGH THE CERTIFICATE IN PRACTICAL NURSING (CPN) PROGRAM

All students must meet the following requirements for retention and progression through the practical nursing courses:

Students who fail to receive a satisfactory grade of "B-" or better in a nursing course will be given an opportunity to repeat a nursing course only once. A failure in any nursing course will result in the student not advancing to the next course. Sequential completion of all pre-requisite and required nursing courses with a grade of "B-" or bet-

ter in each course is required. Students who do not maintain a "B-" or better (minimum 2.7 G.P.A.) will be required to withdraw from the Program.

Medgar Evers College will award a Certificate in Practical Nursing upon the student's successful completion of all thirty-nine (39) Practical Nursing Program credits. Graduates are then eligible to apply to sit for the National Council Licensure Examination-Practical Nurse (NCLEX-PN). Students are expected to complete the Program in no more than three (3) years.

PRACTICAL NURSING SEQUENCE

Spring Semester I * , **

Courses		Credits
ENGL 112	College Composition I*	3
BIO 104	PN Anatomy & Physiology*	4
BIOL 104	A & P Lab	0
NUR 023	Intro to Nursing	2
NUR 024	PN Fundamentals of Nursing	5
NURC 024	PN Skills Lab	0
NURL 024	PN Clinical Lab	0
	Total	14

Fall Semester II

Courses		Credits
NUR 025	PN Nutrition	3
NUR 026	Pharmacology & Calculations	3
NUR 027	PN Medical-Surgical/Nursing	6
NURC 027	PN Skills Lab	0
NURL 027	PN Clinical Lab	0
	Total	12

Spring Semester III

Courses		Credits
NUR 028	PN MCH/Psychosocial Nursing	5
NURC 028	PN Skills Lab	0
NURL 028	PN Clinical Lab	0
NUR 029	Medical-Surgical II: Specialties	7
NURC 029	PN Skills Lab	0
NURL 029	PN Clinical Lab	0
NUR 030	PN State Board Review	1
	Total	13

* May be Taken Prior to Semester I

** Before entrance student must pass all CUNY Skills (Reading/Writing/Math) and take the NLN Preadmission Examination.

COURSE DESCRIPTIONS

CPN Program

NURSING

NUR 023 Introduction to Practical Nursing

2 credits; 2 class hours

This course provides the student with an overview of the

historical development of nursing in general, and the roles and responsibilities of the practical nurse in particular. Nursing will be introduced to students within the framework of Maslow's basic hierarchy of human needs and the nursing process. Emphasis will be placed on assisting the student to acquire skills in gathering information, which will be needed to build a solid foundation for success in the nursing program. Students will also be introduced to the concepts of the PN Program framework which include health, human beings, education, and nursing.

Pre-Requisite: Successful Completion of Admission Process; Letter of Acceptance into the Nursing Major

Co-requisites: ENG 112, BIO 104, and NUR 024

NUR 024 PN Fundamentals of Nursing

5 credits; 3 class hours; 2 hours skills lab; 6 hours clinical

This course introduces the student to the nursing process and assists the student to gain mastery of the nursing process, nursing and communication skills required to provide practical nursing care to clients. The College laboratory focuses on the beginning acquisition of psychomotor practical nursing skills. Clinical experiences permit the student to transfer nursing content and communication skills into practice within a nursing process framework. Students begin to relate the integration of knowledge obtained from nursing, physical science and the humanities to plan nursing care in long term care settings.

Pre-Requisites: Successful Completion of Admission Process; Letter of Acceptance into the Nursing Major

Co-requisites: ENG 112, BIO 104, and NUR 023

NUR 025 Nutrition

3 credits; 3 class hours

This course introduces the P.N. student to the concepts of nutrition and how application relates to the clients' level of wellness and well-being. The student will have the opportunity to identify and discuss the nutritional health practices among diverse urban populations. Students will learn the dietary significance of carbohydrates, proteins, lipids, vitamins, minerals and other selected aspects of nutrition as they relate to clients across the health care spectrum. Students will explore how culturally diverse populations differ in their nutritional intake and how these differences may impact the client's health status.

Pre-Requisites: Successful completion of: ENG 112, BIO 104, NUR 023, and NUR 024

Co-requisites: NUR 026 and NUR 027

NUR 026 PN Pharmacology and Calculations

3 credits; 2 class hours; 2 lab hours

This course is designed to introduce the practical nursing student to basic concepts related to classifications of medications and specific body responses. Emphasis will be placed on the nurse's responsibilities in the administration of medication and drug calculations. During the 2 hour skills lab focus, students are expected to develop skills in

calculating drug dosages through extensive practice. Students will also practice administering medications in a simulated environment.

Pre-requisites: ENG 112, BIO 104, NUR 023, and NUR 024

Co-requisites: NUR 025 and NUR 026

NUR 027 Medical & Surgical Nursing I

6 credits; 4 class hours; 2 skills lab hours; 6 clinical hours

This course introduces the student to the roles, functions and responsibilities of the Practical Nurse in the care of adults with common recurring medical/surgical diagnoses. The student will be guided to plan and provide care while integrating relevant concepts from the physiological, psychosocial, cultural and spiritual domains. Clinical experiences will be provided in acute care settings enabling the student to transfer theory into practice.

Pre-requisites: ENG 112, BIO 104, NUR 023, and NUR 024

Co-requisites: NUR 025 and NUR 027

NUR 028 P.N. Maternal Child Health/Psychosocial Nursing

5 credits; 3 class hours; 2 skills lab hours; 6 clinical hours

This course introduces the student to maternal child health and psychosocial nursing. The student will explore principles of family centered care, health promotion, illness prevention, theoretical perspectives of human development, the nature of health and communication across the life span in a psychosocial context. The student also explores the roles and responsibilities of the Practical Nurse in the care of clients during the perinatal period and the continuum from infancy through adolescence. Planning care for the infant, child, and pregnant woman, based on anatomical, physiological, and psychosocial differences are emphasized. The influences of ethnicity and culture on childbearing and childrearing are examined. Nursing needs of clients experiencing stress, anxiety, loss, grief, and death are discussed. Classroom content on mental illness and substance abuse will be expanded in clinical experiences. The student will integrate the nursing process, principles of therapeutic communication, safety, and growth and development, and family roles into the care of clients in health care settings. Clinical experiences will be provided to enable the student to transfer theory into practice of the MCH and psychosocial client. The student will spend five weeks in pediatrics, five weeks in obstetrics and five weeks in mental health settings.

Pre-requisites: ENG 112, BIO 104, NUR 023, NUR 024, NUR 025, NUR 026, and NUR 027

Co-requisites: NUR 029 and NUR 030

NUR 029 PN Medical Surgical Nursing II

7 credits; 5 class hours; 2 skills lab hours; 6 clinical hours

This course continues the exploration of the roles, functions and responsibilities of the Practical Nurse in the care of adults with selected, specialty oriented medical/surgical problems. The student will be guided to plan and provide

care integrating relevant concepts from the physiological, psychosocial and spiritual domains. Clinical experiences in medical/surgical specialty units; observational experiences in the Operating Room, transplant, and renal dialysis units will be arranged. These experiences will aid the student to develop a well-rounded view of nursing and enable him/her to transfer higher concepts of theory into practice.

Pre-requisites: ENG 112, BIO 104, NUR 023, NUR 024, NUR 025, NUR 026, and NUR 027

Co-requisites: NUR 028 and NUR 030

NUR 030 P.N. State Board Review

1 credit; 2 class hours; 2 computer lab hours

This course includes didactic and computer exercises to prepare practical nurse students for the NCLEX-PN. The test plan and test taking skills are used as a guide for course presentation. Review questions will reflect the components in the test plan as well as current nursing practice. Diskettes will be used in the computer laboratory experience to realistically simulate the computerized method for taking the NCLEX. Correct answers and the rationale for selection of answers will follow each review, each review test, and comprehensive examination. An important component of this course requires that the student register to take NCLEX-PN. This is to ensure the student the best opportunity to be successful the first time taking the exam. Computer laboratories will be available for student's required practice and self-paced learning. Guided independent study is a major focus of the course.

Pre-requisites: ENG 112, BIO 104, NUR 023, NUR 024, NUR 025, NUR 026, and NUR 027

Co-requisites: NUR 028 and NUR 029

AAS PROGRAM

NUR 130 Fundamentals of Nursing Practice

6 credit; 3 class hours; 2 skills lab hours; 6 clinical hours

This course introduces the student to the nursing profession, the theoretical framework, and essential components of nursing practice in the care of clients of diverse cultural backgrounds. Principles of pharmacology, drug calculation, and medication administration are incorporated to enable the student to begin the development of a comprehensive approach to clinical practice. The nursing process is introduced as a foundation for the development of critical thinking skills and competencies and concepts of teaching and learning in providing safe nursing care to individuals. Student learning experiences are provided in the classroom, college skills laboratory and variety of health care settings. The student will be introduced to the significance of nursing research and technology in clinical practice.

Pre-requisites: (BIO 150, BIOL 150 & BIO 151, BIOL 151) or (BIO 251, BIOL 251), CHEM 105, CHML 105, ENG 112, MTH 120, PSYC 101 and Successful

Completion of Admissions Process

Co-requisites: (BIO 152, BIOL 152 or BIO 252, BIOL 252) and ENG 150

NUR 131 Care of Clients with Altered Psychosocial Functioning

5 credits; 3 class hours; 2 skills hours; 6 clinical hours

This course is designed to provide the basic knowledge and skills to care for individuals with alterations in bio-



psychosocial functioning. It focuses on specific problems that occur along the health-illness continuum and the impact these alterations have on the individual, family and society. Within the framework of the

nursing process, students are exposed to role playing, assisted to develop therapeutic communication skills, and to recognize how persons of different cultures react to alterations in mental health. Students are assisted to enhance the use of self in client interactions. Clinical experiences are provided in acute or sub-acute care settings and selected community mental health centers.

Pre-requisites: (BIO 152, BIOL 152, or BIO 252, BIOL 252), ENG 150, and NUR 130

Co-requisites: BIO 261 and NUR 132

NUR 132 Commonly Occurring Health Problems I

6 credits; 3 class hours; 2 skills lab hours; 6 clinical hours

The focus of this course will be on care of adult clients with commonly occurring health problems. The course continues to build on the concepts and principles presented in Fundamentals of Nursing Practice. Emphasis is continued on pharmacology, drug calculation, and medication administration. There will be a recurrent focus on the application of the nursing process and the ongoing development of competencies in providing care for individuals and families.

Pre-requisite: NUR 130, BIO, 252, BIOL 252, ENG 150

Co-requisites: BIO 261, BIOL 261 and NUR 131

NUR 271 Commonly Occurring Health Problems II

8 credits; 3 class hours; 2 skills lab hours; 12 clinical hours

This course explores commonly occurring health problems that impact on alterations in the gastrointestinal, renal, neurological, musculo/skeletal, reproductive, immune and integumentary systems. Students are expected to integrate and synthesize knowledge from pharmacology and the systems. Students are expected to integrate and synthesize knowledge from pharmacology and the behavioral, physical and social sciences when using the nursing process to plan client centered care. Conceptual learning is reinforced to strengthen critical thinking and problem-solving skills. The effects of long-term health problems on

the client, family, and community are discussed. Learning opportunities are provided in the classroom, skills laboratory, and acute care facilities.

Pre-requisites: NUR 130, NUR 131, and NUR 132

Co-Requisite: CL 101

NUR 272 Care of Childbearing/Childrearing Family

8 credits; 3 class hours; 2 skills lab hours; 12 clinical hours

This course combines the fundamental principals underlying the nursing care of the childbearing family before, during, and after parturition with the major health care needs of the child as he/she evolves from infancy to adolescence. Aspects of childbearing in the developing family at different stages of the life cycle are introduced.

Students build on their problem solving and critical thinking skills when planning nursing care of the mother and/or child. They are expected to integrate and synthesize knowledge from nutrition, pharmacology, growth and development, and biological, physical and behavioral sciences into the plan of care. Learning opportunities are provided in the classroom, college skills laboratory, and a variety of settings such as acute care, comprehensive health care centers, clinics, family planning centers, head start programs, and day care centers.

Pre-Requisites: NUR 130, NUR 131, NUR 132, and NUR 271, CL 101

Co-requisite: NUR 273

NUR 273 Transition to Nursing Practice

2 credits; 2 class hours; 2 computer lab hours

This course introduces the student to current issues and trends in healthcare delivery. It is designed to facilitate the transition from the role of nursing student to that of beginning practitioner. Components of the course focus on nursing as a profession, and incorporate principles of management, legal and ethical issues, current legislative, and political trends in nursing and health care. The leadership role is explored within the context of nursing practice in a variety of structured settings. Students will perform a self-assessment to determine readiness for the NCLEX-RN Examination. The course will include didactic and computer exercises providing students the opportunity for individual preparation for the national exam. An important component of the course requires that the student take the NLN Diagnostic Test to determine student's readiness to take the NCLEX. Learning experiences are provided in the classroom and College skills laboratory. Students will be required to use the computer labs for required practice and self-paced learning and to further develop their computer skills as well as to familiarize themselves with computer technology that will be used to take the certifying examination. Additionally, the student will register to take the NCLEX-RN to ensure the student the best opportunity to be successful the first time taking the examination.

Pre-Requisite: NUR 130, NUR 131, NUR 132, NUR 271, CL 101

Co-requisite: NUR 272

Department of Nursing BSN

Chairperson: Eileen McCarroll
718 270-6230 office
718 270-6235 fax
emccarroll@mec.cuny.edu
Office: C-200

Professors: Beverly Bonaparte, Anthony Isenalumhe,
Eileen McCarroll

Associate Professor: Aurora Villafuerte

Assistant Professors: Jean Gumbs, Lydia Clark-Sumpter

THE NURSING DEPARTMENTS

The two Nursing Departments offer three nursing programs:

1. BSN degree in Nursing
2. AAS/PN degree in Nursing (The PN degree program is a separate certificate program).

The BSN Department curriculum is designed to:

1. Provide advancement in professional nursing..
2. Maintain academic excellence and encourage life long learning.
3. Reflect and incorporate the health care needs of the residents of Central Brooklyn and adjacent communities..
4. Prepare the graduate for the rapidly changing health care delivery environment and higher education in nursing.

Information regarding state approval of this program may be obtained from the New York State Education Department (NYSED) at 518 474-3817 or www.op.nysed.gov.

Information regarding accreditation can be obtained from the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway - 33rd Floor, New York, NY 10006, 800 699-1656, extension 153 or www.nlnac.org.

The **mission** of the Department of Nursing (BSN) is to prepare graduates to function as primary health care providers engaged in a broad range of health promotion, maintenance, and restoration activities to diverse populations in a variety of settings with strong community focus.

BACHELOR OF SCIENCE IN NURSING (BSN)

The Department offers a baccalaureate completion program for registered nurses designed specifically for the graduate of Associate Degree and graduates of Hospital

Diploma nursing programs. The program further aims to broaden knowledge and develop skills in nursing leadership and management. It also provides the foundation for graduate studies in advanced nursing practice as a clinical specialist or nurse practitioner as well as preparation for teaching, administration, and research in nursing.

Program Goals

1. Prepare a beginning generalist professional nurse.
2. Provide broad-based knowledge and skills in nursing-leadership and management.
3. Provide a foundation for graduate studies in advanced nursing practice and education.

Academic Standards

Students in the department are expected to pass required nursing courses with a grade of "C" or better. To graduate, a student must achieve a Grade Point Average of at least 2.5.

Admission Requirements

For admission into the Baccalaureate Completion Program, a candidate must be a Registered Nurse (RN) with a current New York State license and meet all other college admission requirements. On admission, all RNs are granted sixty (60) credits toward the BSN degree.

Note: All the required nursing credits in this program must be earned in Medgar Evers College. Nursing credits from other institutions cannot be transferred to meet the nursing credit requirements of this program.

Retention and Progression

The student in the BSN Program must earn a "C" or better in each required nursing course, and in each general education course. In addition, each student must maintain an overall grade point average (GPA) of at least 2.5 in order to retain his/her standing in the program. Any student with a GPA of less than 2.5 for two consecutive semesters will be required to withdraw from the Program. Every student is expected to complete the program in no more than (5) years; otherwise, the student will be required to withdraw from the program. A student who is advised to withdraw from the program should meet with his/her own academic advisor for appropriate guidance. Every BSN student is assigned to a faculty/academic advisor on entering the program.

Graduation

In addition to the sixty (60) credits earned in this program, the BSN student must earn a total of 120 college credits to qualify for graduation. All BSN students must also pass

the College Proficiency Examination (CPE) to qualify for graduation. The graduate will be awarded a Bachelor of Science Degree in Nursing.

Recommended Sequence for the Bachelor of Science in Nursing

Semester 1		
Courses		Credits
NUR 304	Perspectives on Professional Nursing Past and Present	3
NUR 316/ NURL 316	Health Assessment of the Adult Client Lab	4 0
MTH 209	Elementary Statistics	4
ENGL 210	Intermediate Composition	3
	Total	14
Semester 2		
Courses		Credits
BIO 323	Pathophysiology	3
NUR 318/ NURL 318	Community Health Nursing for Diverse Populations Lab	5 0
NUR 321	Intro to Nursing Research	4
NUR 322	Psychosocial Health in Groups	3
	Total	15
Semester 3		
Courses		Credits
NUR 421/ NURL 421	Nursing Leadership & Management Lab	4 0
NUR 422	High Risk Families Across the Lifespan	3
PHIL 201	Introduction to Ethics	3
CIS 280	Computer Applications in Health Care	3
Elective		
HSC 300	Level Courses	3
	Total	16
Semester 4		
Courses		Credits
NUR 425	Professional Nursing Issues & Trends in Health Care Delivery	3
HIST 200	Growth and Development of the U.S.	3
ENGL 212	Masterpieces in World Literature	3
SSC 305	Critical Issues in Society	3
Elective		
300	Level Course	
	or	
400	Level Course	3
	Total	15
Program Credit Summary Distribution		Credits
RN Credit Grant (on Admission)		60
General Education (Core Curriculum) Courses		31
Nursing (Concentration) Courses		29
Grand Total		120

COURSE DESCRIPTIONS

NURSING

NUR 304 Perspectives on Professional Nursing: Past and Present

3 credits; 3 class hours

This course traces the history of nursing from its ancient beginning and monastic movement to the establishment of organized nursing and post Nightingale era. Emphasis is placed on the social climate of the times and the impact of development of nursing as a profession. The history evolves through the leadership of early nursing pioneers, extending to modern day reformers in health care.

Pre-requisites: Current New York State RN license and Medgar Evers College admission requirements.

NUR 316/NURL 316: Health Assessment of the Adult

4 credits; 3 class hours; 3 lab hours

This course provides students the skills for further refinement in the assessment of the health status of individual adults in the context of the family for early case finding, referral and follow-up skills. Drawing on the conceptual framework of growth and development, the nursing process is utilized in the collection and recording of relevant data, especially health history and complete physical assessment to identify normal and deviations from wellness in the adult client. Guided college laboratory experience provides opportunity for practice and refinement in the necessary hands-on skills and techniques.

Pre-requisites: NUR 304

NUR 318/NURL 318 Community Health Nursing in Diverse Populations

5 credits; 3 class hours; 6 lab hours

This course integrates the knowledge of professional nursing and concepts of family and community client systems in developing comprehensive community nursing care skills. Emphasis is placed on health promotion, health maintenance, health teaching and disease prevention. Principles of epidemiology and the nursing process provide a framework for maximizing the health of the community. Clinical laboratory experience in diverse community health settings enable students to reify relevant concepts and apply principles of teaching in family and community environments.

Pre-requisites: MTH 209, NUR 304, NUR 316, NUR 322, ENG 210

NUR 321 Introduction to Nursing Research

4 credits; 4 class hours

This course is designed to promote the student's understanding of the research process, using critical appraisal. Upon completion of the course, the student can review, and use research findings in nursing and other disciplines which are applicable to clinical practice. Emphasis is placed on using research as the basis for clinical decision-making that demonstrates quality and cost-effective outcomes of nursing care. Ethical, moral, and legal issues are considered in relation to nursing research.

Pre-requisites: MTH 209, NUR 304, NUR 316

NUR 322 Psychosocial Health in Groups

3 credits; 3 class hours

Students are introduced to group dynamics concepts within the context of general systems theory. The concept of health and the relativity of mental health as a function of cultural and environmental factors are explored. A number of specific group dynamics concepts with implications for increased awareness of self and others in goal development, decision-making, and leadership functions are examined with a view to enhancing individual effectiveness and mental health in group settings.

Pre-requisite: NUR 304

NUR 421 Nursing Leadership and Management

4 credits; 3 class hours; 3 lab hours

This course explores contemporary leadership and management concepts, models, and strategies and the functions of managers, leaders, and professional colleagues in nursing. Management theories and their applicability to nursing are examined with the technological developments that contribute to managerial role taking. Leadership concepts, principles and management skills, those external socioeconomic and ethno-political factors that influence health care delivery are further examined. To enhance the pragmatic appreciation of the theoretical component of this course, students are provided opportunity to understudy a nurse manager as a preceptor in an assigned clinical nursing setting.

Pre-requisites: NUR 304, NUR 316, NUR 321, ENG 210

NUR 422 High Risk Families Across Lifespan

3 credits; 3 class hours

This course explores the role and functions of the nurse in facilitating change and promoting family wellness in high

risk situations across the life span. The student learns how to assess growth and development patterns of the individual and family units, assists in reducing or eliminating risk situations and facilitates adaption as necessary. The course provides an overview of caring within intergenerational family, including challenges, decision making and transitions that occur in the life span.

Pre-requisites: NUR 304, NUR 316, NUR 322, ENG 210

NUR 425 Professional Nursing and Trends in Health Care Delivery

3 credits; 3 class hours

This course describes health care services and how they are delivered according to different national and global systems, intergenerational relationships, allocation of resources and the effect of technical advances. Emphasis is on the impact of trends in various models of health care



delivery, the roles and functions of professional nurses and their responsibilities for ethical, legal, and cultural issues.

Pre-requisites: NUR 304, NUR 316, NUR 322, NUR 321, NUR 318



Department of Physical, Environmental, & Computer Sciences

Chairperson:	John Gibbs 718 270-6453 office 718 270-6197 fax john@mec.cuny.edu C-407A
Office:	
DSecretary:	Robin Flood 718 270-6453 robin@mec.cuny.edu C-200C
Program Coordinator:	William Harris 718 270-6449 wharris@amc.org C-413
Professors:	John Gibbs, Stanley Bajue, Ying-wei Chow, Leon Johnson, Robert Johnson
Associate Professors:	Shermane Austin, Wilbert Hope, Wilson Obi
Assistant Professors:	Kwesi Amoq, William Harris
Lecturer:	Dereck Skeete

The Department of Physical, Environmental, & Computer Sciences (PECS) is dedicated to teaching and research in the physical sciences and technology. It offers:

1. Baccalaureate of Science Degree (BS) in Environmental Science.
2. Baccalaureate of Science Degree (BS) in Computer Science.
3. Associate of Science Degree (AS) in Computer Science.
4. Associate of Science Degree (AS) in Science (Chemistry, Physics, and Engineering concentrations)
The AS Degree Programs are essentially transfer programs.

The **mission** of the Department is to prepare students for challenging entry level jobs in computer science, telecommunications, applied sciences and environmental/health fields, as well as for graduate programs in environmental science, chemistry, atmospheric sciences, education and computer science. Accordingly, the Department focuses on the following goals:

1. to develop in our students high-level skills, such as problem solving, reasoning, and research capabilities;
2. to prepare students for graduate study in the Environmental and Computer Sciences, and BS Programs in Chemistry, Physics and Engineering;

3. to prepare students to compete for well-paying positions in the applied and environmental sciences;
4. to prepare students to create their own position in society (e.g. consulting, entrepreneurship) regardless of the economic climate.

Academic Standards

Students in the Department must pass all departmental required courses with a grade of "C" or better.

NASA and NSF Programs

NSF New York City Louis Stokes Alliance for Minority Participation (NYC-LSAMP) Program is a consortium of sixteen baccalaureate and Associate degree granting CUNY campuses and the Graduate School and University Center. It funds activities such as:

1. Smaller Science and Mathematics Classes
2. Curriculum Development
3. Student Support through Learning Centers
4. Students' Stipends for Tutoring
5. Undergraduate Research
6. Student Research Stipends

NASA Goddard Institute for Space Studies (GISS) Institute on Climate and Planets (ICP) is a collaboration between the Goddard Institute for Space Studies, the NYC-AMP project at CUNY, and the New York Public Schools. It involves college and high school students, their faculty, and GISS scientists in a team approach to carry out research projects in climate and planetary research. A summer institute provides an intensive academic and research experience with scientific collaboration continuing during the academic year both at GISS and on campus.

NASA Atmospheric/Ocean and Environmental Science Research Program is a collaboration between PECS and GISS. This campus based research program provides undergraduate and high school students the opportunity to be part of the NASA Earth Science Enterprise.

NASA Science and Technology Teachers for the Next Millennium Program is a collaborative effort between Medgar Evers College (CUNY) and the City College of New York (CUNY), which provides science and technology majors with the opportunity, knowledge, and skills to become teachers of secondary school science and technology in an urban, multicultural environment.

NASA Minority University Information (MU-SPIN) CUNY Network Resources and Training Site (NRTS) Network is a collaboration involving City College, Medgar Evers College, LaGuardia Community College, York College,

and Queensborough Community College in order to develop an information infrastructure on each campus that may be applied to research and education activities.

New York State Department of Education Graduate Research Technology Initiative assisted in providing a dedicated network for faculty and student research, instructional use, and research related activities for students in the introductory chemistry and physics courses.

The New York City Space Science Research Alliance (NYC-SSRA), funded by the NASA Office of Space Science, is initiating and enhancing multiple collaborations in Space Science research and has developed a BS Degree in Space Science in the City University of New York City University of New York Baccalaureate Degree Program. The Alliance is a coalition of CUNY Colleges, Hayden Planetarium of the American Museum of Natural History, NASA Goddard Space Flight Center, and NASA Goddard Institute for Space Studies.

Undergraduate research includes:

1. Planetary Science
2. Earth-Sun Connection
3. Astrophysics

Bachelor of Science in Environmental Science

This Baccalaureate Degree Program in Environmental Science stresses that environmental science is about much more than science. It is also about ethics, responsibility, and values, as well as sociology, politics, law, and business. For graduates to be effective in the work place, this interdisciplinary perspective must always be in focus.

Numerous job opportunities are available for Environmental Science graduates in industry and at various levels in local, state, regional and federal governments. Environmental Science graduates may find immediate employment in areas indicated below, as businesses both large and small continue to comply with regulations.

1. Industrial Hygienist
2. Chemical Hygiene Officer
3. OSHA Officer
4. Waste Management Consultant
5. Training Consultant

On account of new laws and regulations, most of which emanate from federal agencies such as the Environmental Protection Agency (EPA) and the Occupational Safety and Health Administration (OSHA), businesses are now preoccupied with compliance.

This program also emphasizes environmental law which is the forerunner for environmental management and environmental policy. The program also addresses con-

servation through courses in Natural Resource Conservation and Management and Ground Water. The relationship with The Museum of Natural History and the Prospect Park Alliance will afford additional depth on the issue of conservation.

The BS in Environmental Science Program requires 120 credits consisting of the following category of courses and credits:

Courses	Credits
College-wide core	28
Departmental	86
Electives	6

This program of study includes the required College-wide Curriculum.

Recommended Sequence for the Bachelor of Science in Environmental Science

Semester 1			Credits
Courses			
ENGL 112	College Composition I		3
FS 101	Freshman Seminar I		1
MTH 202	Calculus I		4
CHM 201	General Chemistry I		4
SPCH 102	Fundamentals of Speech		3
	Total		15

Semester 2			Credits
Courses			
ENGL 150	College Composition II		3
FS 102	Freshman Seminar II		1
MTH 202	Calculus II		4
CHM 202	General Chemistry II		4
ENVS 200	Environmental and Health Issues		3
	Total		15

Semester 3			Credits
Courses			
ENGL 211	Intro to Literature		3
ENVS 203	Environmental and Occupational Laws		3
MTH 203	Calculus III		4
CHM 303	Organic Chemistry I		4
	Total		14

Semester 4			Credits
Courses			
	Science Elective		3
CS 151	Introduction to Computing		3
PHY 211	University Physics I		4
ENVS 301	Air and Water Pollution		3
ENGL 212	Masterpieces of World Literature		3
	Total		16

Semester 5			Credits
Courses			
ENVS 302	Measurement and Instrumentation		4

CHM 311	Quantitative Analysis	4
PHY 212	University Physics II	4
PHIL 101	Intro to Logic	3
	Total	15

Semester 6

Courses		Credits
ENVS 313	Waste Management	3
ENVS 400	Natural Resource Conservation and Management	3
PHY 213	University Physics III	4
BIO 201	General Biology I	4
	International Core Option	3
	Total	17

Semester 7

Courses		Credits
ENVS 401	Ground Water	3
ENVS 413	Field Study	3
BIO 370	Ecology	3
HIST 101	World Civilization	3
	Elective	3
	Total	15

Semester 8

Courses		Credits
ENVS 404	Internship	3
ENVS 405	Pollution Control and Prevention	3
SSC 101	Culture, Society, and Social Change or	
SSC 305	Critical Issues in Society or	
PSYC 101	Intro to Psychology	3
	History Core Course	3
	Elective	3
	Total	15

Total Credits Required for the BS in Environmental Science **120**

THE COMPUTER SCIENCE PROGRAM **"Time, Effort, Integrity"**

The discipline of Computer Science requires a great deal of time and an honest effort on the part of those who study it! Our motto is: "Time, Effort, Integrity." Computer Science is concerned with computers, their organization, the theory which underlies their existence, and their application. The Computer Science Program at Medgar Evers College prepares students with the core theoretical and applied knowledge, incorporating national computer science curriculum standards required for a professional or research career in a dynamic and evolving discipline. The program follows the guidelines of the Association for Computing Machinery (ACM) and the Computer Society of The Institute of Electrical and Electronics Engineers (IEEE-CS) Joint Curriculum Task Force, and combines rigorous

academic study with the opportunity for a "hands-on/minds-on" experience.

Students enrolled in the Computer Science Program are provided with a strong mathematics, science, and core computer science background. In addition to an Advanced Computer Science concentration, the BS Degree Program in Computer Science offers concentrations in the areas of Telecommunications, and Computational Science. An important component of the Computer Science Program is the requirement for student internships and/or undergraduate research to develop the skills and expertise needed for success in industry and graduate school. The AS Degree in Computer Science is awarded to students who successfully complete the first two years of the BS Degree requirements in Computer Science Assistant Professor William C. Harris is Coordinator of the Computer Science Program.

Computing Facilities

The Medgar Evers College Research and Computing Facility, used by students and faculty, consists of several advanced microcomputer labs utilizing Microsoft Windows 2000, Windows XP, UNIX, Macintosh based machines, and the campus Local Area Network. The LAN provides campus computers with high-speed communications and a gateway to other CUNY computer resources and the Internet. There are twenty-one (21) computer labs supporting over 400 machines with support for various academic applications. Selected labs contain computerized projection-based systems for instructor-led courses.

The advanced computing lab, in the Department of Physical, Environmental and Computer Sciences, serves as an instruction and problem-solving lab for Linux systems research, education and practice. The graphics workstations in this lab enable faculty and students to use advanced data visualization techniques, including Computer-Aided Design (CAD) software, Image Definition Language (IDL), Advanced Visualization System (AVS), MATLAB, and IRAF. Additionally, the Medgar Evers College Computing Center interfaces with the City University Computing Center, one of the nation's most powerful university computer installations.

The Computer Science Minor

Students from other disciplines may minor in computer science. A minor in computer science consists of twelve (12) credits including CS 151, CS 244, CS 260, CS 381, and a three (3) credit computer science elective, which must be at the 300 level, or selected from a course requiring data structures as its prerequisite. All 12 credits must have a grade of 'C' or better. Courses that substantially duplicate material covered in other courses for which credit has been granted are not acceptable.

Note: CS 100 may not be applied toward the BS or AS Computer Science degrees, or the CS minor.

All 16 credits must have a grade of "C" or better.

Bachelor of Science in Computer Science

The satisfactory completion of one hundred twenty (120) credits of prescribed courses is required for the BS Degree in Computer Science. The work comprises thirty-one (31) credits of College Core requirements, seventy (70) credits of Departmental requirements:

- Forty-three (43) credits of Computer Science
 - including 6 credits of Internship/Research
- Twenty-seven (27) credits of Mathematics (Calculus) and Science
- Twelve (12) credit Computer Science concentration in:
 - Software
 - Telecommunications, or
 - Computational Science
- Seven (7) credits of Open Electives

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

College Core Requirements

Courses		Credits
ART 100	Intro to World Art or	
MUS 100	Intro to World Music	2
ENGL 112	College Composition I	3
ENGL 150	College Composition II	3
ENGL 211	Intro to Literature	3
ENGL 212	World Literature: The Evolving Canon	3
FS 101	Freshman Seminar I	1
FS 102	Freshman Seminar II	1
HIST 101	World Civilization I or	
HIST 102	World Civilization II	3
HIST	History Elective	3
Select One:		
HIST: 200, 201, 230, 231, 242		
Social Science / Philosophy		
CORE Course		3
Select One:		
PHIL 101, PSYC 101SSC 101, SSC 305		
SPCH 102	Fundamentals of Speech	3
	Total	28

Computer Science Requirements

Courses		Credits
CS 151	Intro to Computing	3
CS 241	Discrete Structures	3
CS 244	Object-Oriented Programming and Design0	3
CS 246	Data Structures	3
CS 252	Assembly Language and Architecture	3
CS 260	Digital Systems	4
CS 280	Artificial Intelligence	3

CS 300	Theoretical Computer Science	3
CS 325	Computer Architecture	3
CS 345	Scientific Programming I-Data Analysis	3
CS 315	Operating Systems	3
CS 401	Computer Science Internship/ Research I	3
CS 381	Database Systems	3
CS 402	Computer Science Internship/ Research II	3
	Total	43

Internship/Research Requirements6

Mathematics and Science Requirements

Courses		Credits
MTH 202	Calculus I	4
MTH 203	Calculus II	4
MTH 237	Probability and Statistics	3
PHY 211	University Physics I	4
PHY 213	University Physics III	4
PHY 309	Electronics or	4
PHY 212	University Physics II	4
BIO 201	General Biology I	4
	Total	27

Computer Science Concentration/Electives (Select One Area)

Software, Telecommunications, or Computational Science	12
Open Electives	7

Computer Science Areas of Concentration and Electives

Courses		Credits
CS 265	UNIX Systems Programming	3
CS 278	Robot Programming	3
CS 301	Software Development (Java Implementation)	3
CS/TLC305	Data Communications and Web Technologies	3
CS/TLC307	Local and Wide Area Networks	3
CS/TLC309	Network Programming	3
CS 310	Special Topics in Computer Science	3
CS 312	Analysis of Algorithms	3
CS 319	Geographical Information Systems	3
CS 321	Remote Sensing	3
CS 350	Programming Language Paradigms	3
CS 360	Software Engineering	3
CS 392	Advanced Topics in Computer Science	3

Telecommunications Concentration and Electives

Courses		Credits
TLC/PHS221	Telecommunications Systems	3
CS 301	Software Development (Java)	

CS/TLC305	Implementation)	3	FS 101	Freshman Seminar I	1
	Data Communications and			Total	16
	Web Technologies	3			
CS/TLC307	Local and Wide Area Networks	3			
CS/TLC309	Network Programming	3			
PHY 351	Intermediate Electromagnetic Theory	3			
TLC 311	Signaling and Transmission Theory	3			
TLC 317	Digital Communications Systems	3			
TLC 340	Network and Systems Evaluation	3			
TLC 371	Network Design	3			
TLC 421	Special Topics in Telecommunications	3			

** Computational Science, Concentration, and Electives

Courses		Credits
CS 319	Geographical Information Systems	3
CS 321	Remote Sensing	3
CS 390	Scientific Programming II - Models and Simulations	3

Additional Computational Science elective courses must be chosen from advanced courses in the following areas:

1. Biology
2. Chemistry
3. Earth Systems
4. Environmental Science
5. Mathematics
5. Physics

Within these fields, the following courses are not acceptable:

1. Courses at the 100 Level.
2. Courses that have no pre-requisites.
3. Courses that substantially duplicate material covered in other courses for which credit has been granted.

** Students who choose the Computational Science Concentration are required to consult with a Computer Science Program Advisor when designing their concentration, and choosing computational science electives.

Recommended Sequence for the BS degree in Computer Science

FIRST YEAR

First Semester

Courses		Credits
CS 151	Intro to Computing	3
MTH 202	Calculus I	4
ENGL 101	Freshman English	
	or	
ENGL 112	College Composition I	3
SPCH 102	Fundamentals of Speech	3
ART 100	Intro to World Art	
	or	
MUS 100	Intro to World Music	2

Second Semester

Courses		Credits
CS 241	Discrete Structures	3
CS 244	Object-Oriented Programming and Design	3
MTH 203	Calculus II	4
ENGL 150	College Composition II	3
	Social Science/Philosophy	
	CORE Course	3

Select One:

PHIL 101, PSYC 101, SSC 101, SSC 305

FS 102	Freshman Seminar II	1
	Total	17

SECOND YEAR

Third Semester

Courses		Credits
CS 246	Data Structures	3
CS 252	Assembly Language and Architecture	3
*MTH 237	Probability and Statistics	3
ENGL 211	Intro to Literature	3
HIST 101	World Civilization I	3
	or	
HIST 102	World Civilization II	3
	Total	15

Fourth Semester

Courses		Credits
CS 260	Digital Systems	4
CS 280	Artificial Intelligence	3
CS CS	Concentration/Elective	3
PHY 211	University Physics I	4
HIST	History Elective	3

Select One:

HIST: 200, 201, 230, 231, 242

Total	17

* **Note:** The AS Degree in Computer Science is awarded to students who complete the first two years of the BS degree requirements outlined above.

MTH 237 is not a requirement for this AS Degree.

THIRD YEAR

Fifth Semester

Courses		Credits
CS 300	Theoretical Computer Science	3
CS 325	Computer Architecture	3
CS 345	Scientific Programming I-Data Analysis	3
PHY 213	University Physics III	4
ENGL 212	World Literature: The Evolving Canon	3
	Total	16

Sixth Semester				ART 100	Intro to World Art	
Courses			Credits		or	
CS	315	Operating Systems	3	MUS 100	Intro to World Music	2
CS		Concentration/Elective	3	ENGL 112	College Composition I	3
BIO	201	General Biology I	4	ENGL 150	College Composition II	3
PHY	309	Electronics		ENGL 211	Intro to Literature	3
		or		FS 101	Freshman Seminar I	1
PHY	212	University Physics II	4	FS 102	Freshman Seminar II	1
		Total	14	HIST 101	World Civilization I	
					or	
				HIST 102	World Civilization II	3
				HIST	History Elective	3
FOURTH YEAR				Select One:		
Seventh Semester				HIST: 200, 201, 230, 231, 242		
Courses			Credits	Social Science/Philosophy		
CS	401	Computer Science Internship/ Research I	3	CORE Course		
CS	381	Database Systems	3	Select One:		
CS		CS Concentration/Elective	3	PHIL 101, PSYC 101, SSC 101, SSC 305		
Open Elective			3	SPCH 102	Fundamentals of Speech	3
		Total	12		Total	25
Eighth Semester				Computer Science Requirements		
Courses			Credits	Courses		Credits
CS	402	Computer Science Internship/ Research II	3	CS 151	Intro to Computing	3
CS		CS Concentration/Elective	3	CS 241	Discrete Structures	3
Open Elective			4	CS 244	Object-Oriented Programming and Design	3
International Option			3	CS 246	Data Structures	3
		Total	13	CS 252	Assembly Language and Architecture	3
Total Credits Required for the BS Degree in Computer Science			120	CS 260	Digital Systems	4
				CS 280	Artificial Intelligence	3
					Total	22
Associate of Science in Computer Science				Mathematics and Science Requirements		
This Associate Degree Program is designed to encourage AS Degree graduates to enter into our BS Degree Program in Computer Science, and related programs in Computer Engineering, Telecommunications, or Applied Sciences. The program integrates seamlessly with our BS Degree Program in Computer Science and serves as its foundation. The AS Degree in Computer Science is awarded to students who successfully complete the first two years sixty (60) credits of the BS Degree requirements in Computer Science. These requirements include:				Courses		Credits
				MTH 202	Calculus I	4
				MTH 203	Calculus II	4
				PHY 211	University Physics I	4
				Total	12	
Courses			Credits	Computer Science Concentration/Elective		1
College Core			25	The (one) 1-credit computer science elective may be		
Computer Science			22	satisfied by completing either: a 300-level computer		
Mathematics			8	science course, a course requiring data structures as its pre-		
Science			4	requisite, or by completing a course chosen from one th		
Computer Science Concentration/Elective			1	following areas:		
		Total	60	1.	Biology	
				2.	Chemistry	
				3.	Earth Systems	
				4.	Environmental Science	
				5.	Mathematics	
				5.	Physics	
ASSOCIATE OF SCIENCE IN COMPUTER SCIENCE				Within these fields, the following courses are not accept-		
College Core Requirements			Credits	able:		
Courses				1.	Courses at the 100 Level.	
			2.	Courses that have no pre-requisites.		

3. Courses that substantially duplicate material covered in other courses for which credit has been granted.

Recommended Sequence for the ASSOCIATES OF SCIENCE degree in Computer Science

FIRST YEAR

First Semester

Courses		Credits
CS 151	Intro to Computing	3
MTH 202	Calculus I	4
ENGL 101	Freshman English	
	or	
ENGL 112	College Composition I	3
SPCH 102	Fundamentals of Speech	3
ART 100	Intro to World Art	
	or	
MUS 100	Intro to World Music	2
FS 101	Freshman Seminar I	1
	Total	16

Second Semester

Courses		Credits
CS 241	Discrete Structures	3
CS 244	Object-Oriented Programming and Design	3
MTH 203	Calculus II	4
ENGL 150	College Composition II	3
	Social Science/Philosophy CORE Course	3
	Select One:	
	PHIL 101, PSYC 101, SSC 101, SSC 305	
FS 102	Freshman Seminar II	1
	Total	17

SECOND YEAR

Third Semester

Courses		Credits
CS 246	Data Structures	3
CS 252	Assembly Language and Architecture	3
ENGL 211	Intro to Literature	3
HIST 101	World Civilization I	
	or	
HIST 102	World Civilization II	3
	Total	12

Fourth Semester

Courses		Credits
CS 260	Digital Systems	4
CS 280	Artificial Intelligence	3
CS	Concentration/Elective	1
PHY 211	University Physics	4
HIST	History Elective	3
	Select One:	
	HIST: 200, 201, 230, 231, 242	
	Total	15

Total Credits Required for the AS Degree in Computer Science

60

Computer Science Areas of Concentration

1. General Computer Science
2. Telecommunications
3. Computational Science

Students should consult with an Academic Advisor in the PECS Department when choosing their twelve (12) credits of computer science electives. Courses may be chosen from upper-level Computer Science, Telecommunications, and Computational Science courses listed below:

COMPUTER SCIENCE CONCENTRATION/ ELECTIVES

Courses		Credits
CS 265	UNIX Systems Programming	3
CS 278	Robot Programming	3
CS 301	Software Development (Java Implementation)	3
CS/TLC305	Data Communications and Web Technologies	3
CS/TLC307	Local and Wide Area Networks	3
CS/TLC309	Network Programming	3
CS 310	Special Topics in Computer Science	3
CS 312	Analysis of Algorithms	3
CS 319	Geographical Information Systems	3
CS 321	Remote Sensing	3
CS 350	Programming Language Paradigms	3
CS 360	Software Engineering	3
CS 392	Advanced Topics in Computer Science	3



TELECOMMUNICATIONS CONCENTRATION/ELECTIVES

Courses		Credits
TLC/PHS221	Telecommunications Systems	3
CS 301	Software Development (Java Implementation)	3
CS/TLC305	Data Communications and Web Technologies	3
CS/TLC307	Local and Wide Area Networks	3
CS/TLC309	Network Programming	3
PHY 351	Intermediate Electromagnetic Theory	3
TLC 311	Signaling and Transmission Theory	3
TLC 317	Digital Communications Systems	3
TLC 340	Network and Systems Evaluation	3
TLC 371	Network Design	3
TLC 421	Special Topics in Telecommunications	3

**** Computational Science /Concentration/Electives**

Courses		Credits
CS 319	Geographical Information Systems	3
CS 321	Remote Sensing	3
CS 390	Scientific Programming II - Models and Simulations	3

Additional Computational Science elective courses must be chosen from advanced courses in the following areas:

1. Biology
2. Chemistry
3. Earth Systems
4. Environmental Science
5. Mathematics
5. Physics

Within these fields, the following courses are not acceptable:

1. Courses at the 100 Level.
2. Courses that have no pre-requisites.
3. Courses that substantially duplicate material covered in other courses for which credit has been granted.

**** Students who choose the Computational Science Concentration are required to consult with a Computer Science Program Advisor when designing their concentration, and choosing computational science electives.**

COURSE DESCRIPTIONS**ASTRONOMY****AST 103 Astronomy**

3 credits; 3 class hours; 1 lab hour

This course is an introductory study of the structure of the universe from the Earth to the limit of the observable universe. Topics include stellar structure and evolution, the solar system, the Milky Way, galactic structure, and theories of the universe. Recent topics such as extraterrestrial life, neutron stars and pulsars, black holes, quasars, and

background radiation are also discussed. *Pre-requisites: Math and Language Basic Skills*

AST 215 Space Science I

4 credits; 3 class hours; 3 lab hours

This course covers the fundamental concepts in Space Science. Topics include: Newton's laws of motion and universal law of gravity, vector algebra; the solar system, celestial mechanics, comparative planetology: Earth-moon system, Terrestrial planets, Jovian planets, atmospheres and geology, small bodies, exploration and water-life, electromagnetic radiation and atomic structure, telescopes and detectors; the Sun: structure, solar magnetism and energy transformations: Earth-Sun connection and geo-space. Part of course may be held at the Hayden Planetarium of the American Museum of Natural History or the NASA Goddard Institute for Space Science. *Co-requisite: MTH 202 Calculus*

AST 216 Space Science II

3 credits; 3 class hours; 3 lab hours

This course covers the fundamental concepts in Space Science. Topics include: Multiple wavelength astronomy: radio, infrared, optical, UV, x-ray and gamma ray; stars: energy transport, magnitude and distance modulus; variable and binary stars, Hertzsprung-Russell diagram; interstellar medium, stellar structure and evolution; Milky Way galaxy: stellar distribution and population; galactic structure and evolution: active galaxies and quasars; Hubble's law; large scale structure of the universe: galaxy clusters and cosmology. Part of the course may be held at the Hayden Planetarium of the American Museum of Natural History or the NASA Goddard Institute for Space Science. *Pre-requisite: AST 215 Space Science I or MTH 202 Calculus I.*

CHEMISTRY**CHM 105 Chemistry for Health Professionals I**

4 credits; 3 class hours; 3 lab hours

An introductory course for the health professional student covering the fundamentals of general and organic chemistry with applications in biological sciences. Topics include the structure, properties, and states of matter, chemistry bonding and reactions, chemistry of solutions, and the chemistry of major groups of organic compounds. This is not the pre-requisite (s) for organic chemistry. *Pre-requisites: Pass all Basic Skills*

CHM 106 Chemistry for Health Professionals II

4 credits; 3 class hours; 3 lab hours

An introductory course designed to develop fundamentals of biochemistry with application in the life sciences. Topics include the biochemistry of the cell, chemistry of carbohydrates, proteins, lipids, and nucleic acids, principles of metabolism, regulation and control, genetics, and biochemistry of drugs.

Pre-requisite: CHM 105

CHM 112 Basic Chemistry

3 credits; 4 class hours

An introductory course designed for students who plan further study in chemistry. The course presents those areas of chemistry which are essential and which students find most difficult in general college chemistry. These include the mole concept, nomenclature, stoichiometric calculations, gas laws, and solution concentration calculations.

Co-requisite: MTH 130

CHM 201 General Chemistry I

4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours

An introduction to the basic principles and theories of chemistry including atomic theory, laws of chemical combination, periodic classification of the elements, states of matter, and kinetic molecular theory. The aim of classroom and laboratory work is to prepare the student for advanced study in chemistry.

Pre-requisite: CHM 112 or permission of chairperson

Co-requisite: MTH 151

CHM 202 General Chemistry II

4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours

A continuation of CHM 201. Topics include the study of liquids, solids and solutions, chemical kinetics, equilibrium, acids and bases, thermodynamics and electrochemistry.

Pre-requisite: CHM 201

CHM 303 Organic Chemistry I

4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours

The structure, preparation and properties of organic compounds with emphasis on reactivity, reaction mechanisms, stereochemistry and synthesis. Laboratory studies include modern experimental and research techniques for preparing, purifying and identifying organic compounds, and the use of polarimeter, infra-red and ultraviolet spectrometers, NMR, and chromatography.

Pre-requisite: CHM 202

Co-requisite: MTH 203

CHM 304 Organic Chemistry II

4 credits; 3 class hours; 3 lab hours; 1.5 workshop hours

The structure, preparation and properties of organic compounds with emphasis on reactivity, reaction mechanisms, stereochemistry and synthesis. Laboratory studies include modern experimental and research techniques for preparing, purifying and identifying organic compounds, and the use of polarimeter, infra-red and ultraviolet spectrometers, NMR, and chromatography.

Pre-requisite: CHM 303

Co-requisite: CHMW 304

CHM 311 Quantitative Analysis

4 credits; 2 class hours; 6 lab hours

Basic methods in quantitative analysis; theory and techniques of calorimetric, volumetric, and gravimetric determinations. Instrumental analysis using spectrophotometers,

gas chromatograph, and NMR.

Pre-requisite: CHM 202

CHM 321 Physical Chemistry I

3 credits; 3 class hours; 1 recitation hour

This course in physical chemistry provides a theoretical understanding of chemical phenomena. Topics include the laws of thermodynamics, the kinetic theory of gases, statistical mechanics, chemical equilibrium, phase equilibrium, electrochemistry, and quantum mechanics.

Pre-requisites: CHM 202, PHY 212 and PHY 213

Co-requisite: MTH 204

CHM 322 Physical Chemistry II

3 credits; 3 class hours; 1 recitation hour

This course is a continuation of Physical Chemistry I. Topics include reaction kinetics, photochemistry, macromolecules, molecular electronic structure, symmetry, spectroscopy, solid state chemistry and surface dynamics.

Pre-requisite: CHM 321

CHM 341 Biochemistry

4 credits; 3 class hours; 3 lab hours

This course concerning the chemical characteristics of living matter. Topics include general concepts of the cell, biomolecules, carbohydrates, amino acids, peptides, protein structure and function, lipids, enzymes, citric acid cycle and nucleic acids. Laboratory studies include modern experimental and research techniques in Biochemistry.

Pre-requisite: CHM 304

CHM 104 Chemistry and Our World

4 credits; 3 class hours; 1 lab hours

This is an introductory chemistry course intended for non-science majors. It will introduce students to the basic concepts of chemistry with an emphasis on the role the subject plays in the world around us and in the service of man.

Pre-requisite: Completion of all remedial math courses

CHM 351 Environmental Organic Chemistry

4 credits; 6 class hours

This course is designed to provide some understanding of how molecular interactions and macroscopic transport phenomena determine the distribution in space and time of organic compounds released into the natural environment. Students will be trained on the technique of using chemical structure to deduce physical properties and reactivities. Students will eventually be able to construct mathematics models to evaluate the fates of organic compounds in the environment.

Pre-requisite: Organic Chemistry I (CHM 303)

CHM 405 Advanced Organic Chemistry

4 credits; 6 class hours

The well-motivated organic chemistry student is in desperate need of a course that may serve as a transition

between undergraduate and graduate organic chemistry. Such a course must be designed to take full advantage of the spirit, energy and enthusiasm that descends upon these students as they near completion of the second half of their undergraduate organic chemistry. This course has a research component.

Pre-requisite: Organic Chemistry II (CHM 304)

CHM 421 Inorganic Chemistry

5 credits; 3 class hours; 6 lab hours

This is the first of three courses in modern inorganic chemistry. It serves to introduce the challenged student to an ever expanding and important field of chemistry. This new course will involve a detailed discussion of the chemistry of selected 'Main Group' elements, covering the reactions of the elements and their compounds, as well as structure and bonding. Students who register for the course must also register for the laboratory part of the course.

Pre-requisite: CHM 303 Organic Chemistry I

CHM 422 Inorganic Chemistry II

5 credits; 3 class hours; 6 lab hours

This is the second of three courses in modern inorganic chemistry. It serves to expose the students to one of the most exciting fields of chemistry. This new course will entail a study of the systematic chemistry of the first transition series (3d) elements, covering the reactions of the elements and their compounds, as well as structure and bonding, electronic spectra, and magnetic properties. Students who register for the course must also register for the laboratory part of the course.

Pre-requisite: Inorganic Chemistry

CHM 523 Inorganic Chemistry III (Organometallic Chemistry)

4 credits; 3 class hours; 3 lab hours

This is the third and last of three courses in modern inorganic chemistry. It serves to expose the students to a branch of chemistry which bridges the traditional fields organic and inorganic chemistry. This new course will entail a study of the organometallic chemistry of the first transition series (3d) elements, covering the synthesis, reactions and bonding of selected compounds. Industrially important reactions involving organometallic compounds will be dealt with in detail.

Pre-requisite: Inorganic Chemistry II

CHM 561 Spectrometric Identification of Organic Compounds

4 credits; 4 class hours; 3 lab hours

This course is designed to teach the Organic Chemistry student how to identify organic compounds from the complementary information afforded by mass spectra, infrared spectra (I.R.), nuclear magnetic resonance (nmr)

spectra and ultraviolet (U.V.) spectra. The modern undergraduate chemistry student requires a somewhat modest level of expertise and sophistication in each of these four levels of spectrometry. This course would further prepare students for the techniques and methodologies they would encounter in graduate programs.

Pre-requisite: CHM 304 Organic Chemistry II

COMPUTER SCIENCE

CS 100 Internet and Web Technologies

3 credits; 3 class hours

This course provides students with practical knowledge about computer hardware and software, and a basic understanding of the underlying telecommunications technology of the Internet. Students learn to navigate and search the Internet, while exploring numerous research-related web sites using E-mail, FTP, WAIS and Telnet services. After exploring and using HTML to create Web pages, JavaScript is introduced and used for developing client-side applications for Web browsers. These markup and script languages are used to introduce computer programming fundamentals. Students produce a publishable home page or other Web document as their final course project.

Co-requisite: MTH 138 or Higher

CS 151 Introduction to Computing

3 credits; 3 class hours; 1 lab hour

This course introduces the fundamental concepts of the discipline of computing, emphasizing elementary facts concerning computer architecture, programming languages, software methodology, and algorithms. Students learn how to solve problems using an appropriate block-structure high-level programming language. Programming topics include: basic data structures, control structures, data and procedure abstractions, functions and function parameters, recursion, pointers, classes and file processing.

Co-requisite: MTH 151 Pre-Calculus

CS 241 Discrete Structures

3 credits; 3 class hours; 1 lab hour

The objective of this course is to introduce the elements of discrete mathematics systems pertinent to the field of computer science. Through computer programming examples, exercises and case studies, students are taught the following mathematical concepts: sets and binary relations, functions, first-order logic, proof techniques, algebraic systems, graph theory, vectors and matrices, elementary probability theory, combinatorial computing and counting arguments. Definitions and analysis of algorithms are also introduced.

Pre-requisite: CS 151

CS 244 Object Oriented Programming and Design

3 credits; 3 class hours; 1 lab hour

This course presents an object-oriented approach to software development used in large-scale programming projects. A software engineering methodology, such as the Unified Modeling Language (UML), will be used for object, dynamic, and functional modeling. Students learn how to implement a system using an appropriate object-oriented programming language. Programming topics include: Classes and data abstraction, operator overloading, inheritance, virtual functions and polymorphisms, templates, exception handling, and class libraries including GUI applications.

Pre-requisite: CS 151

CS 246 Data Structures and Algorithms

3 credits; 3 class hours; 1 lab hour

This course introduces the different ways that data is organized and stored in computer memory and the relevant procedures used in the manipulation of that data. The idea of abstract data types (ADTs) is first introduced, and then reinforced through the characterization of fundamental data structures in the discipline - stacks, queues, and trees. Other topics are recursive algorithms, dynamic storage, and complexity. Algorithms for searching and sorting are also implemented.

Pre-requisite: CS 241 and CS 244

CS 252 Assembly Language and Architecture

3 credits; 3 class hours; 1 lab hour

In assembly language and architecture, students are exposed to the register level architecture of a modern processor and gain experience programming in the assembly language for that processor. ALU, memories, and interfaces are covered. Emphasis is placed on machine language, instruction formats and executions, addressing and indexing, computation and control instructions, and digital representation of data. Program segmentation, linkage, subroutine calling conventions, and floating-point operations are also discussed.

Pre-requisites: CS 244 *Object Oriented Programming and Design*

CS 260 Digital Systems

4 credits; 3 class hours; 3 lab hours

This course presents the theoretical principles and mathematical techniques involved in the hardware design of digital systems. Topics include: number systems and codes, Boolean algebra, Boolean functions, canonical forms, logic gate realization, universal gates, combinational and sequential circuits, and minimization of functions using Karnaugh maps, the Quine-McCluskey method and basic computer organization. Interactive circuit design software is used for laboratory experiments.

Pre-requisite: CS 252

CS 265 UNIX Systems Programming

3 credits; 3 class hours; 1 lab hour

This course provides an in-depth study in the programming of UNIX systems. Topics include: UNIX commands, the UNIX File System and its related structures, Editors, the UNIX Command Interpreter, System Administration, Shell Programming, UNIX Applications Operating Environments, communicating and networking through UNIX.

Pre-requisite: CS 244

CS 278 Robot Programming

3 credits; 3 class hours; 1 lab hour

This course provides a hands-on introduction to programming machines that interact with the real world using sensors, actuators, and limited computational resources. Physical robots are programmed to demonstrate "artificially intelligent" behavior by using sensors to watch for and react to changes in the physical world. A Survey of salient characteristics, including definition and structure, and specification of syntax and semantics, for graphical, text-based, object-oriented, and query robot programming languages is covered. Web-based distance-learning tools are used to introduce robot fundamentals and verify programs.

Pre-requisite: CS 246

CS 280 Artificial Intelligence

3 credits; 3 class hours; 1 lab hour

This course examines the ideas and techniques underlying the design of intelligent computer systems. Topics include knowledge representation, heuristic versus algorithmic search methods, problem solving, game playing, logical inference, planning, reasoning under uncertainty, expert systems, learning, perception, natural language understanding, and intelligent agents. A functional programming language appropriate to Artificial Intelligence will be introduced.

Pre-requisites: CS 246 *Data Structures and Algorithms*

CS 300 Theoretical Computer Science

3 credits; 3 class hours; 1 lab hour

This course focuses on fundamental issues of Computer Science Theory, Automata and Formal Language Theory, and the Theory of Computational Complexity. Topics include formal languages, finite state automata, pushdown automata, Turing machines and the languages they recognize. This course also examines computability by recursive functions, Church's Thesis, undecidability, the classes P and NP, NP-complete problems and intractable problems.

Pre-requisite: CS 246 *Data Structures and Algorithms* and MTH 202 *Calculus I*

CS 301 Software Development

3 credits; 2 class hours; 2 lab hours

This course provides an implementation-oriented introduction to the software-development techniques used to cre-

ate medium-scale interactive applications. The capabilities of the Java programming language and its runtime environment are covered. Topics include:

1. Navigating the Java Class Libraries
2. Imperative and Object-oriented Programming
3. Exception Handling
4. Event Handling
5. Concurrency
6. Multithreading
7. Collections
8. Graphics
9. GUI programming and frame layout
10. Applets
11. Input/output and Networking with Java

Pre-requisite: CS 246

CS 305/TLC305 Data Communications and Web Technologies

3 credits; 4 class hours

This course is designed to provide the students with a fundamental technical and practical background in data communications with the context of network technologies. Topics include fundamental concepts of data communications; data transfer modes; the OSI model; transmission mediums and the physical layers; modems and modem standards; local area networks (LANs) and wide area networks (WANs); communications standards including communications codes, application support protocols, and network architecture; and intranet/Internet routers.

Pre-requisites: CS 246 and TLC 221

CS 307/TLC 307 Local and Wide Area Networks

3 credits; 2 class hours; 2 lab hours

This course covers computer network analysis and design and its applications. A variety of network topologies for centralized, decentralized and distributed networks will be discussed. Topics include LAN fundamentals, evaluating LAN cabling systems, switching techniques, routing algorithms, flow control, survey and comparison of existing commercial Local Area Networks. Students will learn to configure, install, operate, troubleshoot and administer networks.

Co-requisite: CS 305 and TLC 305

CS 309/TLC 309 Network Programming

3 credits; 2 class hours; 2 lab hours

This course focuses on interconnecting Local Area Networks (LAN) into larger private and public networks including Enterprise and Wide Area Networks (WAN). Topics include network programming with Sockets, TCP/IP protocol stack, server side/client side applications programming. Students will have the opportunity to take Microsoft, Novell and Netscape examinations towards \certification as Web Masters.

Pre-requisites: CS 305 and TLC 305

CS 310 Special Topics in Computer Science

3 credits 3 class hours

Courses on contemporary topics in computer science to be offered according to the latest developments in the field and the needs of the students. Students are taught the underlying principles of analysis, design, and implementation issues involved in computing. Several examples and applications are used to illustrate the theory and concepts covered. A detailed description for each special topic offering may be obtained in the Department office prior to registration. Students are also required to submit a research paper on an approved topic.

Pre-requisites: CS 246 and Permission of the Chairperson or Coordinator of Computer Science.

CS 312 Analysis of Algorithms

3 credits; 4 class hours

This course covers measuring algorithmic complexity (O-Notation); searching and sorting algorithms and their complexity; tree and graph algorithms and their complexity; classes of algorithms, such as divide-and-conquer, backtracking, greedy, probabilistic, etc. Computational complexity; the classes P and NP.

Pre-requisites: CS 246 Data Structures and Algorithms

CS 315 Operating Systems

3 credits; 3 class hours; 1 lab hour

This course is an introduction to operating systems. Topics include task management and scheduling, process and data management, resource allocation, interrupts, time sharing, concurrent processing, linear and tree-structured address space, resource allocation for multiprogramming, and queuing and network control policies. This course includes several detailed case studies that covers today's most widely used single-user, multi-user, and network operating systems.

Pre-requisite: CS 246 Data Structures and Algorithms

CS 319/ENVS 319 Geographical Information Systems

3 credits; 3 class hours; 1 lab hour

This course examines the automated systems for the capture, storage, retrieval, analysis and display of spatial data. Topics include automated geography, spatial analysis, map as model, GIS data structures, GIS data input, storage and editing, classification, statistical surfaces, spatial arrangements, cartographic modeling, output from analysis, and GIS design and implementation.

Pre-requisite: CS 151

CS 321 Remote Sensing: Computer Methods for Satellite Data Analysis

3 credits; 2 class hours; 2 lab hours

This course emphasizes the scientific principles of satellite data analysis and efficiency of computer methods for carrying out this analysis and convert raw data into meaningful physical quantities. Topics include: concepts and systems, electromagnetic energy, photographs from

aircraft and satellite, remote sensing in the visible and IR spectrum, active and passive remote sensing, thermal IR images, Earth resources, image processing and interpretation, meteorological, oceanographical and environmental applications, and monitoring natural hazards, geographic information system and overview of scatterometry.

Course includes Hands-on demonstrations and data analysis of satellite data.

Pre-requisite: CS 151

CS 325 Computer Architecture

3 credits; 3 lecture hours; 1 lab hour

Topics include instruction formats and addressing schemes, arithmetic and logic unit design, control unit design, main memory technology, virtual, high speed, associate and read only memories, programmable logic arrays, computer organization including stack, parallel and pipeline, and system structures: time sharing, multiprocessing and networking.

Pre-requisite: CS 260 Digital Systems

CS 345 Scientific Programming I: Data Analysis

3 credits; 4 class hours

This course is an introduction to numerical algorithms for scientific computation. It covers basic concepts of numerical error, interpolation, quadrature, vectors and matrices, solution of linear systems of equations, non-linear equations. Computer implementation aspects are also investigated. Student programming applications will involve real-world datasets from NASA missions, EPA and NOAA using C++ and Java.

Pre-requisite: CS 246

CS 350 Programming Language Paradigms

3 credits; 3 class hours; 1 lab hour

This course provides an overview of the key paradigms used in modern programming languages and illustrates those paradigms with several programming languages. It also provides sufficient formal theory to demonstrate the role of programming language design in the context of the general computer science research agenda.

Pre-requisite: CS 246 Data Structures and Algorithms

CS 360 Software Engineering

3 credits; 3 class hours; 1 lab hour

This course introduces students to the phases, methodologies and tools involved in the software production process. Topics include the software life cycle, specifications and design, quality assurance and testing, maintenance as well as related economic aspects in the production of software. Students are also introduced to design and documentation tools utilized by software engineers and issues related to portability and reusability. The course is also an introduction to technical writing.

Pre-requisite: CS 246

CS 381 Database Systems

3 credits; 3 class hours; 1 lab hour

This course provides the basis for a solid education in the fundamentals of database technology. Topics include Database Management, Database System Architecture, Relational Data Base Systems (Query Languages, Application Development Systems), Software Specific (Self Contained) and Hardware Specific (Data Base Machines). Data manipulation language studied include: SQL, relational calculus, Query-By-Example, and natural languages.

Pre-requisite: CS 246

CS 390 Scientific Programming II: Modeling and Simulation

3 credits; 4 class hours

Simulation of dynamic, physical systems using models involving numerical and logical processes. Modeling concepts, description in terms of entities, attributes, and activities, time flow mechanisms, queues, event-oriented vs. particle-oriented models. Collection and evaluation of statistics. Simulation languages. Computer projects using a general-purpose language (e.g. C++) and at least one simulation language (e.g. GPSS) will be assigned.

Pre-requisite: CS 345

CS 392 Advanced Topics in Computer Science

3 credits; 4 class hours

This course investigates the latest developments in the fields of Computer Science, Space Science, Earth Science and/or Environmental Science. Students are taught the underlying principles, data acquisition and analysis. Several examples and applications are used to illustrate the theory and concepts covered. A detailed description for each special topics offering may be obtained in the Department office prior to registration. Students are required to submit a research paper on an approved topic.

Pre-requisite: CS 345

CS 401 Computer Science Internship/Research I

3 credits; 6 class hours (minimum)

Students are required to participate in an internship or complete a significant research project during their senior year. This research and internship experience must involve project management: planning, scheduling, and production of a computing system. In addition to these technical skills, student should also develop an understanding of the social, ethical and economic considerations of project management. Students are required to attend weekly seminars, write an in-depth report, and give an oral presentation.

Pre-requisites: Permission of chairperson

CS 402 Computer Science Internship/Research II

3 credits; 6 class hours (minimum)

This course is a continuation of CS 401.

Pre-requisites: CS 401

ENVS 200 Environmental Health Issues

3 credits; 3 class hours

This course provides the basis for understanding the widespread health problems that are linked to environment and occupational concerns. Topics include the identity and sources of air and water pollutants, the spread of these pollutants, and the harmful effects of these pollutants. These responsibilities of those involved with public health and the measures private industry is taking in addressing environmental health concerns is discussed. Special emphasis is given to health problems facing urban communities.

Pre-Requisites: Completion of math and language basic skills.

ENVS 203 Environmental and Occupational Laws

3 credits; 3 class hours

This course introduces the wide range of local, state, regional, federal, and international laws and regulations pertaining to environmental and occupational concerns. How the various governmental agencies interface is discussed, as well as compliance, violations, and penalties. This course also focuses on the federal environmental justice initiative.

Pre-Requisites: Completion of Math and Language basic skills.

ENVS 301 Air, Water Pollution

3 credits; 3 class hours

This course will provide a detailed outline of the sources and types of air pollutants and the ways in which these pollutants are dispersed. The course will also outline the established national goals for air and water quality needed to protect public health and welfare. This course will also address the topic of indoor air quality. This course will provide a more detailed treatment on the Clean Air Act, as amended, and the Clean Water Act as amended, to which students were previously introduced in the course entitled Environmental and Occupational Laws and Regulations (ENVS 200).

Pre-Requisite: CHM 201

ENVS 302 Measurement and Instrumentation

4 credits; 2 class hours; 6 lab hours

This course includes numerous laboratory exercises that familiarize students with methods of air, water and soil monitoring to determine the concentration levels of air-borne, waterborne and soil contaminants. This course will stress the guidelines established by the New York City Department of Environmental Protection, the New York State Department of Environmental Protection, the Environmental Protection Agency and the National Institute for Occupational Safety and Health, for analyzing, documenting and reporting air and water pollutants. Instruments include HPLC, TOC, GC/MS, UV-vis-IR & AA spectrophotometry and FTIR.

Pre-Requisites: ENVS 301 and CHM 202

ENVS 313 Waste Management

3 credit; 3 class hours

The main objective of this course is to present a very

detailed account on collection, treatment, and disposal of solid waste, waste water, and hazardous waste. The course will also draw attention to the improved technology on which the waste generator must rely as land becomes more limited and regulations increase. The course touches upon the causes and effects of the three basic types of waste; solid waste, waste water and hazardous waste. The treatment and reuse of water is also addressed. In the United States, the management of hazardous waste is significantly regulated. This course addresses the subjects of direct hazardous waste treatment, categorical remedial action requirements, and low level radioactive waste handling.

Pre-Requisites: CHM 201 and ENVS 200

ENVS 400 Natural Resource, Conservation and Management

3 credits; 3 class hours

This course is designed to provide the interdisciplinary perspective that is required for devising solutions to today's many natural resource management problems. This course will outline the efforts of Americans and people worldwide to conserve natural resources. The course also touches on the many successes and failures of policies, laws, organizations, conservation, and protection of our natural resources.

Pre-Requisites: ENVS 200 and ENVS 203

ENVS 401 Ground Water

3 credits; 3 class hours

This course will outline the scientific foundations for the study of groundwater and the technical foundations for the development of groundwater resources. The course will also address the subject of groundwater contamination and the growth of groundwater technology.

Pre-Requisites: MTH 204 and PHY 212



ENVS 403 Field Study

3 credit; 3 class hours

In this course students will be required to plan, complete and report on actual environmental projects.

Environmental projects may be drawn from the following examples: the pollution beaches, parks and other recreational facilities in New York City and surrounding areas, illegal dump sites, the stock piles, and abandoned sites in New York City; the level of compliance of small businesses in central Brooklyn with federal, state, and local environmental and occupational laws; the effectiveness of New York City Department of Environmental Protection (DEP) in poor neighborhoods; pollution and contamination linked to businesses operation in central Brooklyn, and finally the compliance of area residents with new recycling laws. Students will be taught how to design and implement projects and how to prepare environmental reports. Three to four students will be assigned to each environmental project.

Pre-Requisites: ENVS 302 and ENVS 400

ENVS 404 Internship

3 credits; 3-6 class hours

For the final semester, students are required to work at least three hours per week with an environmental concern providing one of the following services: Air quality and Pollution Control, Energy Development, Conservation, and Recovery, Environmental and Ecology Studies, Environmental Impact Analyses, Facility Operation and Management, Hazardous and Toxic Waste Management, Industrial Waste Control and Treatment, Human Settlements and Environmental issues, Laboratory Services, Marine Waste Disposal and Nearshore Oceanography, Regional Water Pollution Control Planning, Sewage Treatment and Disposal, Sludge Handling and Disposal,



Solid Waste Management, Storm Drainage and Flood Control, Water Supply, Treatment and Distribution, and finally, Research.

Pre-Requisite: Approval by department.

ENVS 405 Pollution Control and Prevention

3 credits; 3 class hours

This course focuses on the rapidly developing new technology for the control of pollutants. It therefore provides very detailed discussion on such topics as source and emission controls. The course will draw attention to the following subjects: particulate and gas controls for stationary and mobile sources of air quality, and water treatment. The only effective way to prevent air pollution is to prevent the release of pollutants at the source. This course will outline modifications on combustion and the technology for the treatment of industrial exhaust gases before they are released into the atmosphere will also be addressed.

Pre-Requisites: ENVS 301 and ENVS 303

Physical Science

PHS 101 Introduction to Physical Sciences

3 credits; 3 class hours; 1 lab hour

This course is designed to study the basic laws that govern the universe and how these laws are revealed to us. The topics covered include motion, atoms energy, forces, the interaction of atoms, the physical properties of substances, and the study of objects in the universe. Laboratory exercises are an integral part. Lectures are supplemented by demonstrations and hands-on experiments. Visits to scientific museums and centers are required.

Pre-requisites: Completion Math and Language Basic Skills

PHS 201 Research Methods and Laboratory Instrumentation

2 credits; 3 class hours

This course is an introduction to the nature of scientific investigation and the skills needed to develop a research problem. Topics include the scientific process, research design, library and computer resources for literature review, analysis and presentation of data, use of computer for communications and data analysis, and the theory, design and operation of laboratory instrumentation.

Co-requisite: CS 241 or CHM 201 or PHY 211

PHS 203 Atmospheric Science (Meteorology)

3 credits; 4 class hours

This course is an introduction to the principles and phenomena of the atmosphere, weather and climate. Topics include clouds, sky color, greenhouse effect, precipitation, storms, hurricanes, storm tracks, climates and the Ice Ages, weather analysis and forecasting.

Pre-requisites: PHY 212 and CHM 201

PHS 221 Introduction to Telecommunications

3 credits; 3 class hours

This course is an introduction to the essentials of the transmission of information. Topics include historical

development, basics of data transmission, audio, structural and pictorial information; use of computers in transmission, coding and decoding; technical aspects of cable, telephone, radio, television, satellite and fiber optics, storage and retrieval of data; computer networks, synchronous and asynchronous transmission, modems and interfaces, analog and digital switching.

Pre-requisite: PHY 114 or CS 151

PHS 301 Special Topics in Climate and Planets

3 credits; 3 class hours

This course examines topics of current interest in the field of atmospheric science and planetary sciences, which are not covered in the regular curriculum. Topics vary from semester to semester, and reflect the interest of students and faculty. The course description may be obtained in the department office prior to registration. Issues examined may include storms and storm tracking, cloud structures, planetary atmospheres, meteorology, fluid dynamics and turbulence, atmospheric environmental changes.

Pre-requisites: PHY 212 and CHM 202

PHS 306 Hydrology

3 credits; 3 class hours; 1 lab hour

This course emphasizes the interaction of various processes in the hydrologic cycle. Topics include precipitation, stream flow, evaporation, run-off, the occurrence of ground water, concepts of ground water flow, equations for ground water flow and an introduction to modeling ground water systems.

Pre-requisite: PHY 212

PHS 331 Special Topics in Telecommunications

3 credits; 3 class hours

This course covers contemporary topics in telecommunications to be offered according to the interest of faculty members and students. The course description may be obtained in the Department office prior to registration. Independent study and seminars are required. Students are also required to submit a paper on an approved topic.

Pre-requisite: Permission of chairperson

PHY 351 Intermediate Electromagnetic Theory

3 credits; 3 class hours; 1 lab hour

This course is a comprehensive study of electromagnetism.

Topics include:

1. electric field and potential
2. Gauss's law
3. electrostatic potential energy
4. Laplace equation
5. boundary value methods
6. electric dipoles and multipoles
7. electric fields in matter
8. dielectric theory
9. magnetic fields and vector potentials
10. Ampere's law
11. Faraday's law

12. inductance
13. electric fields from time-varying magnetic fields
14. magnetic fields in matter
15. Maxwell equations
16. Poynting's theorem
17. wave equation for vector and scalar potentials
18. plane wave propagation
19. waveguides
20. radiation

Co-requisite: MTH 205

Pre-requisite: PHY 303

PHS 401/402/403 Independent Research I, II, III

3 credits each; 9 class hours each

Students are engaged in a minimum of nine (9) hours of conference and independent research per week. Library and computer or laboratory investigation of a problem in the Physical Sciences, Computer Science or Environmental Sciences, which is selected by the Department and pursued under the guidance of a faculty mentor in the Department. Students will present research (oral and/or poster presentations) at Department, CUNY-Wide or national seminars; in addition students will submit a written report of the research carried out. Only three of these credits may be applied to the Bachelors degree.

Pre-requisites: Completion of 48 Credits Towards degree, and Completion of Courses Appropriate to the Research Project as Determined by the faculty mentor and permission of chairperson

PHY 114 Basic Physics

3 credits; 3 class hours; 1 lab hour

This is a one semester survey course covering the fundamentals of Physics. Emphasis will be placed on the basic concepts and meaning of physical laws. Topics include force, vectors, velocity and acceleration, Newton's laws of motion, gravitation, work and energy, thermal energy, electrostatics, electric current, magnetism, atomic structure of matter, and wave phenomena.

Co-requisite: MTH 151

PHY 150 Physics for Health Professions

4 credits; 3 class hours; 3 lab hours

This is an introductory course for the health professions covering the fundamental principles of physics with applications to biological and physiological phenomena such as circulation, hearing, vision, bioelectricity, radiation and electronic instruments used in the medical field.

Pre-requisites: Math and Language Basic Skills

PHY 205 Introduction to Physics I

4 credits; 3 class hours; 3 lab hours

This is the introductory course in physics designed for students majoring in the biological sciences. The course includes the basic laws of mechanics, energy and momentum conservation, and thermal properties of matter.

Pre-requisites: MTH 151 and PHY 114

PHY 206 Introduction to Physics II

4 credits; 3 class hours; 3 lab hours

This is the continuation of the introductory course in physics designed for students majoring in the biological sciences. Topics include properties and propagation of sound, wave motion, light and fundamental concepts of electrical phenomena, electrostatics, electric circuits, electromagnetism, and a.c. circuits.

Pre-requisite: PHY 205

PHY 211 University Physics I

4 credits; 4 class hours; 3 lab hours; 1.5 workshop hours

This course is the first part of the four semester calculus physics sequence. Topics include vectors, kinematics and dynamics of particles, work, energy conservation, linear and angular momentum conservation, rotational kinematics and dynamics, harmonic motion and fluid statics and dynamics.

Pre-requisite: PHY 114

Co-requisite: MTH 202

PHY 212 University Physics II

4 credits; 4 class hours; 2 lab hours; 1.5 workshop hours

This course is the second part of the four semester calculus physics sequence. Topics include gravitation, special relativity, heat, laws of thermodynamics, kinetic theory, entropy, plane and spherical waves, sound, geometric optics, light, interference, diffraction and polarization.

Pre-requisite: PHY 211

Co-requisite: MTH 203

PHY 213 University Physics III

4 credits; 4 class hours; 2 lab hours; 1.5 workshop hours

This course is the third part of the four semester calculus physics sequence. Topics include electrostatics, electric potential and fields, Gauss's law, dielectrics, current, moving charge, magnetic fields, circuits, fields in matter, Maxwell's equations, electromagnetic waves and spectrum.

Pre-requisite: PHY 211

Co-requisite: MTH 203

PHY 303 Modern Physics

3 credits; 4 class hours

This course is the final part of the four semester calculus physics sequence. Topics include special and general relativity, photoelectric effect, black-body radiation, quantum effects, Bohr atom model, quantum theory, many electron atom, X-rays, atomic spectra, nuclear structure, and nuclear reactions.

Pre-requisites: PHY 212 and PHY 213

Co-requisite: MTH 204

PHY 304 Introduction to Quantum Mechanics

3 credits; 4 class hours

This course is a continuation of PHY 303 covering the application of quantum mechanics to atomic and nuclear phenomena. Topics include wave functions and operators,

solutions of Schrodinger's equation and perturbation theory.

Pre-requisite: PHY 303

PHY 305 Intermediate Experimental Physics Laboratory

2 credits; 4 lab hours

This is a laboratory course designed to introduce the experiments and techniques of Modern Experimental Physics. Students have an option from a variety of experiments that they can pursue. Experiments involve the fields of atomic physics, nuclear physics, Doppler effect, gravitation, and electromagnetic theory.

Co-requisite: PHY 303

PHY 309 Electronics

4 credits; 2 class hours; 4 lab hours

This course is an introduction to analog and digital electronics for students of the natural sciences with emphasis on modern electronic instrumentation. Experiments include use of function generators, power supplies, operational amplifiers, transducers, programmable analog switching, solid state amplifiers and switches, logic gates, flip-flops, latches, registers, counters, digital devices and signals, introduction to microcomputers, interfacing, microprocessors, and signal processing and noise reduction techniques.

Pre-requisite: PHY 213 or PHY 206

PHY 315 Introduction to Astrophysics

3 credits; 4 class hours

This course is an introduction to modern astrophysical problems with an emphasis on the physical concepts involved: radio, optical and x-ray astronomy; the solar system; stellar structure and evolution; white dwarfs, pulsars and black holes; galactic structure and evolution, quasars; gravitation and cosmology.

Pre-requisite: PHY 303

PHY 319 Thermodynamics and Statistical Physics

3 credits; 3 class hours; 1 recitation hour

This course is a comprehensive study of thermodynamics and statistical physics. Topics include equation of state, the gas laws, Laws of Thermodynamics, entropy and probability, Maxwell-Boltzmann Statistics, equipartition of energy, quantum statistics and degenerate gases.

Pre-requisites: PHY 212, PHY 213 and CHM 202

Note: Course will be cross-listed with CHM 321 Physical Chemistry I

PHY 329 Dynamics and Celestial Mechanics

3 credits; 3 class hours; 1 recitation hour

This course is a comprehensive study of classical dynamics of particles and systems. Topics include Newtonian mechanics of single particle, oscillations, nonlinear oscillations, gravitation, motion of moon and planets, Ergodic theorem, Kepler and elliptic motion, Euler's equation, Hamilton's principle, Lagrangian mechanics, Hamiltonian

mechanics, central force motion, dynamics of a system of particles, motion in a noninertial reference system, rigid bodies, coupled oscillations, continuous systems and waves, special relativity theory..

Pre-requisites: PHY 212, PHY 213

PHY 355 Gravitation and Cosmology

3 credits; 3 class hours; 1 recitation hour

This course is a comprehensive study of classical dynamics of particles and systems. Topics include Newtonian mechanics of single particle, oscillations, nonlinear oscillations, gravitation, motion of moon and planets, Ergodic theorem, Kepler and elliptic motion, Euler's equation,

Hamilton's principle, Lagrangian mechanics, Hamiltonian mechanics, central force motion, dynamics of a system of particles, motion in a noninertial reference system, rigid bodies, coupled oscillations, continuous systems and waves, special relativity theory..

Pre-requisites: PHY 351 Intermediate Electromagnetic Theory or PHY 315 Astrophysics or MTH 324 Introduction to Differential Geometry or MTH 358 Differential Geometry and Relativity Theory

College of Freshman Studies

Dean: Gale E. Gibson-Ballah
718 270-4855
gale@mec.cuny.edu

Office: B-2015A

**Executive Assistant:
& Research Associate** Bernadette Bruno
718 270-4855
bernadetteb@mec.cuny.edu
B-2015

Departments

Academic Foundations Division

Director: Chudi Nwasike
718 270-4977
chudin@mec.cuny.edu
B-2015

Freshman Year Program

Acting Director: Jeffrey Sigler
718 270-4979
B-2015

SEEK/Special Programs

Chairperson/Director: Janice Zummo
718 270-4977
jzummo@mec.cuny.edu
B-2015D

Learning Center

Director: Michael Chance
718 270-5153
michaelc@mec.cuny.edu
C-221

Testing Center and Services

Director: Sharon E. Michel
718 270-4835
sharone@mec.cuny.edu
B-2037

College of Freshman Studies

The **mission** of the College of Freshman Studies is to connect ongoing academic and non-academic initiatives that directly affect the success of students from their freshman year experience to graduation under one entity. The retention, persistence, advocacy, academic advisement and counseling are the core elements of the mission of the College of Freshman Studies. The configuration of the College of Freshman Studies will consist of: The Academic Foundations Division; The Freshman Year program; The SEEK/ Special Programs; The Learning Center (tutorial services) and Testing Center

Additionally, the College of Freshman Studies serves to further elevate campus involvement in the first year experience and respond to university mandates regarding retention, assessment and graduation. Within this construct the college provides an organizational structure which offers greater visibility, support and stature within the university community for these collaborative programs.



Academic Foundations Division

Director: Chudi Nwasike
718 270-4977 office
718 270-5149 fax
chudin@mec.cuny.edu
Office: B-2032

Administrative Assistant: Chinwe Ifeoma
718 270-5139
chinwe@mec.cuny.edu
B-2032

College Laboratory Technician: Kamau Chow-Tai
718 270-4756
tchow@mec.cuny.edu
B-2032

Lecturers: Ivor Baker, Wade Best, Rupert Brown
Herbert Odunukwe, Yvonne McCullum-Peters
Wayne Russell, Lavoisier St. Jean

The **mission** of the Academic Foundations Division, (formerly the Post Secondary Readiness Center, PSRC) is to enable students from diverse educational and ethnic backgrounds to acquire the developmental skills they will need to pass the requisite CUNY examinations and to gain the self-confidence and critical thinking capabilities that characterize independent learners.

For the academic preparation of students, the Academic Foundations Division provides instructions in English reading and writing, and in Math, to students who failed to obtain a satisfactory score on the CUNY Assessment Tests. In addition, the division addresses the needs of at risk students, enabling them to tackle college level work and to succeed in college. Academic Foundations interfaces with the Math and English Departments, as well as the Freshman Year and SEEK programs to facilitate assessment of student readiness for degree granting course work.

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

1. Development of curriculum frameworks with standards that apply to all students regardless of their experiential back-grounds, capabilities, developmental and learning differences, and interests or ambitions;
2. Small class sizes to facilitate individual attention;
3. Teaching Assistants help in the classrooms;
4. Learning activities that take place in large and small group configurations;



5. Supplementing classroom instruction with laboratory and tutorial activities;
6. Utilization of team teaching, Teacher Advisories and Discussion Groups.

The Academic Foundations Division's faculty and staff includes a Chairperson who has the overall day-to-day coordination, an Executive Assistant, a Lab Tech who oversees the computerized reading lab and teacher assistants, Lecturers of English and Mathematics.

More than 30 lecturers, comprised of full time and part time faculty, teach at the Academic Foundations Division. These instructors and teaching assistants are competent, committed individuals who have educational backgrounds, experience, and interpersonal skills appropriate to the target population. They also have track records of working with at-risk, economically and/or educationally disadvantaged students.

To insure success in their academic endeavors, the Academic Foundations Division's faculty and staff provide students with the most efficient and effective educational and support services. The Department also strives to deliver the best customer service possible to students through friendly communication and interaction, coupled with accessibility and responsiveness. To effectively "Create Success One Student at a Time," students are encouraged to observe and comply with the regulations, and classroom and lab rules, and to develop good time management skills and good study habits. They are taught to take their education seriously, thus creating pride and maintaining self-esteem.

The Academic Foundations Division, in collaboration with qualified and trained counselors from the Freshman Year Program, the SEEK Program, the C.O.P.E. Program, and the Student Advocacy Support Services Program, pro-

vides a referral system that addresses the numerous learning challenges; personal, educational, career, family and peer issues that today's students face.

The Summer Skills Development and Winter Intersession Academies, components of The College of Freshman Studies, are offered to continuing and incoming freshmen students to excel in developmental English-reading and writing and Math skills. The academies are a collaborative effort with Academic Foundations Division, the Freshman Year Program, SEEK department, Learning and Testing Center and other academic disciplines.

The office hours for the Academic Foundations Division is weekly from 9:00 a.m. to 7:00 p.m. Appointments may also be made at other times. For more information, you may contact the Director in Room B-2032S of the Bedford Building, 718 270-4977, or his assistant, in Room B-2032, 718 270-5139.

All entering students must take the Mathematics and the English, Reading and Writing Proficiency Tests, which measure basic skills in math computation, and problem solving and English.

The Academic Foundations Division offers the following courses:

COURSE DESCRIPTIONS

MATHEMATICS

MTHP 009 Arithmetic and Basic Algebra: Math 1

0 credits; 4 class hours

This course is designed to provide a foundation in the principles and methods of arithmetic and an introduction to basic algebra. Topics include number line concepts and diagrams, the arithmetic of whole numbers, integers, common fractions, decimals and percents, applications of integers, common factors, basic geometry, formulas, evaluation, ratio and proportions and solving simple equations in one variable. Furthermore, applications of fractions and percents to everyday problems as well as introduction to word problems are included. Computer aided instruction

and calculators will be integrated into the classes; however, no calculators are used during exams.

Pre-Requisites: Incoming Student and Placement by CUNY/COMPASS Assessment Test

MTHP 010 Elementary Algebra: Math II

0 credits; 4 class hours

The course is designed to provide students with a solid background in real number algebra. Topics include elementary properties of the real number system and number line diagrams, exponents, polynomials, coordinate systems, graphs, factoring and algebraic fractions, linear and quadratic equations and their applications. Computer aided instruction and calculators will be integrated into the classes.

Pre-Requisite: MTH 009 or Exemption by CUNY/COMPASS Assessment Test for Incoming Students

ENGLISH AS A SECOND LANGUAGE

ESLR 005 Reading English as a Second Language I

0 credits; 4.5 class hours

ESLR005 caters to the ESL student who has successfully passed the ESL002 course or who has been placed on this level by his/her reading placement test score. This first level reading course is for students whose writing placement exams contain ESL patterns. The primary focus of this course is on the comprehension of written materials. Students receive considerable practice in analyzing paragraphs and expository texts in various academic disciplines. They identify the main idea, supporting details, and cohesive devices. Emphasis is also placed on extending students' vocabulary. Although this course focuses on the comprehension of written texts, an integrative learning model involving listening, speaking, reading, and writing is used to help students become more competent readers of Standard English. Students must pass the departmental final to exit from this course. The ESL students, in addition, will practice and improve their spoken English as well as comprehend the spoken words.

Pre-requisites: A placement score of 44 or lower on the COMPASS reading exam and evidence of ESL writing patterns.

ESLW 005 Writing English as a Second Language I

0 credits; 4.5 class hours

This first level ESL writing course is for students whose first language is other than English and whose placement scores demonstrate that they have achieved a degree of fluency in writing Standard English. The primary focus of this course is on sentence clarity and basic essay organization. However, the approach utilized will be an integrative learning model, emphasizing listening, speaking, reading, and writing, to help students become more linguistically competent in the writing of Standard English. Students read expository texts from various academic disciplines and compose, revise, and edit short essays.



Students must pass the departmental final to exit this course.

Pre-requisites: A placement score of 4 or lower on the CUNY ACT writing test and show evidence of ESL writing patterns.

ESLR 006 Reading English as a Second Language II
0 credits; 4.5 class hours

ESLR006 is one level above the 005. Students entering this level are guided to become more competent and critical readers of Standard English expository and literary prose. This second level reading course is for students whose writing placement exams contain ESL patterns. The primary focus of this course is on improving critical and college study skills. Students read, interpret, and discuss college-level expository and literary prose and articles on current events. Although this course focuses on critical and college study skills, an integrative learning model involving listening, speaking, reading, and writing is used to help students become more competent and critical readers of Standard English. Students must pass the departmental final to exit this course.

Pre-requisites: A placement score of 45-65 on the COMPASS reading exam and evidence of ESL writing patterns.

ESLW 006 Writing English as a Second Language II
0 credits; 4.5 class hours

This second level writing course is for students whose first language is other than English. The primary focus of this course is on students' mastery of the essay form. An integrative learning model is used to: a) enable students to read and analyze literary and expository essays, and b) use a variety of rhetorical models as they compose, revise, and edit essays. In addition, students review diction, word order, use of tenses, control of articles and prepositions, and idiomatic expressions. Students must pass the departmental final to exit this course.

Pre-requisites: A placement score of 5-6 CUNY ACT writing test and show evidence of ESL writing patterns

ENGW 005 Composition I

0 credits ; 3 class hours; 1.5 lab hours

This first level of writing is an intensive course that focuses on fluency and clarity in writing by requiring students to become aware of their own writing process and to learn to use that process to shape, revise and perfect their writing. Students will read and discuss narrative and personal essays and/or works of fiction as a basis for extensive personal writing, including journals, culminating in their ability to write logical and well organized personal (narrative) essays. Students own writing will be used as the primary basis for instruction in paragraph development,



major areas of grammar, including verb tense and subject-verb and pronoun-verb agreement. The major competency for this course is the ability to write a well-organized narrative or personal essay, which demonstrates the capacity to write standard written English fluently and with clarity. This competency is evaluated through a timed two-hour final essay examination.
Pre-Requisites: Incoming Student and Placement by CUNY/ACT Assessment Test

ENGW 006 Composition II

0 credits; 3 class hours; 1.5 lab hours

This course focuses on improving students' composition skills along with enriching their college experience by exposing them to the arts through classroom lectures, museum visits, plays, selected movies, various other forms of written literature and by familiarizing them with library and campus support services.

The course emphasizes students' intellectual growth, analytical and writing skills. Its primary focus is on the writing of the persuasive essay. To this end, students compose essays incorporating a full range of rhetorical devices of narration, description, cause and effect, comparison and contrast and persuasion. Assignments will involve interpreting persuasive questions to determine fact from opinion to facilitate thesis development (position statement). The course will also focus on drafting, revising, editing and students' norming sessions of persuasive essays.

Among the language arts skills to be focused on are fluency, logical expression, paragraphing, essay organization, sentence structure, appropriate use of certain parts of speech, major areas of grammar, comma usage, subject-verb agreement, pronoun-antecedent agreement, past & present participle, proper usage of verb tenses and the apostrophe. There will be periodic tests and/or quizzes, midterm and an end of semester departmental examination to assess students' progress and readiness to sit for the final CUNY Placement Assessment Test in writing - the ACT. Upon passing of the ACT, students will exit basic skills in writing.

Pre-Requisites: Incoming Students and Placement by CUNY/ACT Assessment Test

All Other Students: Completion of PSRC ENGW005

ENGR 005 Critical Reading I

0 credits; 3 class hours; 1.5 lab hours

The primary focus of this course is on comprehension of written materials. Students receive considerable practice in analyzing paragraphs and expository texts in various academic disciplines. They identify the main idea, supporting details, and cohesive devices. Emphasis is also placed on extending students' vocabulary. Although this course focuses on the comprehension of written texts, an

integrative learning model involving listening, speaking and writing is used to help students become more competent readers of Standard American English.

Students develop an understanding of the relationship between reading and writing through writing responses to varied readings. They also gain a multicultural perspective as a means of better understanding the American culture by reading and discussing at least one novel and several selections from different cultures.

Pre-Requisites: Incoming Student and Placement by CUNY/ACT Assessment Test

ENGR 006 Critical Literacy II

0 credits; 3 class hours; 1.5 lab hours

The primary focus of this course is on improving critical reading and college level study skills. Students in this course are guided to be more competent and critical readers of Standard English expository and literary prose. Students read, interpret, and discuss college level expository and literary prose articles on current events. Although this course focuses on critical and college study skills, an integrative learning model involving listening, speaking, reading, and writing is used to help students become more competent and critical readers of Standard English. This course prepares students to pass the CUNY/ACT exam in reading.

Using a college reading skills textbook, students learn skills in vocabulary development and reading comprehension as well as basic study and test taking strategies. Students read selected narratives, essays, and biographies reflecting different cultures and engage in class discussions of themes and other aspects of the text. Students are assigned informal written responses.

The major competency for ENGR006 is to become an active reader while becoming competent in fundamental college reading and study skills. This competency is evaluated through a two-hour end of semester departmental examination that integrates reading and writing to assess students' progress and readiness to sit for the final CUNY Placement Assessment Test in reading - the ACT. Upon passing of the ACT, students will exit basic skills in reading.

Pre-Requisites: Incoming Student and Placement by CUNY/ACT Assessment Test

All Other Students: Completion of PSRC ENGR005



Freshman Year Program

Acting Director:

Jeffrey Sigler
718 270-4979
jeffrey@mec.cuny.edu
B-2015T

Kareen Odate
kodate@mec.cuny.edu
718 270-4960
B-2015J

**Special Assistant
to the Director:**

Norma Blaize
718 270-4965
nblaize@mec.cuny.edu
B-2015N

Michael Wood
718 270-4964
michael@mec.cuny.edu
B-2015P

FRESHMAN YEAR PROGRAM (FYP)

ADVISORS

Jane Alexander
718 270-4963
jane@mec.cuny.edu
B-2015F

Cory Brown
718 270-4968
cbrown@mec.cuny.edu
B-2015M

Deborah Charles
dcharles@mec.cuny.edu
718 270-4969
B-2015Q

Merle Edwards
718 270-4891
medwards@mec.cuny.edu
B-2015G

Lystra Huggins-Anderson
718 270-4971
lhuggins@mec.cuny.edu
B-2015L

Charles L. Jones
718 270-4966
cljones@mec.cuny.edu
B-2015K

Rita Leocal
718 270-4962
leocal@mec.cuny.edu
B-2015H

Entering First Time Freshmen (FTF), who are not part of the SEEK Program, are assigned to a FYP academic advisor/counselor during registration. Transfer students with less than twenty-four (24) transferable credits are also assigned a FYP counselor. FYP students work with their assigned advisor/counselor for one academic year in the Freshman Seminar I and Freshman Seminar II. Additionally, students are required to meet with their counselor throughout the semester.

The **mission** of the Freshman Year Program is to retain, orient and provide more effective service to incoming and continuing freshman students through academic advisement and counseling services. Its primary goal is to assist freshmen with many of the transitional issues they face during their first academic year in college. This goal encompasses both academic advisement and personal and career counseling. In addition to instructional activities within their freshman seminar courses, counselors provide crisis intervention, referrals and follow-up. Freshman Seminar I focuses on study/library research skills, college survival skills, extensive campus orientations, interpersonal skills for collaborative/cooperative learning activities, critical thinking, academic/career planning, and how to successfully meet the demands of college and outside responsibilities while maintaining one's health: physical, emotional and social. Freshman Seminar II primarily focuses on enhancing students' critical thinking and problem solving skills in written and oral expressions. The overall intent of the Freshman Year Program is to assist Medgar Evers College in its effort to retain students and to help ensure that their academic experiences at the College are positive.

COURSE DESCRIPTIONS

FRESHMAN SEMINAR

FS 101 Freshman Seminar I

1 credit; 3 class hours

Freshman Seminar is designed to provide first-time college

students and first and second semester Re-Admit students with the necessary skills required for a successful college experience. Five interdisciplinary modules will be presented: Bonding, Orientation, Study/Library Skills, Wellness, and Education/Careers. Skills will include study habits, listening, note/test taking, library and research techniques,

college/life management, and student rights and responsibilities as they relate to Medgar Evers, the institution, mission, organization and function of its offices. Library Research/Study Skills will be reinforced throughout the curriculum. This course is not offered to SEEK students.
Pre-requisite: None

FS 102 Freshman Seminar II

1 credit; 3 class hours

This course will continue to reinforce student awareness of college services, foster students' involvement in college, community resources and activities, and foster critical thinking and problem solving skills. The five interdisciplinary modules introduced in FS 101 (Bonding, Orientation, Study/Library Skills, Wellness, Education/Careers) will be reinforced, moving from the theoretical to a practical hands-on approach. The Education/Careers module will be the focus of FS 102. The major course emphasis is to expose freshman students to career development techniques including career exploration, job search techniques, resume preparation, interviewing strategies, self assessment awareness and graduate school exploration. Library Research/Study Skills will be reinforced throughout the curriculum. This course is not offered to SEEK students.

Pre-requisite: FS 101

PEER COUNSELING

PC 100 Peer Counseling

3 credits; 1.5 class hours; 1.5 lab hours

This course will integrate the theoretical elements of counseling and advisement with role-playing and other modes of experiential learning directed at enhancing communication skills, understanding of interpersonal interaction, development of decision-making, problem-solving, interviewing and counseling techniques. It will

prepare students to serve as student mentors, assist with academic advising, and personal counseling. It is designed to train students who have been screened and specially selected in the skills necessary to mentor students regarding academic as well as personal concerns.

Pre-requisites: None



Department of Special Programs/SEEK

Chairperson/Director: Janice Zummo
718 270-4973 office
718 270-5179 fax
jzummo@mec.cuny.edu
B-2015D

Office:

Assistant to the Director: Anita Walker-Rodriguez
718 270-4970
718 270-5179
awalker@mec.cuny.edu
B-2015

Academic Support Coordinator
718 270-4974
B-2039B

Counselors

Lumumba Akinwale-Bandele
718 270-4967
lbandele@mec.cuny.edu
B-2015C

Jewel James
718 270-4972
jjames@mec.cuny.edu
B-2015E

Edna Moshette
718 270-4961
moshette@mec.cuny.edu
B-2015B

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

SEEK's **mission** is to help students overcome social, academic and economic barriers to the pursuit of their education through the provision of individual and group counseling, comprehensive academic support services and financial aid counseling and support. In addition, the program helps students develop strategies to explore academic, career and interpersonal issues related to their educational goals. Academic support services, individual and group counseling and financial aid, including a book stipend, up to three summer stipends, and additional semesters of

financial aid are provided to Special Programs/SEEK students through the New York State Higher Education Opportunity Program Act. SEEK's objectives are:

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

SEEK COUNSELING

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

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

ADMISSION

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

1. Is economically disadvantaged.
2. Is educationally disadvantaged.
3. Is a graduate of an approved high school or has attained a New York high school equivalency diploma or its equivalent as determined by the Commissioner of Education of the State of New York.
4. Has not previously attended a college or university, except in the case of students enrolled in the HEOP or EOP programs, or veterans who may have earned up

to 18 credits of college-level work prior to entrance into the service (except for USAFI and service-connected University of Maryland credits).

5. Has resided in New York State for one year prior to the semester for which he or she is applying and has met the test for "bona fide domicile."

Both applications are available at individual CUNY College Financial Aid Offices. *(see Financial Aid section in this catalog for further information)*

After acceptance into a CUNY college, SEEK applicants must submit a copy of their Federal Income Tax Return, Form 1040, and other supporting documentation to verify income eligibility and residence.

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

The following items are required proof:

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

Academic Eligibility

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

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

Economic Eligibility

A student is considered economically disadvantaged if he or she is a member of:

1. a family supported by one worker whose total annual income, before taxes, is not more than the amount in the table below; or
2. a family supported by more than one worker in which the total annual income, before taxes, is not more than \$4,800 above the amount listed in the table below; or
3. a family supported by one worker who is the only support for a one-parent family, in which case the total annual income, before taxes, may not be more than \$4,800 above the amount listed in the table below.

Fall/Spring 2005-2006

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

1. \$14,100
2. \$19,600
3. \$22,350
4. \$27,800
5. \$32,850

6. \$38,550
7. \$42,900
- * **Plus \$4,350 for family member in excess of seven (7)**

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

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

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

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

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

COURSE DESCRIPTIONS

ADVANCED GROUP COUNSELING/SEEK

AGRO 101 Financial Planning and Budgeting

0.5 credit; 1.5 class hours

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

AGRO 102 Development of Self-Concept

0.5 credit; 1.5 class hours

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

AGRO 103 Advanced Career Planning

0.5 credit; 1.5 class hours

The focus of this course is to acquire strategies for entering the world of work. The following issues will be addressed: theories of career development, interview techniques, formulation of goals, skills for employment, job search, resume preparation, values clarification and decision making.
Pre-requisite: SP/C 004

AGRO 104 Politics, You and Your Community

0.5 credit; 1.5 class hours

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

Pre-requisite: SP/C 004

AGRO 105 Skills for Urban Living

0.5 credit; 1.5 class hours

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

Pre-requisite: SP/C 004

AGRO 106 Parenting and Family Relationships

0.5 credit; 1.5 class hours

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

Pre-requisite: SP/C 004

AGRO 201 Issues in Minority Education

0.5 credit; 1.5 class hours

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

Pre-requisite: SP/C 004

AGRO 202 Honors/ Cultural Program

0.5 credit; 1.5 class hours

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

Pre-requisite: SP/C 004

AGRO 203 The Legacy of Medgar Wiley Evers

0.5 credit; 1.5 class hours

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

Pre-requisite: SP/C 004

AGRO 204 Liberal Arts and Education Seminar

0.5 credit; 1.5 class hours

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

Pre-requisite: SP/C 004

AGRO 205 Business Seminar

0.5 credit; 1.5 class hours

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

Pre-requisite: SP/C 004

AGRO 206 Science, Health and Technology Seminar

0.5 credit; 1.5 class hours

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

Pre-requisite: SP/C 004

AGRO 301 Achievement Motivation

0.5 credit; 1.5 class hours

This course is designed to familiarize students with self-study exploration, development of achievement strategies, goal setting related to academic success, career actualization, and the development of interpersonal relationships and supports.

Pre-requisite: SP/C 004

STUDENT DEVELOPMENT

SPAE 001 Special Programs Academic Enhancement Seminar

0 credit; 1.5 class hours

This course is designed to assist students in developing strategies to remove themselves from academic jeopardy and to successfully confront academic challenges. Areas addressed will include self exploration, self concept assessment and motivation, personal academic assessment, time management, and study habits. A tutor is assigned to the class to provide students with additional support.

Pre-requisite: SP/C 003

SP/C 003 Transition from High School to College

0.5 Credits; 1.5 Hours

This course is designed to provide an orientation to college life. It focuses on the development of skills needed to cope with academic endeavors. Topics will include: developing effective study skills, habits and attitudes, student rights and responsibilities, choosing a major, test skills, listening skills, and orientation to college structure.

Pre-requisite: For SEEK students only

SP/C 004 College as a Social System

0.5 Credits; 1.5 Hours

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

Pre-requisite: SP/C 003

Learning Center

Director: Michael Chance
718 270-5153 office
718 270-5154 fax
michaelc@mec.cuny.edu
C-221

Office front desk 718 270-5138
Administrative Assistant: Ray Bartholomew
718 270-5137
rbartholomew@mec.cuny.edu
C-226C

Service Coordinator: Riishaar Baker
718 270-5137
rbaker@mec.cuny.edu
C-226

LEARNING CENTER SERVICES

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

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

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

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

The Learning Center hours are:

Monday to Thursday	10:00 a.m.	to	9:00 p.m.
Friday	10:00 a.m.	to	5:00 p.m.
Saturday	12:00 noon	to	5:00 p.m.

Services provided to Medgar Evers College students include tutoring, supervision of peer study groups, study skills instruction (for CPE), computer, CD and video assisted learning, preparation for standardized exams and accommodations for Differently Abled students. The Learning Center also provides tutors for some supplemen-

tal lab classes and teacher assistants for specific courses.

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

Access to the Learning Center's services is through self-referral or referral from an instructor or counselor.

The Learning Center provides academic support in several subject areas, which include computer literacy, computer science, accounting, chemistry, biology, economics, finance, spanish, french, psychology, political science, physical science, physics, mathematics, logic, college English, English as a Second Language, nursing exam (NLN and RN) Workshops for pre-nursing and nursing students, CUNY Proficiency Exam (CPE) workshops for students with forty-five or more credits and CUNY American College Tests (ACT) reading and writing and CUNY math workshops for floating and transfer students. The Learning Center also works with academic and counseling departments to provide other support services to students who need them. Some of these services are scheduled tutorials for students on academic probation, academic support services for differently abled students, which include readers, note takers and proctors.



Testing Center and Services

Director:	Sharon E. Michel 718 270-4835 sharone@mec.cuny.edu
Office:	B-2037
Assistant Director:	Jo-Ann Jacobs 718 270-4835 jo-ann@mec.cuny.edu B-2037
CUNY Administrative Assistant:	Christine Speight 718 270-4835 cspeight@mec.cuny.edu B-2037

The Testing Center

The Testing Center's **mission** is to provide a constructive environment for standardized tests and the administration of specific placement, proficiency, degree credit by examination, and certification tests. The Center conducts all basic/developmental skills testing designed to meet the CUNY developmental skills proficiency standards. All incoming freshmen, transfer, readmitted and continuing students who have not satisfied their skills requirements must take the CUNY Math, Writing and Reading tests before registering for classes.

Specific information on testing and test results may be obtained by visiting the Testing Office, located at 1650 Bedford Avenue, B-2037, or by calling 718-270-4835.

The CUNY Proficiency Examination: Policies and Procedures

As of September 1, 2003, all students pursuing an associate or bachelor's degree at CUNY must take and pass the CPE. Passage of the CPE is a requirement for earning the associate degree. Students pursuing a bachelor's degree must pass the exam by the time they have completed their 60th credit. Effective 9/1/2003, these requirements apply to all students pursuing these two degrees, no matter when they first entered CUNY.

(Exemptions are no longer in effect for freshmen who had matriculated at CUNY before Fall 1999 and for transfers who first arrived before Fall 2000.)

Eligibility to take the CPE

1. Students must take the CPE in the semester immediately after completing their 45th credit; students may take the CPE during the semester in which they register for their 45th credit. The CPE is offered in October and March. Additional administrations are offered in January

and June for students who have deferred a required administration or at the discretion of the college.

2. Students must be in good academic standing.

Students whose GPA is below 2.0 may not take the CPE. Students who have not met the CUNY basic skills requirements in reading and writing may not take the CPE.

3. Students may defer a required exam by submitting a written request to the college's Appeals Committee or appropriate campus authority.

4. Students who do not take the CPE when required to do so forfeit one of their opportunities to take the exam. Students who have been permitted to defer the examination to the next test administration will receive a forfeit if they fail to take the examination when required to do so. All forfeits count as failures. This policy has been in place since the March, 2004 examination. Students may appeal to have a forfeit removed from their records.

Exemptions

Students who have earned a bachelor's degree or higher from an accredited program verified by CUNY are exempt from CPE requirements. The exemption applies only to students who document the prior degree at the time of application for admission to the college they currently attend.

Appeals

All appeals must be made in writing to the committee designated for that purpose at the college. Students may appeal to request a deferral, remove a forfeit, or petition for additional opportunities to test. Students may also appeal to receive permission to take the CPE early (before registering for the 45th credit), or to take the test when lacking one of the pre-requisites. Specific information on appeals procedures is available through the college Testing Office.

All CPE examinations are re-scored automatically if the total scaled score from the first reading is one or two points below the minimum passing score. No other examination papers will be re-scored.

Transfer from outside CUNY

1. Students transferring into a baccalaureate program who enter with 45 or more credits must take the CPE in their first semester at CUNY. For this purpose, the credit calculation is based on evaluated credits if known at the beginning of the semester, when the roster of students who must take the CPE the semester is prepared. Otherwise the calculation is based on unevaluated credits.

2. Students who transfer to baccalaureate and associate

programs and who have fewer than 45 credits must take the CPE in the semester immediately after completing the 45th credit.

Transfer within CUNY

1. Transfer students who have completed 45 or more credits and who have not passed the CPE should take the test in their first semester at the transfer college.
2. Students who transfer from an associate to a baccalaureate program and who have completed all associate degree requirements except passage of the CPE are not eligible for the benefits accorded associate degree recipients by the articulation policy of 2000. The policy requires passage of the CPE and award the associate degree. Under the articulation policy, students who have completed an associate degree (AA or AS) are able to transfer all of their credits to the senior college.
3. In general, transfer applicants should be admitted if the applicant meets the college's admission criteria, without consideration of CPE results. Individual programs at a college, however, may require passage of the CPE as a condition of admission.
4. A history of multiple failures on the CPE does affect eligibility for transfer, however. Students who have failed the CPE three or more times may not apply for transfer to a degree program. Such students may not continue to matriculate at any CUNY college except under the conditions specified below. Students who receive permission to retake and who ultimately pass the CPE may apply for transfer.
5. Candidates who at the time of application have failed the CPE twice and who accrue an additional failure after application but before enrolling at the transfer college should be allowed to matriculate if they meet the college's admission criteria. However, these students must appeal at the transfer college to take the test a fourth time at that college.

Multiple Attempts

The University's policies and guidelines governing multiple attempts have been designed to balance two goals: timely completion of the exam and delivery of appropriate interventions to the student. Ordinarily, students who have forfeited or failed the CPE must retake the exam at the next October or March administration, whichever is sooner. However, these required administrations are deferred as appropriate to allow time for the student to receive necessary instruction. Students who do not participate in a prescribed intervention are required to take the test at the next administration (January, March, June, or October.)

1. Students who have One (1) CPE Failure or Forfeit

Colleges should contact students who have failed or forfeited the CPE once and require them to meet with an advisor designated by the college to plan preparation for the exam. The advisor will discuss the results of the exam

with students and help plan a program that may include one or more of the following activities: tutoring, workshops for students repeating the exam, writing course or discipline specific writing intensive course.

2. Students who have Two (2) Failures or Forfeits

Students who have taken and failed the test twice or have not passed the test by the end of the extended semester in which they have completed their 60th credit will receive a registration stop. ("Extended semester" refers to the fall plus the subsequent winter intersession or the spring semester plus the subsequent summer session.) These students must meet with an advisor, who will discuss the results of the exam and help the student to plan a required program that may include a writing course or discipline-specific writing intensive course, a workshop or other appropriate instruction, in addition to any taken previously. The instruction should be completed by the end of the student's next semester of attendance. Students will not be allowed to sit for the CPE again until they document that they have successfully completed this instruction.

Students whose record on the exam contains one or two forfeits counted as failures will also receive a registration stop and will be required to meet with an advisor. Each college should develop appropriate guidelines and interventions for such students.

3. Students who have Three (3) Failures or Forfeits

Students who have failed the test three times may not continue to register in an associate or baccalaureate program at The City University of New York. These students may, however, appeal for an opportunity to attempt the test a fourth time. In evaluating such an appeal the committee should weigh the student's history of participation in writing interventions, academic record in writing courses and in other course work, performance on the test, and other pertinent information. Permission, if granted, will require an additional intervention. The appeals committee has discretion to permit continued registration until this testing has been completed. Under no circumstances may a matriculated student take the CPE more than four times. Forfeits accrued March 2004 or later count as failures in the context of this paragraph.

Colleges may consider for readmission former students who have failed the CPE three or more times. Before applying for readmission, a student must take the examination (with the permission of the appeals committee) and pass it.

Substitution for CUNY-ACT Basic Skills Tests

Students may no longer meet the CUNY/ACT basic skills requirements in reading and writing by passing the CPE.

ESL Students

ESL students are subject to the same CPE requirements as other students. However, ESL students should not sit for the CPE if their English language skills are weak. To assess

these skills, the University currently schedules for placement testing in reading and writing those ESL transfer students who have completed 45 or more credits outside CUNY.

For this purpose, ESL students are students who:

1. have spent one or more semesters of their secondary education in a non-English speaking environment, and
2. have accumulated fewer than 30 credits (earned and in progress) in an English-speaking post-secondary environment.

If the assessments indicate a need for ESL instruction, the college may require the student to take appropriate ESL coursework. ESL students taking ESL courses should receive a deferral from the CPE until they are deemed ready to take the examination. Colleges are encouraged to institute policies and procedures designed to give transfer students whose English-language skills are weak the instruction they need before they sit for the CPE.

ESL students who have completed a baccalaureate degree in an accredited institution verified by CUNY are not required to take the CPE. However, these students are scheduled for placement testing in reading and writing, and may be required by the college to take appropriate ESL course work.

Students with Disabilities

Accommodations based on disabilities will be granted to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who wish to seek such an accommodation must be registered with the college's office serving students with disabilities. In rare instances, a student with a disability may not reasonably be accommodated with the framework of the CPE as currently administered. Such students may demonstrate proficiency through an alternative means, to be determined by the academic administration of each college in consultation with the disability coordinator. Students who wish to receive such an accommodation should request it in writing from the appeals committee at least one month in advance of the test administration that the student wishes to attend.

Pass with Distinction

Students who obtain a scaled score of 58 or higher will receive a notation on their transcript that they have passed the CPE with distinction.

Dated: July 26, 2005

**THE CUNY ASSESSMENT TESTING PROGRAM:
POLICIES AND PROCEDURES 2005-2006**

Testing Policies

All students pursuing an associate or bachelor's program at CUNY must satisfy the reading, writing, and mathematics basic skills requirements of the University. These

requirements govern admission to baccalaureate programs and placement into and exit from developmental and ESL course work. The policies and procedures related to the CUNY Proficiency Examination (CPE) are summarized in a separate document, *The CUNY Proficiency Examination: Policies and Procedures 2005-2006*.

Admission to the University

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

Baccalaureate Programs

1. Applicants for freshman and transfer admission must demonstrate minimum proficiency in reading, writing, and math in order to be admitted (some students are exempt; see below).
2. Proficiency may be established on the basis of the SAT, ACT, or the New York State Regents examinations in English and math. If proficiency is not demonstrated in this way, an applicant may do so by passing the appropriate basic skills assessment test or tests.
3. Applicants who do not demonstrate minimum proficiency in all areas may enroll in the College's Summer Skills Development Academy (SSDA), the Winter Intersession Academy (WIA), or the Prelude to Success program if they qualify. They also may opt to matriculate in an associate program and take the necessary developmental skills instruction there.

Associate Programs

1. To be admitted to an associate program as a freshman or transfer, students must demonstrate their level of basic skills proficiency in reading, writing, and mathematics. Proficiency can be established on the basis of the SAT, ACT, or the New York State Regents examinations in English and math. Individuals who do not document proficiency in a skill area on the basis of one or more of these tests may do so by taking CUNY's skills assessment test in the appropriate areas. Based on these tests, the student is either exempted from basic skills instruction or placed into one or more developmental courses in reading, writing, math, or ESL.

Math Placement

1. Currently the University requires students who have demonstrated minimum proficiency in mathematics on the basis of the SAT, ACT, or New York State Regents examinations to take the COMPASS math assessment to be placed properly in credit-bearing math courses. While placement testing for these exempted students before the beginning of classes is desirable, not all colleges are prepared to do so at this time. Therefore, colleges have the flexibility to establish appropriate placement testing schedules for exempt students. Currently, placement testing in mathematics is not scheduled for two groups:
 - a. transfer students from outside CUNY who have

completed 45 or more credits, and

- b. intra-CUNY transfers who are math proficient.

Readmission

1. Students applying for readmission are subject to the skills policies in place at the time they apply.

Non-degree Students

1. Non-degree students who wish to register for courses that require skills proficiency are subject to the same prerequisites as degree students. Examples of such courses are freshman composition and credit-bearing math courses. A college may waive this requirement for visiting non-degree students who are matriculated at a college outside the CUNY system. All non-degree students who wish to apply for admission to a CUNY degree program are subject to the same skills requirements as transfer students.

Exit from Basic Skills

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

Certificate and Graduation

The CPE has replaced the skills assessment tests as a requirement for graduation from associate programs and for entry to the upper division of baccalaureate programs. All students must demonstrate proficiency in reading and writing before they can sit for the CPE.

Exemptions

1. SEEK Students

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

2. ESL Students

Under Board policy, students “who received a secondary education abroad and who otherwise are not in need of basic skills” may be admitted to a baccalaureate program without first reaching proficiency in reading and writing in English.

The University currently implements the policy as follows:

- a. ESL students are those who have received a term or more of instruction in a foreign high school (language of instruction was not English) and can demonstrate minimum proficiency in mathematics, on the basis of the SAT, Regents, or the COMPASS math assessment test.
- b. In Spring 2002, the University established a second procedure for identifying ESL students.
- c. CUNY/ACT essays that have received an ESL designation during the scoring process and other essays that have received a score of 2/2 or above may be reviewed by college ESL program chairs or directors to determine whether these students should be classified as “ESL.”
- d. ESL designations by faculty must be relayed by the college to the application. Note that ESL students identified in this way must also be proficient in mathematics.

ESL students pursuing a bachelor’s degree must pass the reading and writing assessment tests by the end of their fourth full semester of attendance. They may not repeat an ESL course after receiving either no credit or a failing grade twice previously in that course. These limitations on time and attempts do not apply to ESL student pursuing an associate degree.

3. Transfer From Outside CUNY

At this time, students transferring from outside CUNY into a CUNY baccalaureate program and who have 45 or more credits in progress are considered skills proficient. This exemption does not apply to students transferring into associate programs, which may not accept more than 30 transfer credits.

ESL students who are eligible for the 45-credit exemption will be scheduled for placement testing in reading and writing in order to assess their English language needs. In this context, ESL students are those who have:

- a. spent one or more semesters of their secondary education in a non-English-speaking environment, and
- b. accumulated fewer than 30 credits (earned and in progress in an English-speaking post-secondary environment).

If the assessments indicate a need for ESL instruction, the college may require the student to take the instruction. These students should receive a deferral from the CPE until they are deemed ready to take the examination. Colleges are encouraged to provide transfer students whose English-language skills are weak the instruction they need before they sit for the CPE.

4. Prior Baccalaureate

Students who previously have earned a bachelor’s degree or higher from an accredited program

verified by CUNY are deemed skills proficient. They are also exempted from the CPE. Only students who document the degree at the time of application for admission to the college they currently attend are entitled to this exemption.

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

5. Students who matriculated at CUNY prior to 1978

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

Minimum Proficiency in Basic Skills

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

1. Reading and Writing

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

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

Individuals who do not show proficiency on the basis of any of these examinations must sit for the CUNY/ACT essay and the COMPASS reading assignment. Minimum passing scores on these exams are currently seven (7) or higher and sixty-five (65) or higher, respectively. Effective fall 2005, the cut point on the reading assessment will rise to seventy (70) for students applying for spring 2006 admission or exiting from developmental instruction in December 2005.

2. Mathematics

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

- a. Score 480 or higher on the SAT math
- b. Score 20 or higher on the ACT math
- c. Score 75 or higher on the New York State Regents Mathematics A or B examination or the Sequential II or III Regents examinations.

Individuals who do not show proficiency on the basis of any of these examinations must sit for the COMPASS mathematics assessments in pre-algebra and algebra and score twenty-seven (27) or higher on both modules. Some colleges require students to achieve higher scores before they can register for credit bearing mathematics courses.

3. Time Limits

A documented passing score on a CUNY skills

assessment test, no matter when completed,

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

4. Board Policy of 1999

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

Appeals

Students may appeal a score on the CUNY/ACT essay, but not on the COMPASS reading and mathematics assessments. Students who receive a score of 3/3 on the essay and who have demonstrated proficiency in reading may appeal the essay score within 6 weeks of the test date.

Appealed essays are reviewed by the Chief Reader of the college and by another certified reader. If both readers agree that the essay should be rescored, the essay is sent to the Borough Center, where the Borough Chief Reader masks the original scores and assigns two new readers to score the essay. If the essay achieves a passing score, the new passing score is entered on the student's record.

College NOW Program

College NOW students are not administered the CUNY assessment tests except as part of the admissions process.

Accommodations and Waivers Based on Disability

Accommodations based on disability will be granted to comply with Section 504 of the Rehabilitation Act and the

Americans with Disabilities Act. Students who wish to seek such an accommodation must be registered with the college's office of disability services.

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

1. a disability, documented by a certified professional, which affects that student's ability in the skill domain

2. a history of disability-related difficulty with the skill
3. an evaluation of the request by the office of disability services, typically indicating that despite good faith efforts to demonstrate proficiency, with all appropriate reasonable accommodations and support services in place, the student has been unable to pass the exam.

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



School of Professional and Community Development

Vice President: Andre Lake
718 270-6908 office
718 270-6953 fax
alake@mec.cuny.edu
Metro Tech

Office:

Executive Assistant: Hannah Guada
718 270-6974
718 270-6231
hguada@mec.cuny.edu
Metro Tech

Administrative Assistant: Joy Wooley
718 257-2702
718 257-6979
joyw@mec.cuny.edu
East New York

DIRECTOR AND COORDINATORS School of Continuing Education

Deloris Mitchell
718 270-6409
dmitchell@mec.cuny.edu
C-217

CUNY/CATCH
Asim Bomani
718 270-6406
adomani@mec.cuny.edu
C-217

GED/Literacy, ESL
Ella Russell
718 270-6407
erussell@mec.cuny.edu
C-217



School of Professional and Community Development

MISSION STATEMENT

The Mission of the School of Professional and Community Development (SPCD) at Medgar Evers College is to foster an ongoing process that addresses the educational, cultural, social, personal, and economic needs of the people of Central Brooklyn. Through its commitment to the community, the School of Professional and Community Development builds the skills essential to leading healthy, satisfying and productive lives. Within the framework of an asset development model that is characterized by building on positive strengths, SPCD programs and services assist community residents in recognizing and realizing their potential by delivering supplemental academic and enrichment activities, as well as economic relief to ameliorate their lives. We build internal competencies and employ successful youth and community development approaches to strengthen and develop protective and preventive measures for at-risk individuals. The School is also committed to transforming lives in the community at large by promoting workforce development and public advocacy strategies, which address the needs of community residents as well as corporations, government agencies, and other organizations.

The School of Professional and Community Development (SPCD)

The School of Professional and Community Development (SPCD) provides learning opportunities to enrich the academic, social, and professional development of youth and adults. SPCD seeks to improve and develop skills for career opportunities; enhance skills in preparation for promotional opportunities; provide basic skills in preparation for higher education; enhance the learning experiences of youth and young adults; and provide opportunities for youth and adults to become involved in community centers that are responsive to community needs.

Adult and Continuing Education (ACE)

Through its Adult and Continuing Education programs, the School of Professional and Community Development offers skills training programs for high school students, at risk youth, and dropouts, unemployed and under employed adults, and veterans. SPCD also sponsors specific seminars, workshops, and skills training modules as needed by community residents and local businesses.

Non-Credit Fee Based Programs

Non-credit fee based programs and courses for adults and children are offered during the fall, spring, and summer semesters. They include courses in literacy, skills development, career and professional development, business and office skills, and health and leisure activities. In some cases, pre-requisites are stipulated and must be met in order to obtain permission to register. Days, evenings and weekend classes are offered for a moderate fee. A listing

of the areas of study and of some of the courses offered through our Adult and Continuing Education programs is provided below:

Academics

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

Office and Computer Skills

Bookkeeping and Accounting, Computer Basics, Keyboarding, Microsoft Office (Word, Excel, PowerPoint and Access), PC Repair, Desktop Publishing and the Internet.

Business and Career Opportunities

Real Estate Salespersons, License Your Own Day Care or Become a Family Day Care Provider, Travel and Tourism, Floral Design, The Business of Music, Vocals for Studio and Stage, Become a Special Events Planner and Marketing and Selling Your Own Products.

Certificate Programs

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

Personal Growth and Development

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

Communication Skills

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

Seminars

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

Online Instruction

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

Children's College at MEC

Basic Skills Reading, Writing, and Math for Grades 2 through 12, preparation for promotion exams, regents and SAT exams, computers, piano and art.

Grant Funded Programs

In addition to the fee-based courses and seminars offered during the year, the School of Professional and Community Development also houses a large number of grant-sponsored programs in its Centers For Youth (CFY). These programs provide services that are free of charge

to all their participants. The Centers For Youth encompasses the following programs:

Beacon Community Centers

The Centers For Youth administers three school-based Beacon Community Centers: the Flatbush Beacon at M.S. 2, the Crown Heights Beacon at P.S. 138, and the Progressive Youth Empowerment Beacon (PYE) at P. S. 181. These Beacon Community Centers partner with the school community, neighborhood residents, businesses, and other community based organizations to provide after-school programs that incorporate a wide variety of activities. These activities include homework help, academic enrichment, conflict mediation/resolution, community service, project based clubs, as well as educational, recreational, and cultural activities. They also offer free High School Equivalency General Educational Development (GED) classes to community residents in order to prepare them to pass the GED exam. In addition to instruction, students receive vocational and college counseling.

Brooklyn Music & Arts Program (BMAP)

Participation in the Brooklyn "Steppers" Marching Band is one of the many activities offered at the Brooklyn Music & Arts Program. The 120 piece southern collegiate style band was the 2004/2005 National High Step Marching Band Champions. The Steppers Marching Band which consists of woodwinds, brass, percussion, dance, and flag, is comprised of students in grades 5-12, and rehearses on Monday through Thursday from 3:30 p.m. through 8:00 p.m. Academic achievement is also a major focus of the program; therefore, each student receives tutorial and counseling in addition to music instruction. Upon graduation from high school, many band members are afforded scholarship opportunities. Through the efforts of its dedicated staff and students, the "Steppers" have essentially become one of the most prestigious marching bands in the country.

Central Brooklyn Tech-Prep Consortium

The Central Brooklyn Tech-Prep Consortium Program at Medgar Evers College is an innovative academic alliance committed to excellence in preparing high school students for today's advanced technological careers. By building dynamic partnerships amongst selected high schools, colleges, government agencies and businesses, the Central Brooklyn Tech-Prep program creatively links what students learn in school, to work related experiences that educators and employers have identified as critical for developing competent and highly skilled workers for the information age of the 21st Century.

Educational Talent Search Program (ETSP)

The Educational Talent Search Program was developed through the Higher Education Act of 1965. The Program identifies low-income and first-generation college students

to provide them with encouragement, support and assistance. The mission of Talent Search is, specifically, to identify and encourage eligible youth in grades six through twelve, and out-of-school youth up to the age of 27, to finish high school and enroll in post-secondary education. Services include small group tutoring, academic and personal counseling, college campus tours, test taking, time management skills training and counseling, workplace tours and job shadowing opportunities. The program serves over one thousand students per year.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

GEAR UP was enacted in 1998 by the Federal Government. The program is an initiative designed to accelerate the academic achievement of cohorts of disadvantaged secondary school students in order to increase their high school graduation and college enrollment rates while decreasing their need for remediation upon entering college. We support our students by promoting college enrollment through academic advisement, mentoring, and counseling. Intervention activities include: providing information about higher education options, required academic courses, and financial aid. GEAR UP also coordinates campus tours and facilitates college fairs.

Head Start

The Medgar Evers College Head Start programs are located at 315 Vanderbilt Avenue Brooklyn, NY 11205 and 71 Lincoln Place Brooklyn, NY 11217. Their mission and philosophy is to serve pre-school children and their families, based on the premises that all children share certain needs, and that low-income families in particular can benefit from unique Head Start, early childhood and health services including free medical and dental care as well as healthy meals and snacks. Their family and community partnerships which are designed to promote self-sufficiency and strong community development are also a boon to their participants. Additionally, parental involvement is greatly encouraged. Some of the resources available to the families of Head Start participants are: GED, ESL and computer classes, the WIC program, parent skills building, CPR and First Aid Certification, and various workshops that cater to their needs.

Jackie Robinson Center For Physical Culture

This Center develops and implements programs to assist youth ages 8 to 18, from elementary schools through high schools, in districts 13, 16, 17, 23, and 32. Currently, the Center provides services to approximately 6,000 students in after school programs by offering tutoring in math and science, sporting events, cultural activities and counseling. The Center also sponsors a Youth Leadership Program and provides college placement advisement. Additionally, counseling is available for parents at all of the sites and workshops are presented periodically to

assist and provide parents with coping skills. At its core, the Center has a strong orientation toward motivating young people to accomplish their goals.

Jobs For Youth Apprenticeship (JFYA)

JFYA is a pre-apprenticeship, educational, and job readiness training program for economically marginalized youth between the ages of 16-21. JFYA effectively intervenes and prepares young men and women who are seeking academic, social, and economic development for post secondary education, apprenticeship, and full-time careers. The program eliminates the cycle of poverty and dependency by enhancing the quality of life of participants while utilizing the Experienced-Based Career Education (EBCE) model and incorporating the U.S. Labor Secretary Commission on Achieving Necessary Skills (SCANS) for developmental assets for youth.

Liberty Partnerships Program (LPP)

The Liberty Partnerships Program entails a collaboration of postsecondary K-12 schools, parents, community based organizations, and local governments. LPP's mission is to develop and implement systematic and supportive interventions as well as opportunities for students identified to be potential school dropouts. LPP intervention services provide academic support, career and college prep as well as life skills programming to youth in grades 5 through 12 in public and non-public schools. We also offer tutoring, study skills workshops, academic counseling, personal counseling, college financial aid counseling, enrichment activities such as field trips, workforce preparation, mentoring and family outreach.

Medgar Initiative to Leverage Knowledge Center (MILK)

Based at Public School 138, the MILK Center is an after-school program dedicated to the betterment of today's aspiring students. MILK combines sports and arts instruction, individualized peer tutoring and homework assistance to enrich the academic and social development of youth.

National Youth Sports Program (NYSP)

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

Progressive Adolescent Vocational Exploration (PAVE)

PAVE is a free two-year early intervention program intended to encourage youth to succeed in school. PAVE serves 40 students from Central Brooklyn between the ages of 14 to 21 and provides career explorations that

expose young people to job opportunities and careers they may want to pursue while offering job readiness-skills.

Science and Technology Entry Program (STEP)

STEP is a state supported program that provides disadvantage, minority students in intermediate and high schools with an enriched science and mathematics education through after-school instruction and activities. Students are exposed to various career opportunities through seminars and guest lectures.

Summer Youth Employment Program (SYEP)

The purpose of the Summer Youth Employment Program is to provide New York City youth, between the ages of 14 through 21, with summer employment and educational experiences that build on their individual strengths and incorporate youth development principles. These principles include engaging the talents and interests of youth, developing their skills and competencies, and providing positive adult role models. SYEP typically provides seven weeks of entry-level work experience to eligible youth.

The Oasis After-School Team (TOAST)

Based at Public School 181, TOAST is a collaboration between the After School Corporation and the School of Professional and Community Development. One of its special features is the provision of individual homework assistance to youth. Additionally, the program's athletic and art components improve the academic skills and confidence of its participants. TOAST also increases youth awareness of the importance of post secondary education, provides a strong foundation for academic success, and fosters a positive attitude toward school. The program also seeks to reduce violence by involving students in positive activities within a safe environment and by encouraging parental involvement. TOAST operates Monday through Friday from 3:00 p.m. - 6:00 p.m.

University Funded Programs

Several University funded programs are also housed in the Centers For Youth including:

College Now

College Now is a program geared toward New York City public high school students that is funded by The City University of New York (CUNY) and the Department of Education. The program is designed to help high school students with their transition to college by exposing them to college level work and college life. High school students are given the opportunity to accrue college credits through an array of course offerings and are provided with classes designed to improve their reading, writing, and math skills. Eligible high school students are enrolled in courses, which are in session Monday through Friday from 4:00 p.m. to 6:40 p.m. Additionally, students are

afforded the chance to attend college events where they can meet and interact with college students and professors.

Dual Enrollment Program (DEP)

The Dual Enrollment Program is a collaboration between Medgar Evers College and Middle College High School. Since its inception in January 2002, the Program has actively fostered student and parental involvement prior to the actual college experience. Funded by the City University of New York, DEP is designed to impart the awareness that parental involvement can enhance the academic and career goals of children in immeasurable ways. DEP provides Middle College High School students with the opportunity to enroll in college credit-bearing courses taught at Medgar Evers College. These courses enable students to accumulate college credit while simultaneously earning credit toward their high school graduation requirements. All courses are free of charge, with all the services and amenities that are offered to any college student. In order to be eligible for the Program, enrollees must: have an accumulative B+ average or better; a recommendation from the Principal; pass the subject Regents Examination with a 75% or better; and score 480 or better on both the Math and Verbal SAT.

Community Programs and Centers

Other grant funded programs and centers in the School of Professional and Community Development, which service Central Brooklyn and/or the community at large include:

Bridge to Education, Training and Advancement

Academy (BETA) Bridge to Education, Training and Advancement Academy at Medgar Evers College is a newly established program in the School of Professional Development and Community Programs. Funded by the New York City Division for Youth and Community Development through the Workforce Investment Act, BETA Academy enrolls youth and young adults, ages 16 through 21, with and without high school diplomas. Students receive GED preparation, vocational training, job readiness skills training, job placement and assistance with enrolling in higher education. Classes are available at several Brooklyn locations Mondays through Fridays, and weekend days and evenings, based on the type of training requested. All vocational programs lead to certification. WEB Design, Paralegal and Pharmacy Technician are just some of the programs offered through the Academy. For more information, please call (718) 270-6474.

College Opportunity to Prepare for Employment Program (COPE)

This Program is a joint initiative of The City University of New York (CUNY) and the City of New York Human Resources Administration's Office of Employment Services

(HRA, OES). COPE is designed to assist public assistance recipients of Temporary Aid to Needy Families (TANF), who are pursuing vocationally oriented associate degrees. COPE provides academic advisement and assistance throughout the registration process; individual counseling; case management services on an ongoing basis; employment assistance on a part or full time basis; and job readiness workshops.

"18 Mai" Committee, Inc.

Based at Medgar Evers College, the "18 Mai" Committee, Inc. is a non-profit organization whose mission is to embrace, celebrate, and preserve the rich culture, history and traditions of Haiti through cultural and educational programs. We strive to increase sensitivity towards the Haitian immigrant community, and to educate the public on the role and significant contributions of Haitian history, culture, and tradition in the development of the Americas. Our programs include a Haitian Cultural Awareness Week, an annual month-long festival in May with special events celebrating Haitian culture, art and history throughout the east coast. Our Toussaint L'Ouverture Leadership Program is an after school program that provides at-risk youth with individual instruction to enhance their academic, social and physical development. We also offer scholarships and emergency funds to young Haitian women ages 16 to 25, through our Haitian Women's Foundation, to assist them in pursuing their degree or vocational training. For more information, please contact Mr. Ruddel Deceus at (718) 270-6935.

Male Educational Ladders Initiative (MELI)

MELI is a General Educational Development (GED) program which offers preparation for the GED (high school equivalency) examination. The program also provides courses to adults who test below the GED level and need to improve basic reading and math skills before they qualify to move into the GED level. Classes are offered at W.E.B. DuBois High School Monday, Tuesdays, and Wednesdays, 6 pm – 9:30 pm. The length of time necessary to prepare for the GED exam depends on a combination of factors including the student's initial reading and math scores, previous years of education, length of time out of school, level of motivation, and amount of time available for study and homework.

New York City Adult Literacy Initiative

This program provides free classes for adults in Basic Skills and English as a Second Language, together with academic and career counseling.

Perfect Opportunity for Individual Success and Educational Development (POISED)

Medgar Evers College has hosted the Perfect Opportunity for Individual Success and Educational Development (POISED) program since its inception in 1999. The POISED

for Success program provides pregnant women and mothers of children ages two and under, who are receiving public assistance, with a three-month program of basic education, computer instruction, parenting and health seminars, as well as job readiness. Coordinated through CUNY, the program focuses on improving educational outcomes of students in preparation for entering the workforce or enrolling in college. Internships are available on campus for students who need work experience before securing employment. Our POISED @ Home program offers in-home, individualized instruction and counseling for women on public assistance who are on maternity leave. It allows participants to continue their education while on leave and provides support for mothers and their newborns up to 3 months. All students in the program are referred directly from the Human Resources Administration (HRA).

The Welfare to Careers Project (WTCP)

The Welfare to Careers Project links college education to work experience and career training, with the ultimate aim of permanently lifting the working poor out of poverty. WTCP provides various resources to low-income working parents. These services include free tuition; case management and counseling services; career counseling and job placement; and two-year career follow-up on its graduates.

All WTCP students must be: a least 18 years old; a US citizen, permanent resident or other TANF qualified non-citizen; a NYC resident; a parent or guardian of a minor child or paying child support for children, or be pregnant; have an income below 200% of the poverty level (ask WTCP staff for details); working and **not** receiving cash public assistance.

Caribbean Research Center

The Caribbean Research Center is in its 21st year of operation. Since its inception, the Center has sought to heighten awareness of the various issues which impact the lives and experiences of Caribbean immigrants in the United States by conducting research on economic, social, cultural and educational factors germane to Caribbean immigrants. The Center publishes and disseminates research findings; undertakes cross-cultural comparative studies of other ethnic populations; and monitors and contributes to the development of multicultural curriculum projects at both school and tertiary levels. Also, the Caribbean Research Center provides various services to community residents including training programs for students, educators, parents, social workers, community organizations, service agencies and the general public. Moreover, the Center develops a source of information for community consultation and a reference point for policy formulation regarding Caribbean immigrants by United States Government agencies at city,

state and federal levels, and serves as an international crossroads for academic exchange among researchers, writers, students, artists and intellectual workers.

Center for Black Literature

The mission of the Center for Black Literature is to expand, broaden, and enrich the public's knowledge and aesthetic appreciation of the value of black literature. Through a series of programs that build an audience for the reading, discussion, and critical analysis of contemporary black literature and that serve as a forum for the research and study of black literature, the Center convenes and supports various literary programs and events such as author signings, writing workshops, panel discussions, conferences, and symposia.

The Center also collaborates with various organizations including public schools, the Brooklyn Public Library, the Brooklyn Academy of Music, the Brooklyn Museum, the PEN American Center, and the Schomburg Center for Research and Black Culture. In order to accomplish its mission and sustain its programming, the Center must raise funds through private and public organizations and foundations. Funding for Center programs has been provided by organizations such as the National Endowment for the Arts, the Nathan Cummings Foundation, the New York Council on the Humanities, Poets and Writers, and Independence Community Bank. For more information regarding the Center for Black Literature, visit www.mec.cuny.edu/blacklitcenter or call 718 270-6983.

Center for Law and Social Justice (CLSJ)

It is the purpose of the Center for Law and Social Justice to meet an existing need within the City of New York for civil rights, social justice and a legally oriented community institution. Founded in 1985, the Center for Law and Social Justice seeks to accomplish its mission through research and advocacy, by serving as a clinical program and internship center, and by developing and participating in projects which highlight legal, political and cultural issues and promote national, international and human understanding.

Center for Professional Education (CPE)

The Center for Professional Education was formerly the Worker Education Program (WEP). While the name of the program has changed, the excellent service we offer has remained unchanged. The program contracts with businesses, agencies, and organizations to help with their staff training needs and assists students with union-sponsored direct payment tuition and reimbursement plans. It provides quality education and training to working adults who are pursuing college degrees and to non-degree students needing courses in order to improve their skills or to upgrade their qualifications for job advancement or job change. For information on the East New York site call Joy Woolley, Coordinator at (718) 257-2702.

On June 16, 2003, the College opened its second satellite campus located in Sunset Park at Middle School 136, 4004 4th Avenue, Brooklyn, New York. For information on the Sunset Park site call Bertha Navarro at (718) 871-4972 Ext. 103.

Male Development and Empowerment Center (MDEC)

The Male Development and Empowerment Center provides a holistic approach to male development by ensuring that male students are immersed in a comprehensive array of curricular, co-curricular, and extra-curricular programs. The Center also offers activities and services: to broaden their educational experience; facilitate an intensive orientation to higher education and the world of work; and provide them with an understanding of their place in history by harnessing their potential to become role models and change agents in their communities.

Young Adult Borough Center (YABC)/Young Adult Learning to Work Center (YALWC)

The Young Adult Borough Center/Learning to Work Center are part of the Department of Education's commitment to providing coverage and under-credited students, ages 17 and up, with multiple pathways to graduation. The Learning-to-Work program assists students in overcoming some of the obstacles that impede their progress toward a high school diploma and assists them with pursuing post-secondary employment and/or education. The program provides enhanced academic supports and youth development support services, meaningful career and educational exploration experiences, work preparation and skill development, and internships. After students complete all required course work and achieve required scores on the Regents examinations, they receive a diploma from their sending school.



Enrollment Management & Student Services

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

Office: 1637 Bedford Avenue
Suite 306

Executive Assistant: Miles McAfee
718 270-6096
718 270-6198
miles@mec.cuny.edu
1637 Bedford Avenue

Executive Secretary: Marjorie Manswell
718 270-6046
718 270-6198
mandm@mec.cuny.edu
1637 Bedford Avenue

Office Assistant: Sonia Waldron-Brown
718 270-6047
718 270-6198
waldronb@mec.cuny.edu
1637 Bedford Avenue

Differently-Abled Services

Anthony Phifer
718 270-5027
aphifer@mec.cuny.edu

Ella Baker Child Development Center

Janet McIntosh
718 270-6183
janetm@mec.cuny.edu
C-103

Financial Aid

Conley James
718 270-6132
conley@mec.cuny.edu
1637 Bedford Avenue

Health Services

Lucille Cadiz-Barrow
718 270-6075
lbarrow@mec.cuny.edu
1637 Bedford Avenue

Registrar

Cynthia Gordon-Cooper
718 270-6040
cynthia@mec.cuny.edu
1637 Bedford Avenue

DEPARTMENTS AND DIRECTORS

Admissions

Warren Heusner
718 270-6024
wheusner@mec.cuny.edu

Athletics

Roy Anderson
718 270-6071
roy@mec.cuny.edu
CM-9

Career Management Services Center

Deborah Young
718 270-6059
young@mec.cuny.edu
1637 Bedford Avenue

Center for Women's Development

Safiya Bandele
718 270-5155
safiya@mec.cuny.edu
B-2032

Veteran's Affairs Services

Miles McAfee
miles@mec.cuny.edu
718 270-6096
1637 Bedford Avenue

Student Advocacy & Support Services Center

Simone Rodriguez-Dorestant
718 270-5170
simone@mec.cuny.edu
B-2032

Student Life and Development

Kevin Adams
718 270-6050
kadams@mec.cuny.edu
1637 Bedford Avenue

Student Government Association

Jonathan Maitre, President
718 270-6282
jmaitre@mec.cuny.edu
1637 Bedford Avenue

MISSION STATEMENT

The Mission of Enrollment Management and Student Services includes developing effective and efficient services and programs for students through the various departments within the unit; integrating student affairs and academic affairs; directly involving students in the affairs of the institution; and encouraging a sense of community among students, faculty, and administrators. Activities and programs of the Department are located in all Buildings

Enrollment Management and Student Services consists of the following: Student Advocacy and Support Services Center, Counseling Services, Academic Warning & Probation, Offices of Recruitment & Admissions, Financial Aid, Registrar, Career Management Services Center, Center for Women's Development, Differently-Abled Services, Student Life and Development, Health Services, Veteran's Affairs, and International Student Advisement.

Athletics

The Intramural and Intercollegiate Athletic Program coordinates a variety of athletic activities. The focus of intramural sports is "to promote leisure-time activities, informal instruction and sports competitions for the general student body." Activities which have been initiated in response to student interests include aquatics, dance, martial arts, co-ed volleyball, weight training, and half-court/full-court basketball.

There are 12 intercollegiate teams that provide outlets for students with advanced sports skills. Varsity teams include men's cross-country, basketball, track, soccer, indoor track, outdoor track and volleyball as well as women's basketball, cross-country, volleyball, softball, indoor track and outdoor track. Students on academic probation cannot represent Medgar Evers College in intercollegiate athletics.

Information concerning intramural and varsity activities is available in the Athletic Office, located in the Carroll Street Building, Room M-9. The telephone number is 718 270-6071.

Career Management Services Center

The Career Management Services utilizes innovative and technological approaches to assist students in acquiring those skills needed for success in a competitive job market. Today's workplace requires professionals that are flexible, marketable and ready to change jobs as frequently as necessary. Furthermore, the transformation from student to professional requires the skills, etiquette, and professionalism that are necessary to impart the professional image that corporations seek.

The Office of Career Management Services seeks to foster those skills so that students can successfully compete in

the job market. The Office offers workshops, and career-counseling services such as resume writing and interviewing skills. In addition to the workshops, there are panel discussions that offer students the opportunity to speak with and gain exposure to professionals in the business arena. Information on internships and career opportunities are also made available. The Office also incorporates College Central Network. This internet based job search tool enables students to perform extensive job searches. The site also offers part-time, full-time, and internship positions.

The Office for Career Management is located in the School of Business and Students Services building at 1637 Bedford Avenue, Room 302. The office phone number is 718 270-6055.

Center for Women's Development

The Center for Women's Development (CWD) supports the self-actualization of students by providing services and programs of specialized support needed by women, particularly the student/parent, in pursuit of higher education. The Center's services and programs promote equal access to higher education for women through institutionalized support, including counseling and referrals, development and implementation of educational forums and events, and publication of both printed and audiovisual materials on women, families, and gender issues. The CWD compiles resource information and maintains a mini-library as well as an extensive Resource Directory.

The Center sponsors on-going individual and group counseling with specialization in issues of self-esteem, stress, family violence, parenting, and other quality-of-life issues for male and female students and community residents. The Center for Women's Development is located on the 2nd floor of the Bedford Building. The telephone number is 718 270-5127/5155.

Ella Baker/Charles Romain Child Development Center

The Ella Baker/Charles Romain Child Development Center was established in October of 1982 to provide child care services for the children of students, staff and the community. Since 1984 when the state began to contribute to day care funding for the CUNY colleges, enrollment is limited to enrolling only the children of students. It is located in the Carroll Street building, Room 100.

The Program consists of day care for children from 3 to 5 years old and an after-school program for children from 6 to 12 years old.

The Center operates:

Monday -Friday 8:00 a.m. until 10:00 p.m.
The Center follows the College calendar with regard to

holidays, etc. We have a subsidized fee schedule which is based on funding eligibility. Because space is limited children are accepted on a first come, first served basis.

Health Services

The Office of Health Services (OHS) educates students to become preventive health consumers in order to meet the health challenges of today. We are diligent in our quest for quality health care by seeking the best services our community based organizations offer. Since "prevention is the key to good health or wellness," the OHS with other collaborations have instituted various preventive health programs that will benefit students on campus. The preventive health program is headed by one Registered Nurse, and includes college-wide health fairs, referrals (medical/dental), first-aid treatment and the Preventive Health Library/ Resource Center. Our library/resource center is sponsored by NAFEO/CDC and contains all types of health information located in the OHS. The OHS provides CUNY sponsored immunization clinics which assist students to comply with NYS PHL2165 (MMR), and NYS PHL2167 meningitis information.

Veteran's Affairs Services

A Veteran's Affairs advisor offers specific counseling services for persons needing information about Veteran's Administration benefits, the Selective Services, and career opportunities in the military services. Students with prior military service or who are dependents of veterans are also required to contact the Veteran's Administration regarding available educational benefits. A tutoring program is also made available for veterans who need academic help. The Veteran's Affairs Office is located in the School of Business and Students Services building at 1637 Bedford Avenue. The telephone number is 718 270-6096.

Office of Student Life and Development

The Office of Student Life and Development serves as a resource center to all students and provides administrative leadership for the planning and development of student activities and programs. In addition, referrals are made to other related college services that help students to clarify and fulfill their needs and objectives and encourage students to contribute to a constructive campus learning environment.

Clubs, organizations and students who plan activities are required to utilize the college services and resources available through the Office of Student Life and Development. This Office coordinates student activities in collaboration with the Student Government Association, clubs and organizations, fraternities and sororities, the academic departments and other administrative units.

The Office of Student Life and Development serves as a general point of contact for students and their families regarding student life on campus and in the larger community. It is located in the Room S-212 in the School of

Business and Students Services building, 1637 Bedford Avenue and it can be reached at 718 270-6050.

Student Government Association

All students are members of the Student Government Association (SGA). The executive body of the SGA (president, day vice president, evening vice president, corresponding secretary, recording secretary, and treasurer) and elected class representatives constitute the Student Council. The SGA is concerned with many student activities including club budgets, the formation of new clubs, and the sponsoring of extra-curricular programs of intellectual, cultural and social value for the entire student body. The SGA also participates in the College decision-making process that affects the general student body. Additionally, by participating in various college-wide and departmental committees, students have the opportunity to share in the full range of responsibilities in the planning and governance of the academic and non-academic aspects of student life at Medgar Evers College. The SGA Offices are located at 1637 Bedford Avenue, Building, Room S-221, at 718 270-6282.

Student Clubs

Approximately thirty student clubs and organizations are actively engaged in various campus activities. Many of these clubs reflect the integration of extra-curricular and class activities. Political, special interest, and departmental organizations represent a variety of purposes and interests.

Student organizations and the Student Government Association are advised and assisted in the planning of their activities by the Director of Student Life & Programs. These planned activities may be of a social, cultural, or recreational nature and may take the form of discussions, seminars, plays, dance performances, talent shows, concerts, and sports events. To enable all student organizations to schedule the activities as well as hold weekly meetings, the College schedules Club Hours during the week. No classes are scheduled during these periods, which are usually on:

Mondays, Wednesdays, Saturdays
12:00 Noon until 1:15p.m.

Students interested in forming clubs/organizations, joining a student organization, and/or developing student activities should begin with the Office of Student Life & Programs. The MEC Student Activities Guide outlines the specific procedures that every group must adhere to be recognized as a bona fide student organization at MEC.

Student Activities Policy Advisement

There are several University and College Policies that apply to student organizations. Students should reference the following sources: MEC Student Handbook, MEC. Student Activities Guide, CUNY Policy on Sexual

Harassment, MEC Faculty-Student Disciplinary Policy & Procedures Handbook, and the MEC Student Government Association Constitution. Copies of these documents are available in the Office of Student Life & Programs, Student Government Association, and the Office of the Dean of Student Affairs/Services.

Automated Photocopier Services

Students with an encoded CUNY-ID are able to make copies at ten photocopier machines located throughout the Bedford Avenue and Carroll Street buildings. Information brochures and instruction pamphlets are available at each copier. The cost per copy is 8¢. Please remember that your ID will not work in the copiers until it is encoded. The encoding process is done in the Carroll Street Building, Room 200F during registration periods.

Monday - Friday 9:00 a.m. until 7:00 p.m.
Please contact 718 270-6116 for additional information.

Automated Teller Machine (ATM)

Carver Bank has an ATM which is located near the security desk on the first floor of the Bedford building. The machine also provides first class stamps. Non-EAB customers are charged \$1.50 per transaction in addition to any other user bank fees. If there are any problems with the machine, please call 718 230-2900.



Student Advocacy and Support Services Center

Director (Acting): Simone Rodriguez-Dorestant
718 270-5170 office
718 270-5181 fax
simone@mec.cuny.edu
Office: B-2032C

Director of Counseling: Juollie Carroll
718 270-5123
jcarroll@mec.cuny.edu
B-2032J

Coordinator of Academic Warning & Probation: Shannon Clarke-Anderson
718 270-5143
shannon@mec.cuny.edu
B-2032K

Transfer Student Coordinator: Gregory Seward
718 270-5124 office
gseward@mec.cuny.edu
B-2032

Academic Advisors:

Non-degree, School of Liberal Arts & Education
Dorothy Beatty
718 270-4856
dorothyb@mec.cuny.edu
B-2032N

School of Business
Racquel Brown-Gaston
718 270-5129
racquel@mec.cuny.edu
B-2032E

School of Science, Health, & Technology
Dulcie McPhatter-Clayton
718 270-5055
dulcie@mec.cuny.edu
B-2032F

School of Liberal Arts & Education
Kirt Robinson
718 270-5170
krobinson@mec.cuny.edu
B-2032Q

School of Liberal Arts & Education
Karen Prince
718 270-4994
prince@mec.cuny.edu
B-2032H

School of Science, Health, & Technology
Sharron Willis
718 270-5119
swillis@mec.cuny.edu
B-2032F

School of Business Coordinator, Student Appeals and Petitions; and Coordinator, CUNY BA Program
718 270-5159
Nicole Berry
nberry@mec.cuny.edu
B-2032-2

School of Business
William Boone
718 270-4996
williamb@mec.cuny.edu
B-2032

Student Advocacy and Support Services Center (SASSC)

The primary goals of the Student Advocacy and Support Services Center are to provide academic and counseling services to our students. The Center's operation will be based on a dual-model, which will entail providing academic advisement and counseling services to students via an assigned academic advisor and faculty mentor. The new initiative will enable Academic Advisors, Counselors, Faculty Mentors and Peer Leaders to work collaboratively to meet the needs of our students while simultaneously addressing student retention. The Center will forge a stronger collaborative working relationship between Student Affairs and Academic Affairs in the delivery of academic and counseling services.

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

The Student Advocacy and Support Services Center is located in Room, B-2032 in the Bedford Avenue Building. The telephone number is 718 270-5170.

AMENDMENT: CONDITIONS FOR RETENTION AND ACADEMIC PROGRESS

At the end of the each semester, the Grade Point Averages (GPAs) and credits accumulated for each student are reviewed. All students who are not in good aca-

ademic standing, based on the required standards listed, are placed in one of the following categories of warning, probation or dismissal.

Warning

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

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

Probation

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

0 - 12.5	Credits	1.50	GPA
13 - 24.5	Credits	1.75	GPA
25 and over	Credits	2.00	GPA

Students on Probation will be required to:

1. Attain a Grade Point Average each semester, equal to or above the minimum cumulative GPA requirement. The minimum standards are based on attempted credits. For example, if the student has attempted twenty-five (25) or more credits, the requirement is a 2.00 or better cumulative GPA.
2. Register for a restricted reduced course load.
3. Register for an Academic Improvement (AIM), a Special Programs Academic Enhancement (SPA) course or Freshman Seminar 101 or 102, if not completed in order to increase the possibility for progress.
4. Attend required advisement sessions with assigned academic advisor.
5. Complete basic skills courses not completed and/or repeat courses not completed.

If students on probation achieve a semester GPA that meets or is above the standard criteria, but do not achieve a minimum cumulative GPA of 2.0 at the end of the semester, it is deemed that they have made satisfactory progress and may therefore continue on probation the following semester. Students are placed on probation at the end of each semester.

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

Dismissal

Any time the minimum cumulative GPA falls below the

required criteria for two consecutive semesters or more, the student may be deemed a dismissal candidate of the College and is sent a letter from the Office via the AWPDC Committee. **Students are dismissed at the end of each semester.**

Appeals for Review of Dismissal Action

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

If the appeal is not approved, the student has the right to appeal to the College-wide Committee on Academic Standards and Regulations (ASRC) for a final ruling. A copy of the appeal form is to be sent from the ASRC to the Office of Academic Affairs. If the ASRC rules in favor of reinstatement, then the CASR will complete a recommendation form with copies distributed to the student, the office of Academic Affairs and the AWPDC Coordinator. The AWPDC Coordinator will forward a list of all students who are reinstated to the Registrar, Financial Aid Office, Student Services, SEEK/Special Programs, College of Freshman Studies, and to the Dean of each School. Probation and reinstated students must adhere to the AWPDC Committee's recommendations.

Admission on Probation

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

Students who make satisfactory progress during the probation period, and continue to increase their cumulative GPA are required to maintain their academic standing and will be allowed to continue.

Students Readmitted to the College

Students can apply for readmission if they have not been enrolled for one or more continuous semesters at the College. An application is made through the Office of Admissions.

Students applying for readmission whose cumulative Grade Point Average is less than 2.0, must be evaluated by the AWPDC Committee in consultation with the Department of the prospective student's major. If the evaluation is favorable the student is readmitted on pro-

bation, pending final clearance of all other stops on the student's registration. The student receives a written recommendation regarding the conditions for readmission on probation.

Students who are readmitted on probation and do not adhere to the AWPDP recommendations, nor demonstrate academic progression will be dismissed.

Probation and Dismissal Stops

Probation and Dismissal "Stops" are automatically placed on the registration of all students to insure that students follow the recommendations of the AWPDP and Academic Standards Committees. (*Probation and Dismissal "Stop" are released only by the AWPDP Coordinator.*)

Transfer of College Credits

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

Students are required to take the CUNY Proficiency Examination (CPE) after completing 45 credits and prior to completing 60 credits.

COUNSELING SERVICES

Counseling services are available to help students cope with academic, career, and personal challenges that may interfere with their ability to achieve academic success and actualize their human potential. The counseling philosophy at the College is "to motivate and assist students in their pursuit of education, career, and personal/social skills for life long self development." Counselors provide individual counseling, group sessions, workshops, and seminars in a supportive and confidential atmosphere. The goals are to create conditions in which learning and growth can be maximized; to involve students in the life of the College which will lead to greater learning and development; and to increase social support, through increased peer interaction, peer support networks and an awareness and sensitivity to cultural differences.

Counseling Model

Once students complete the Freshman Year Program (FS 101/102) and 30 credits, counseling and academic advisement services are provided by the Student Advocacy and Support Services (SASS) Center. The Counseling unit will focus exclusively on counseling students throughout their College career. The faculty, academic advisors, and staff will refer students to counselors. The role of the counselor is to manage emerging student problems, engage in aggressive outreach efforts, and facilitate preventative and developmental workshops for continuing students. Counselors also work to develop and maintain campus partnerships with the academic schools, Learning Center and Career Development Services. The goal of the Counseling unit is to broaden learning experiences

and to encourage greater student involvement in the life of the College.

Probationary Counseling

Probationary counseling at MEC is grounded in the belief that, if given the opportunity in a student centered environment, students can succeed in higher education. Since probationary students are in need of more proactive advising, outreach, and monitoring, the counseling services that they receive are far more intensive.

All students placed on academic probation are required to contact their academic advisor or counselor. In addition, it is mandatory for them to register for an Academic Improvement Seminar (AIM) taught by a counselor or academic advisor assigned to the Schools. SEEK students on probation are required to register for a Special Programs Academic Enhancement Seminar (SPAE). In addition to academic advisement, counselors assist students with personal, social, career and educational counseling. Counselors are available on a walk-in or appointment basis.

COURSE DESCRIPTION

Academic Improvement

AIM 001 Academic Improvement Seminar

0 credit; 1.5 class hours

This course is designed to motivate and promote academic success by assisting students to develop the necessary skills needed to study effectively. The students will also be instructed on how to successfully negotiate the learning environment through the acquisition of information and knowledge. The main focus of the course will be to motivate students and help them strengthen their study skills through the presentation of motivational and informational lectures, extended reading assignments and the use of other supplementary learning/study skills resources. This course is mandatory for all students (other than SEEK students) on Academic Probation.

Pre-requisite: Students who do not achieve satisfactory academic progress for two (2) consecutive semesters as defined according to academic progress guidelines.

Services for the Differently Abled

Coordinator: Anthony Phifer
718 270-5027
aphifer@mec.cuny.edu
Office: B-1011

Student Services

Prospective students who are differently-abled should plan a visit to the campus to arrange for any special services they may require. To plan a visit and to discuss services available please contact our office for Services for the Differently Abled.

Federal law prohibits discrimination because of disabilities. Information is requested voluntarily, kept confidential, and is used solely for the purpose of furnishing counseling services and assistance. The College's Coordinator of Services for

the Differently Abled is also the ADA/504 compliance officer under the guidelines of the Americans with Disabilities Act, which prohibits discrimination on the basis of disability.

The Office of Services for the Differently Abled provides a full range of services to differently-abled students to enable them to meet their long-range educational goals. Among these services are counseling, priority registration, alternative testing, tutoring, adaptive equipment, note-takers and readers. Workshops and seminars are also offered by the office to educate the College community about disabilities and the needs of differently-abled students. For further information, please call Mr. Anthony Phifer.

College Resources

Academic Computing

Director: Andrew Jackson
718 270-6165
718 270-5182 fax
ajackson@mec.cuny.edu
B-2014

Administrative Computing

Director: Mohammad Nematollahi
718 270-6064
718 270-6260 fax
mo@mec.cuny.edu
C-13A

Affirmative Action

Coordinator: Charlotte Phoenix
718 270-4913
718 270-5177 fax
cphoenix@mec.cuny.edu
Metro Tech

Campus Facilities

Chief Superintendent Reginald Outerbridge
718 270-6123
718 270-6003 24 hour contact
routerbridge@mec.cuny.edu
C-113C

Campus Security and Public Safety

Security Director: Elvert Miller
718 270-6069
718 270-6101 fax
miller@mec.cuny.edu
C-2A

College Bookstore

Manager: Nicole Serrant
718 774-5040
bncollege@bncollege.com
1665 Bedford Avenue

College Cafe

Manager, Bedford Avenue Building: Ornan A. Davidson
718 270-5142

Manager, Carroll Street Building:

Ornan A. Davidson
718 270-6013

Film, Television, and Radio Studios

Director: Sylvia Kinard
718 270-6143
sthompson@mec.cuny.edu
Television Studio

Department of Library and Information Services

Chief Librarian: Madeline Ford
718 270-4880
718 270-5182 fax
mford@mec.cuny.edu
B-2043B

Deputy Chief Librarian: Danesh Yazdani

718 270-4880
718 270-5182 fax
Yazdani@mec.cuny.edu
B-0108B

Institutional Advancement

Vice President Emmanuel Gonsalves
718 270-6903
718 270-6918 fax
egonsalves@mec.cuny.edu
Metro Tech

Institutional Research

Director: Eva Chan
718 270-6487
718 270-6918 fax
echan@mec.cuny.edu
Metro Tech

Sponsored Research

Director: Hiroko Karan
718 270-6081
hiroko@mec.cuny.edu
Metro Tech

Instructional Technology Center

Director Kimberlee Moorning
718 270-5148
718 270-5182 fax
kimm@mec.cuny.edu
B-2033

Medgar Evers College Community Council

Coordinator: Katie Davis
718 270-5025
B-3005C

Academic Computing

The Academic Computing Complex (ACC) at Medgar Evers College is comprised of open access, teaching, and special purpose laboratories. These labs are equipped with software applications and simulators that allow students to perform all of the tasks needed to fulfill the

requirements for their courses. The labs use Microsoft Office, various programming language compilers, math tools, and other courseware to support the many classes conducted in the labs. All labs are equipped with high speed printers that can be accessed from any computer. Students can retrieve course materials online through Blackboard; they can also register online using eSIMS, available in all the labs. The ACC provides services to students from 7:30 AM until 10 PM Monday through Friday, and on Saturday from 9 AM to 5 PM. The open labs can be accessed from 8:30 AM until 10 PM weekdays and from 9 AM to 5 PM on Saturday. On Sundays, computers are available for student use in the Library.

Administrative Computing

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

Affirmative Action

Medgar Evers College of The City University of New York is an Affirmative Action and Equal Employment Opportunity institution. The primary objective of the Affirmative Action Program at the College is to ensure equal employment and educational opportunity for qualified persons, regardless of race, color, national or ethnic origin, religion, age, gender, sexual orientation, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as a victim of domestic violence.

Dr. Charlotte Y. Phoenix, Director of Cultural Diversity and Staff Development, serves as the Medgar Evers College Affirmative Action Officer, Title IX Coordinator, ADA/504 Officer and Sexual Harassment Coordinator to ensure that the College maintains a cooperative and supportive environment free of discrimination and sexual harassment. Her office is located in One Metro Tech Center North, 3rd Floor and her telephone number is 718 270-6936.

Campus Facilities

The center of the College campus is located in three buildings. The main building, a 204,000 GSF, three-story structure that was built in 1988 is located at 1650 Bedford Avenue. It houses the School of Liberal Arts and Education, College of Freshman Studies, Library, Founders Auditorium and Presidential Conference Center, Lecture Hall, Psychology Lab and the administrative offices of the President, Provost and Vice President of Finance, Administration and Capital Projects. In addition, this facil-

ity provides 16 classrooms, 7 computer labs, a snack bar, a student lounge and the testing Center.

The 1150 Carroll Street building is a brick, 209,000 GSF, four-story building that was originally built as the Brooklyn Preparatory School in 1906. Currently, it is the home of the School of Science, Health & Technology, School of Community and Professional Development Programs, Child-Care Center, gymnasium, cafeteria, 4 computer labs, 10 teaching labs, TV & Radio studios, Center for Law & Social Justice, Print Shop, Mailroom, thirty-two classrooms (which includes 16 modular units) and the administrative offices for Facilities Maintenance and Security departments.

The newly constructed, 44,500 GSF, 1637 Bedford Avenue building was completed in September 2006. It is the home of the School of Business and administrative offices for the Vice President of Student Affairs, Registrar, Career Development, Financial Aid, Student Life, Student Government, Adafi, Health Services and Bursar. Additionally, it provides 13 classrooms, a computer lab and a 74-seat lecture hall.

The College anticipates the addition of Academic Building I, a 198,000 GSF, 6-story building that is expected to be completed by 2008. This addition will be the new home of the School of Science, Health & Technology and will feature 15 classrooms, twenty-one teaching labs, 32 mini student/faculty research labs, a 500-seat dining hall, a 100-seat lecture hall, six computer labs, four seminar rooms and student lounge areas throughout the building. The building is also equipped with state of the art technological infrastructure for security and internet service. All classrooms will be equipped with smart classroom technology and ergonomically designed furniture. Site preparation for construction has begun and construction of this \$170,000,000 structure will take approximately 36 months to complete.

The administrative offices of the Vice President of Institutional Development, Comptroller, Procurement, Budget, Accounts Payable, Gifts & Grants and Government Relations have been relocated to downtown Brooklyn, at the College's suite of offices at One Metro Tech Center (North).

In order to provide the physical space needed to accommodate the increases in enrollment and academic and community programs, the College is aggressively pursuing development of its campus as outlined in its Master Plan. Currently, \$18,000,000 has been allocated towards the eventual construction of a Fine & Performing Arts Center. A consultant has been hired to assess the feasibility of this project as a public-private venture. An additional \$3,000,000 has been allocated for expand the

Presidential Conference Center and to enlarge the Student Snack Bar into a Campus Multi-Purpose Room. Also, \$11,000,000 has been obtained towards future campus improvements, which includes construction of an athletic field, technology infrastructure improvements, library digitization and campus wide copier services. The goal is to provide a flagship teaching, learning and working environment for our faculty, students and staff.

Campus Public Safety

Personnel of the Office of Public Safety at Medgar Evers College are on duty 24 hours a day, seven days a week. The 24 hour security operations number is 718 270-6003. All criminal actions or other emergencies occurring on campus must be reported immediately to Medgar Evers College Public Safety personnel by telephone or in person. Reports of crimes may also be made in writing.

To ensure a safe and secure campus, photo identification cards are required to gain access to campus facilities. Except during recess and holiday periods, the campus is open as indicated below:

Campus Public Safety Hours:

Monday - Sunday 24 hours per day

Administrative Office Hours:

Monday - Tuesday 10:00 a.m. to 7:15 p.m.
 Wednesday - Thursday 10:00 a.m. to 6:00 p.m.
 Friday 9:00 a.m. to 12:00 Noon
 Saturday - Sunday Office is Closed

Lunch Break Daily:

Monday - Friday 1:00 p.m. to 2:00 p.m.

College ID Card

College I.D. cards must be obtained from the Public

Safety Office within a reasonable time following first-time registration. This card must be validated every semester and must be kept on the student's person while on campus.

Other Public Safety services include lost and found, supervision and security of campus parking lots, special services to disabled students and those requiring medical attention, and security escort service to the campus parking lot.

College Bookstore

The College Bookstore is located at 1665 Bedford Avenue. Hours of operation are:

Monday - Thursday 10:00 a.m. to 6:00 p.m.
Friday - Saturday 10:00 a.m. to 2:00 p.m.

The College Bookstore carries textbooks and supplies needed for courses offered at Medgar Evers College as well as children's books, best seller authors, and much, much more. You may reach the Store Manager at

718 774-5060 or fax, 718 735-0491 or email sm010/bncollege@bncollege.

College Cafe

Medgar Evers College Cafe is located in the Carroll Street and Bedford Buildings and operates as follows:

The Cafe at Carroll

Monday - Friday 7:00 a.m. until 7:00 p.m.

The Cafe at Bedford

Monday - Friday 7:00 a.m. until 7:00 p.m.
Saturday 7:00 a.m. until 4:00 p.m.

The Cafe serves breakfast and lunch and provides a wide variety of hot and cold foods, desserts, salads, fruit, and hot and cold drinks. The Cafe also provides soda, snacks and ice cream vending machines throughout the Carroll Street and both Bedford Buildings. Any problems with the machines or refund request should be directed to The Cafe at 718 270-5142/6013.

Department of Film, Television and Radio

The Director of Film, Television and Radio Studios (DFTR) is located in the Carroll Street Building, where the College's radio station and television studios are also housed. Working in collaboration with the Department of Mass Communications, Creative and Performing Arts and Speech, both studios offer laboratory experiences for students to experiment with the creation, management and distribution of diverse forms of creative content. DFTR specializes in bridging the gap between theory and practical application. The Radio Station broadcasts on Brooklyn Cable Access Television (BCAT) and WNYE-FM. Students produce public service announcements and can use air shifts for the training needed to meet course requirements. Students also record and re-broadcast various campus activities in addition to original The Film/Television Studio is a professional three camera component Beta-SP format production facility. The Studio has both analog and digital image gathering capability and both linear and non-linear editing capacity. Students are exposed to both traditional and experimental production techniques and professional practices and encouraged to develop and produce original films and television programs. The Studio broadcasts over BCAT and WNYE-New York as well as other cable and educational networks.

Using a workshop model, students are given the opportunity to learn basic production techniques including scripting, lighting, shooting, producing and directing; as well as the technical operation and understanding of all studio equipment including cameras, audio board and mixers.

The DFTR has formed numerous partnerships with major film and television organizations to provide enhanced

internship and career track opportunities for students. It also supports student participation in various film and video festivals, nationally and internationally. Through DFTR, students gain a basic understanding of film, television and radio as distinct forms of artistic expression and opportunities to develop skills that will lead to professional careers.

Library and Instructional Media Services

The Charles Evans Inness Memorial Library is located on the basement, first, and second levels of the Bedford Avenue campus building. It is equipped with modern facilities to serve all of its constituencies, including differently-abled patrons. During the semester, the Library is open seven days a week:

Monday-Thursday	8:30	a.m. until	11:00	p.m.
Friday	10:00	a.m. until	6:00	p.m.
Saturday	10:00	a.m. until	5:00	p.m.
Sunday	12:00	noon until	6:00	p.m.

Library service hours are posted at the beginning of each semester.

The Library's total print holdings, both current and retrospective, include approximately 124,000 volumes and over 400 print periodicals. In addition, the Library subscribes to over 90 electronic databases and provides access to more than 25,000 e-journals. The library provides access to over 40,000 microforms for periodicals and special collections. These holdings encompass all academic disciplines and significant areas of advanced research in support of the college curriculum and programs. Especially well represented are materials pertaining to the humanities, health sciences, business administration, education, and African American studies. Periodic compilations of subject bibliographies highlight notable recent acquisitions in all disciplines. Well qualified librarians and staff members are available to assist library patrons, either individually or in groups, with searching, locating, and accessing desired information. Patron's research efforts are further aided by the Librarians through Information Literacy instruction and Reference assistance.

The Special Collections unit houses the Southern Africa Collection, which reflects the social, political, and economic conditions in the countries of Southern Africa, and the Dorothy Porter Collection of African American History and Literature. A microform collection of 40,000 out-of-print books and periodicals includes the Schomburg Collection for Research in African American studies.

The Instructional Media Services unit houses more than 20,000 items of non-print resources including audio and video cassettes, slides, DVDs, and CDs, for instructional

use. Media Services also manages the equipment needed for using these resources. Kurzweil Readers and VTEK/SPECTRUM monitor/camera systems that enlarge print sixty times the original size, for visually-impaired patrons are also maintained by this unit.

Inter-Library Loan (ILL) handles various referrals, direct-borrowing, and union-list services through all the above networks. METRO, a consortium of libraries in the New York metropolitan area, provides a cooperative information-sharing network. It also offers courtesy cards to gain admission to special research and reference collections. The Library is a member of a number of library consortia and information networks that provide users with access to national and international bibliographic data for almost forty-seven million items including local bibliographic data provided by CUNY libraries. The Library also participates in the New York State Inter-Library Loan System (NYSILL), the Academic Libraries of Brooklyn (ALB), the New York Metropolitan Reference and Research Agency (METRO). Online access is provided to national and international commercial databases, many with full-text articles, others with abstracts only. For a complete listing of these electronic holdings, see

<http://www.mec.cuny.edu/library/eresources.asp>.

The Library maintains an active program of outreach to the College and the community. The various educational, social, and cultural events sponsored or facilitated by the Library (i.e., The Black History Month and Women's History Month Programs, art exhibits, lectures and book signings) draw considerable interest and participation by diverse communities.

Division of Institutional Advancement

The Division of Institutional Advancement is a unit of the Office of the President established in September 1999. The Division is responsible for promoting and marketing the College through print and electronic media; advancing the College's institutional agenda with policy makers; raising funds from the public and private sectors; collaborating with a variety of governmental, university and international constituencies.

The Division manages major College events and activities; and serves the needs of the administration, faculty, students, alumni, and the broader community. Institutional Advancement's offices include: Development, Sponsored Research, International Relations, Public Relations, College Relations, Alumni Relations, the Community Council, Television, Radio and Cable Facilities, Government & Community Relations, the Male Development and Empowerment Center, and the Medgar Evers College Educational Foundation, Inc.

The Office of Development plans and coordinates major College fundraising activities with the business and corpo-

rate sectors, foundations, MEC Alumni and private donors for the College's special initiatives, student scholarships and faculty development. The Development Office, in conjunction with the Medgar Evers College Educational Foundation, formulates a comprehensive multi-year fundraising plan for the College.

Sponsored Research works to increase external revenue sources, by assisting faculty and administrators in proposal writing to obtain government and philanthropic grants and contracts. Sponsored Research provides research, technical assistance, budgeting, support services and compliance reporting for all College grant awards and contracts. Public Relations and College Relations produce College promotional materials for direct mailings, television, radio and cable outlets, newspapers, magazines and special publications. They produce College marketing materials and internal publications; and they develop, manage and assist with presidential and other College events. MEC television and radio facilities produce high quality educational and cultural programming which is aired throughout the New York metropolitan area.

International Relations (IR) coordinates a College lecture series for United Nations diplomats, heads of state, foreign dignitaries and international officials in order to foster a greater understanding of international affairs among students, faculty, administrators and the broader community. IR also assists with faculty and student exchange programs; and advises on policy actions which impact upon the College's diverse, international body of students, faculty and administrators. Government & Community Relations is the College's liaison to federal, state and city governmental bodies; it monitors policy, legislative and budgetary proposals as they may impact upon the College; communicates the College's policy, legislative and budgetary priorities to appropriate officials; coordinates College participation in governmental activities such as public hearings; communicates directives from CUNY Central to the College administration and leadership; and helps maintain positive relations between the College and community.

Medgar Evers College Education Foundation, Inc. The Medgar Evers College Educational Foundation, Inc. is a 501 (c) (3) not-for-profit corporation established to direct the fundraising activities of the College. The Foundation is dedicated to providing scholarships to deserving students who are encountering financial difficulties to continue their pursuit of a higher education and to enhancing the research and faculty development efforts of the College.

Male Development & Empowerment Center

The Male Development and Empowerment Center (MDEC) provides a holistic approach to male development by ensuring that male students are immersed in a comprehensive array of curricular, co-curricular, and extra-curricular programs; activities and services to broaden their educational experience; facilitate an intensive orientation to higher education and the world of work; and provide them with an understanding of themselves and their place

in history by harnessing their potential to become role models and change agents in their communities. MDEC was formally established in 2001, as an outgrowth of The Dr. Edison O. Jackson Single Fathers Scholarship Fund, which awards scholarships to students who are single custodial fathers and possess superior academic records.

Mission

The mission of MDEC is to prepare young males to take their rightful place in society by becoming productive members of their respective communities. It does so by:

- (1) Guiding young men successfully through their primary and secondary education experience into higher education and/or the workforce.
- (2) Developing in young men an ardent desire for intellectual growth and development in their pursuit of self-actualization;
- (3) Inculcating in young men fundamental values and traits of good character.
- (4) Providing young men with an understanding and appreciation of their place in history as well as their position as role models in their respective communities.
- (5) Developing leadership skills and an entrepreneurial mind-set that will allow them to become change agents in their respective communities.

Goals

To provide young men with the requisite knowledge, tools, skills, and competencies to allow them to pursue higher education opportunities.

To provide young men with those requisite tools, skills, training, and competencies to allow them to obtain gainful employment.

To inculcate in all of our young men those fundamental values and traits of good character and citizenship.

To develop in young men the necessary tools and skills to allow them to pursue entrepreneurial opportunities.

To develop those fundamental leadership skills to allow young men to become change agents in their respective communities.

To ensure that our young men develop effective communication skills – both verbally and in writing.

To ensure that our young men acquire critical thinking and problem solving skills.

To ensure that our young men acquire quantitative skills and technological proficiency.

To ensure that our young men perform community service as part of their educational experience.

To ensure that our young men acquire a global perspective and an appreciation for gender, cultural, racial, religious, and ethnic diversity.

Programs

MDEC plans to implement its transformation program at all stages of the education continuum (K-12 and college). The program will include students from both inside and outside the educational curriculum. MDEC educational programs are being implemented as a combination of in-

school and after-school programs. Partnerships are being pursued and established at various schools, as well as other non-governmental organizations, community-based organizations, and governmental agencies. Full implementation will be accomplished via collaboration with governmental agencies, community/social organizations, faith-based and other religious organizations, unions, and private sector entities. MDEC's curricular activities include general education; leadership development; entrepreneurship training; vocational education; skills assessment – testing and evaluation; counseling and career guidance; and health, wellness, and physical fitness programs. Co-curricular activities include tutoring; mentoring; community service; participation in clubs and organizations; financial literacy and planning; job development; training and placement. Extra-curricular activities include sports and recreational programs, as well as cultural and social skills development.

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

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

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

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



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

Medgar Evers College Education Foundation, Inc.

The Medgar Evers College Educational Foundation, Inc. is a 501 (c) (3) not-for-profit corporation established to direct the fundraising activities of the College. The Foundation is dedicated to providing scholarships to deserving students who are encountering financial difficulties to continue their pursuit of a higher education and to enhancing the research and faculty development efforts of the College.

INSTITUTIONAL RESEARCH & ASSESSMENT (IRA)

Since its inception in January 1999, Institutional Research & Assessment (originally named Institutional Assessment & Accountability) is responsible for carrying out overall assessment and research and providing information for improvement, planning and decision-making at the college. These responsibilities are performed by conducting institutional research and student assessment; evaluating college programs; monitoring personnel efficiency; disseminating information throughout the college, university and state; and serving as a general institutional data warehouse. The Office develops and produces various semester and annual reports and publications, including the Medgar Evers College Snapshot, the Medgar Evers College Fact-book and various informational monographs. Another major responsibility of IRA is to create and administer surveys at various points of the student experience, and conduct college-wide assessment of student academic preparedness and progress. The Office further works with an array of academic departments to assess student performance and goals, and prepare for departmental reviews. The Office seeks to study institutional effectiveness in meeting stated purposes and use the results to improve university programs, services, and facilities.

The office is comprised of two primary units:

1. Institutional Assessment
2. Institutional Research

Office of Assessment

The Office of Assessment is responsible for the creation and administration of assessment surveys and the analyses and reporting of results. The Office administers institutional level surveys to students at various point

of college experience. It collaborates closely with administrative offices, academic departments and instructors, as well as commercial administrators to facilitate the survey administrations. Additionally, the Office provides all levels of support to academic departments and administrative offices for departmental level assessment.

Instructional Technology Services Department

The Instructional Technology Services (ITS) department assists in the areas of instructional design, multimedia technologies, online learning, distance learning, course management, technology integration, student assessment and course evaluation. ITS is the link between technology and instructional activities. We provide ongoing support for faculty, staff and students with respect to technology for teaching and learning. Our overall objectives are to enhance student learning outcomes and demonstrate how technology can yield a more enriching education experience. The Instructional Technology Center (ITC) is the place for training and continuing professional development. The multimedia center also has video conferencing capabilities. Through the ITC faculty and staff create interactive content that best serves the needs of students, faculty and community members in the 21st century. More information about the ITS department can be found at www.mec.cuny.edu/ITS.

Office of Institutional Research

The Office of Institutional Research serves to enhance the college's capabilities in institutional research and provide support in outcomes assessment and departmental reviews. The Office collects data routinely from various data sources and maintains a complex system of student tracking files. Specific responsibilities include preparing student, faculty and course information for the college Fact Book and Snapshots; producing and distributing departmental portraits; responding to internal and external information requests; preparing routine and ad hoc statistical and narrative reports; processing student evaluation of teaching; preparing staff and teaching load reports; and serving as liaison to external constituencies.

Medgar Evers College Community Council

A significant feature of the founding and subsequent development of Medgar Evers College is the fact that its establishment was a direct response to the demands of the residents of the community in which it is located. From the beginning, there has been a close affinity between the College and the Central Brooklyn community. To strengthen that affinity and ensure the continuation of community involvement with the College, community leaders were invited to join the College administration in the establishment of a Community Council that would serve in an advisory capacity.

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

year the Community Council awards several scholarships to students who exhibit outstanding academic achievement and leadership.

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University Faculty Senate, ex officio

Elected Person(Yearly)

University Student Senate, ex officio

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Chancellor

Selma Botman

Executive Vice Chancellor for Academic Affairs

Allan Dobrin

Sr. Vice Chancellor & Chief Operating Officer

Jay Hershenson

Secretary of the Board of Trustees & Vice Chancellor for University Relations

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Brenda Richardson Malone

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Vice Chancellor for Student Development

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General Counsel and Vice Chancellor for Legal Affairs

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Interim Vice Chancellor for Facilities Planning, Construction, and Management

Perminder Ahluwalia

Interim Director of Design, Construction & Management

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John Mogulescu

Senior University Dean for Academic Affairs and Dean of the School of Professional Studies

David Fields

Special Counsel to the Chancellor

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Howard Apsan

University Director of Environmental Health and Safety

Michael Arena

University Director of Media Relations

George Chin

University Director of Financial Aid

Ann Cohen

University Dean of Academic Affairs

Brian Cohen

University Chief Information Officer

David Crook

University Dean for Institutional Research and Assessment

Curtis Kendrick

University Librarian

Robert Ptachik

University Dean for The Executive Office

Matthew Sapienza

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Eduardo del Valle

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Gloriana Waters

University Dean & Deputy to the Vice Chancellor for Faculty & Staff Relations

Judith Watson

Associate Dean, CUNY Graduate School of Journalism

Meghan Moore-Wilk

Director of Space Planning & Capital Budget

Director of Space Planning & Capital BudgetCheryl Williams

Assistant University Dean for Special Programs

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President

Dominic Nwasike

Senior Vice President & Provost

Fontaine D. Davis

Vice President of Operations and Chief of Staff

Levy Williams

Chief Independent Financial Auditor

Vincent Banrey

Vice President of Enrollment Management & Student Services

Michael FitzGerald

Associate Provost

Arthur Taylor

Vice President of Administration, Finance and Capital Projects

Andre Lake

Vice President, School of Professional & Community Development

Phyllis Curtis-Tweed

Assistant Provost of Assessment, Research & Student Success

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Dean, School of Liberal Arts & Education

Joan Parrott-Fonseca

Dean, School of Business

Gale Gibson-Ballah

Dean, College of Freshman Studies

Richard Jones

Executive Dean of Accreditation & Quality Assurance

Mohsin Patwary

Dean, School of Science, Health & Technology

Witly Paul

Comptroller

Nan Fisher Williams

Dean of Faculty & Staff Relations and Counsel to the President

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Dean, School of Liberal Arts & Education

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Department of Psychology

Delridge Hunter

Department of Interdisciplinary Studies

Claudia Schrader

Department of Education

Elizabeth Nunez

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Veronica Udeogolanya

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Department of Accounting

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Dean, School of Science, Health & Technology

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Department of Nursing BSN

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Department of Physical, Environmental and Computer Sciences Department

Heather Gibson

Department of Nursing AAS/PN

Darius Movasseggi

Department of Mathematics

Anthony Udeogalanya

Department of Biology

COLLEGE OF FRESHMAN STUDIES

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Dean, College of Freshman Studies

Jeffrey Sigler (Acting)

Director of Freshman Year Program

Janice Zummo

Chairperson/Director of SEEK Program

Chudi Nwasike

Director of Academic Foundations Division

Michael Chance

Director of Learning Center

Sharon Michel

Director of Testing Center and Services

LIBRARY AND INFORMATION SERVICES

Madeline Ford

Chief Librarian

PROGRAM DIRECTORS AND ADMINISTRATIVE UNIT HEADS

OFFICE OF THE PRESIDENT

Margaret Baker Green

Special Assistant to the President

OFFICE OF ACADEMIC AFFAIRS

Augustine Okereke

American Democracy Project

Zulema Blair

Political Engagement Project

Mark Pollard

Honors Program

Jennifer Sparrow

CUNY Proficiency Exam

Steven Nardi

Writing Across the Curriculum

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Environmental Health & Safety Officer

Justus Daniel

Property Manager

Reginald Outerbridge

Chief Administrative Superintendent

Arthur Taylor

Vice President of Administration, Finance and Capital Projects

Frank Tumminello (Acting)

Campus Facilities Officer

Levy Williams

Comptroller

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Director, Payroll

Charles Coleman

Budget Director

George Softleigh

Bursar

Witly Paul

Comptroller

Videl Price

Assistant Budget Director

Donna VanTull

Director, Purchasing

AFFIRMATIVE ACTION, COMPLIANCE, & DIVERSITY

Charlotte Phoenix

Director, Affirmative Action, Compliance, & Diversity

HUMAN RESOURCES

Louise Martin

Director, Human Resources

INSTITUTIONAL ADVANCEMENT & DEVELOPMENT

Marjorie Battle

Director, College Relations

Cheryl Coley

Director, Institutional Advancement and Development

Fredrick Gilbert

Executive Director, Corporate and Foundation Relations

Sylvia Kinard

(Acting) Director, Television Studio & Radio Station

Gbubemi Okotieuro

Associate Dean, Government and Community Relations

Rachelle Taylor

Director, Alumni Relations

Stephen Wymore

Director, Media Services

ACADEMIC TECHNOLOGY

Andrew Jackson

Director, Academic Computing

INSTRUCTIONAL TECHNOLOGY

Kimberlee Moorning

Director, Instructional Technology Services

STUDENT AFFAIRS

Roy Anderson

Director of Athletics

Julie Augustin

International Student Advisor

Safiya Bandele

Director, Women's Development Center

Lucille Barrow-Cadiz

College Nurse

Amado Calderon

Coordinator, Federal Work Study

Juollie Carroll

Director of Counseling

Cynthia Gordon-Cooper

Registrar

Warren Heunser

Director, Admissions

Conley James

Director, Financial Aid

Peter Holoman

Director, Male Development and Empowerment Center

Miles McAfee

Coordinator, Veterans Affairs

Janet McIntosh

Director, Ella Baker Child Development Center

Anthony Phifer

Coordinator of Services for the Differently Abled

Simone Rodriguez-Dorestant

Student Advocacy Support Services

Deborah Young

Director, Career Management Center

INSTITUTIONAL RESEARCH & ASSESSMENT

Eva Chan

Director of Institutional Research & Assessment

Valerie Acham

Assessment Associate

Olufemi Ojumu

Research Analyst

**SCHOOL OF EXTERNAL PROGRAMS AND
CONTINUING EDUCATION**

Carolyn D. Beck

Director, GEAR UP

Paul Chandler

(Acting) Director, Jackie Robinson Center

Ada G. Griffin

Director, COPC

J.A. George Irish

Executive Director, Caribbean Research Center,

Deloris Mitchell

Director, School of Continuing Education

Esmeralda Simmons

Director, Center for Law and Social Justice

Lisa Superville

Director, Liberty Partnership Program

Student's Rights and Responsibilities

Student Conduct

"The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community."

Students attending the College are required to obey the laws of the City, State, and Nation, and they are expected to set and observe a proper standard of conduct both within and outside the College.

Policy on Academic Integrity

Academic dishonesty of any type, including cheating and plagiarism, is unacceptable at Medgar Evers College. Cheating is any misrepresentation in academic work. Plagiarism is the representation of another person's work, words, or ideas as your own. Students should consult the Medgar Evers College Academic Dishonesty Policy and Procedure Handbook for specific regulations and procedures related to academic integrity. Academic dishonesty is punishable by failure of the test, examination, term paper, or other assignment on which cheating occurred. In addition, disciplinary proceedings in cases of academic dishonesty may result in penalties of admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, complaint to civil authorities, or ejection.

College I.D. Cards

College I.D. cards validated for the current semester must be carried at all times and must be presented upon the request by any office. All visitors and guests of students must obtain a pass from Campus Security.

Representing the College

No student or student organization may be a self-appointed representative of Medgar Evers College or any division thereof, nor of the City University of New York.

Smoking Policy

Smoking is prohibited inside all facilities or vehicles owned, leased, or operated by Medgar Evers College. Smoking includes the inhaling, exhaling and carrying of any lighted cigarettes, cigars, or pipes. There will be no sale of cigarettes, cigars, or pipe tobacco at any facility, location or vending machine owned, leased, or operated by Medgar Evers College or its contractors.

To affect adherence, members of the Medgar Evers College community must be willing to directly and politely inform those unaware of the policy, and remind those who disregard it. If this approach and effort is unsuccessful, the individual in violation of this

policy may be brought to the attention of the dean, director, senior staff member or other person in charge for further discussion and progressive counseling.

Alcohol Consumption and Illegal Drugs on Campus

Medgar Evers College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226).

The New York State minimum drinking age (21 years) is observed at all campus functions. Proof of age is required to consume alcoholic beverages and no individual appearing to be under the influence of alcohol will be served.

The unlawful possession, use or distribution of drugs is prohibited on the campus. Violators will be subject to penalties ranging from reprimand and warning for a first infraction, to separation from the College for a subsequent offense.

Legal sanctions against students alleged to be in violation of Public Law 101-226 will be determined according to Article 15 Section 3 of the CUNY Board of Trustees By-Laws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees By-Laws and Article XIV, respectively.

Students' Rights

College regulations regarding student conduct and student activities exist to preserve order within the College. These rules and regulations are printed in this chapter to inform students of their rights and responsibilities as members of the College community. Students' rights are not limited by what is enumerated in this bulletin. The purpose of the information is to outline some basic principles and guidelines applicable to students. Changing conditions can result in additional rules and guidelines.

Equal Opportunity

Medgar Evers College does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, marital status, or sexual orientation. Any student who is discriminated against on the basis of any of these attributes will be afforded due process in accordance with Section 15.3 of the Student Disciplinary Procedures of the By-Laws of the City University of New York.

Rights of Students with Disabilities

Section 504 of the Rehabilitation Act of 1973, which applies to employment and education, states that "no

otherwise qualified handicapped individual shall solely by reason of his (or her) handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." In this context, handicap means any physical or mental impairment that substantially limits such functions as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. It also includes such limitations resulting from a history of alcohol or drug addiction and temporary disability because of pregnancy.

Section 504 requires that the college make reasonable modifications to achieve the objective of accessibility for all disabled students. Regulations that have the effect of limiting the participation of students with disabilities in the educational program, such as rules prohibiting the use of tape recorders in the classroom, or dog guides in campus buildings, are prohibited. The college must ensure that no student with a disability is denied participation in a program because of the absence of necessary auxiliary educational aids.

Students who feel that they have been discriminated against may contact Mr. Anthony Phifer, the 504 Compliance Officer 718 270-5027.

Non-Attendance Because of Religious Beliefs

Title I, Article 5, Section 224-a of the New York State Education Law States:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that she or he is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of his or her religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which she or he may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after 4:00 P.M. or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days,

where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing him/herself of provisions of this Section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this Section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.
- 6a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.
7. As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Higher Education of the City of New York or any community College.

Access to College Files

CUNY guidelines from the Board of Trustees of the City University of New York and the Federal Education Rights and Privacy Act of 1974 permit only the following information concerning current and former students to be made available to those parties having a legitimate interest in the information: name, attendance dates, most recent address, major field of study, degree(s) received, and date(s) of receipt. By filing a letter with either the Office of the Registrar or the Office of the Dean of Students, a student or former student may request that any or all of the above information be released with the student's prior written consent. This may be completed, withdrawn, or modified at any time. Students may have access to their college records by completing a request form available in the Office of the Registrar. The Office of the Registrar will inform students of the dates (when) and places where their records may be inspected. Students will be charged a fee for the duplication of records.

The parents of a student younger than 18 years of age, who is dependent within the definition of section 152 of the United States Internal Revenue Code of 1954, have right of access to those student records to which the student has right of access. Where a student has waived right of access to a particular document or record, the parent has no access right. Dependency status may be demonstrated by submitting a copy of the last filed fed-

eral income tax form or other appropriate documents. Parents of a student 18 years of age or older have no right of access, regardless of their child's dependent status, without the consent of the student.

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. Freedom to teach and freedom to learn are inseparable facets of academic freedom."

Students "have a distinctive roll which qualifies them to share in the responsible authority on campus; the exercise of the authority is part of their education. Joint efforts among all groups in the institution - students, faculty, administration, and governing board - is a pre-requisite of sound academic government. Joint effort, to be effective, must be rooted in the concept of shared authority. The exercise of shared authority in College and University government, like the protection of (student and faculty) academic freedom, requires tolerance, respect, and a sense of community."

The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community."

Students' rights are not limited by what is enumerated in this statement. The purpose of the statement is to outline some basic principles and guidelines, many of which are now met. Specific implementation will have to be continuously adjusted as conditions at the College change.

Academic and Personal Files

1. Improper disclosure, even within the College, of academic, personal, and disciplinary records is a serious invasion of privacy. To minimize the risk of improper disclosure, academic, personal and disciplinary records should be kept in separate files.
2. All files may be made available only to specially authorized College staff. Express consent of the student involved is otherwise required.
3. Academic records and transcripts should contain only information about scholastic achievement.
4. No records should be kept which reflect the political and off-campus activities or beliefs of students.
5. Non-current medical and disciplinary records should be periodically destroyed.
6. Students have the right to periodically review their academic, medical and disciplinary records and to appeal for removal of items improperly included. If the appeal fails, the student has the right to append a written rebuttal to the record.

Standards Regarding Course of Study

1. Students have the right, within the limits of available

facilities, to pursue any course of study for which they are eligible according to College standards.

2. In order to permit eligible students unhindered access to courses, the costs of required materials should be kept within reasonable limits.
3. Students have the right to know, at the start of each course of study, the basis to be used by the instructor in determining grades.
4. Students' grades should be based solely on academic criteria, not on opinions or conduct in matters unrelated to academic standards.
5. Students should have the opportunity to take reasoned exception to facts or points of view offered in any course of study, but they are responsible for meeting the academic standards of any course of study for which they are enrolled.
6. Students should have the protection through formally established procedures against prejudiced or capricious academic standards or evaluations.

Participation in Academic Affairs

1. Students have the right, individually and collectively to express their views on matters of general interest to the student body, including institutional policy, curriculum, and personnel decisions.
2. Students have the right to participate in the formulation and application of institutional policy affecting academic and student affairs.
3. Students should share in the formation of policies regarding degree requirements, courses and curriculum, academic grading systems, standards of academic standing, and calendar arrangements.
4. Students should have the opportunity, individually and collectively, to assess the value of a course and to express their views on the form and conduct of a class which they have taken.
5. The results of an institutional mechanism used for students to assess courses and faculty, such as evaluation questionnaires, should be accessible to all members of the College community, and should be weighed in all decisions affecting faculty status and curriculum.

Extracurricular Activities

1. Students should be free to form and join associations to promote their common interests.
2. Students have the right to express their opinions, individually and collectively, and to support causes in a manner that does not disrupt the orderly operation of the College.

Standards of Conduct

1. Students should participate in the formulation of standards of behavior which are considered essential to the educational mission and community responsibilities of the College.
2. The code of conduct, as a set of regulations and pro-

cedures, should be clearly stated and published in a handbook or other generally available set of institutional regulations.

3. In all cases, disciplinary procedures should protect the student from capricious and prejudicial application of the rules of conduct. Such procedures should also satisfy the requirements of procedural due process, including written notice with details of charges, sufficient time to prepare a defense, right to assistance in the defense, right to cross-examine witnesses and to present evidence, and the right to appeal the decision.

Sexual Harassment Policy

The following policy prohibiting sexual harassment was adopted by the Board of Trustees of The City University of New York on June 26, 1995.

It is the policy of The City University of New York and Medgar Evers College to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, handicap, and veteran or marital status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegations of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either implicitly or overtly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between faculty/staff member and student, supervisor and employee, or tenured and untenured faculty member) it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

Procedures

Each Dean, Department Chairperson, or other person with supervisory responsibility is required to report any complaint of sexual harassment. All members of the College community are required to cooperate in any investigation of a sexual harassment complaint.

Any member of the University community may report allegations of sexual harassment to any member of the Sexual Harassment Panel. Employees who are covered by collective bargaining agreements may either use their contractual grievance procedures within the time limits provided in those agreements, to report allegations of sexual harassment; or, they may report such allegations directly to a member of the Panel as provided in these procedures.

More information about grievance procedures and the panel members can be found in the Affirmative Action Office 718 270-5131.

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129A OF THE:

Education Law

The tradition of the University as a sanctuary of academic

freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of The City University of New York.

With respect to enforcement of these rules and regulations we note that the Bylaws of The City University of New York provide that.

THE PRESIDENT "The president, with respect to his or her educational unit, shall:

1. Have the affirmative responsibility of conserving and enhancing the educational standards of the College and schools under his/her jurisdiction;
2. Be the advisor and executive agent of the Board and of his/her respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws. Resolutions and policies of the Board, the lawful resolutions of any of its committees and the policies, programs, and lawful resolutions of the several faculties;
3. Exercise general superintendence over the concerns, officers, employees, and students of his or her educational unit."

I. Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall she or he interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the

University/College when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the College.

3. Unauthorized occupancy of University/College facilities or blocking access to and from such areas is prohibited. Permission from appropriate College authorities must be obtained for removal, relocation, and use of University/College equipment and/or supplies.
4. Theft from or damage to University/ College premises or property, or theft of or damage to property of any person on University/College premises is prohibited.
5. Each member of the academic community or an invited guest has the right to advocate his or her position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the College grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on campus within the University/College, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
7. Disorderly or indecent conduct on University and College-owned or controlled property is prohibited.
8. No individual shall have in his or her possession a rifle, shotgun, or firearm or knowingly have in his or her possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/College without the written authorization of such educational institution. Nor shall any individual have in his or her possession any other instrument or material which can be used or is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University and College.
9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.
10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University employees in the workplace is prohibited. Employees of the University must also notify the College Personnel Director of any criminal

drug statute conviction occurring in the workplace not later than five (5) days after such conviction.

II. Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.
2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-10 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the Board of Higher Education, or suspension with/without pay pending a hearing before an appropriate College authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and for engaging in any manner in conduct prohibited under Substantive Rule 10 may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, in the case of a tenured faculty member, or tenured member of the administrative, or custodial staff engaging in any manner in conduct prohibited under Substantive Rules 1-10, he or she shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.
3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under Substantive Rules 1-9 shall be subject to ejection and/or arrest by the civil authorities.
4. Any organization which authorized the conduct prohibited under Substantive Rules 1-10 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

APPENDIX: SANCTIONS DEFINED

- A. ADMONITION:** An oral statement to the offender that she or he has violated University rules.
- B. WARNING:** Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.
- C. CENSURE:** Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University/College regulation within a period stated in the letter of reprimand.
- D. DISCIPLINARY PROBATION:** Exclusion from participation in privileges or extracurricular University/College activities as set forth in the notice of disciplinary pro-

bation for a specified period of time.

- E. RESTITUTION:** Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
- F. SUSPENSION:** Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
- G. EXPULSION:** Termination of student status for an indefinite period. The conditions for readmission, if any is permitted, shall be stated in the order of expulsion.
- H. COMPLAINT TO CIVIL AUTHORITIES**
- I. EJECTION**

**Adopted by the Board of Trustees of the
City University of New York on June 23, 1969
as amended on October 27, 1980,
May 22, 1989 and June 25, 1990.**

** For graduate students at the Graduate Division, the President of the Graduate Division shall, insofar as practicable, establish procedures, consistent with this Article to implement the provisions thereof. The sections on student activity fees shall apply to the Graduate Division.*

SECTION 15.0.

PREAMBLE

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom, if these rights are to be secure, then students should exercise their freedom with responsibility.

SECTION 15.1.

CONDUCT STANDARD DEFINED

Each student enrolled or in attendance in any College, school, or unit under the control of the Board, and every student organization, association, publication, club, or chapter shall obey the laws of the City, State, and Nation, and the bylaws and resolutions of the Board, and the policies, regulations, and orders of the College.

Subject to the approval of the Board, the faculty and student body at each College shall share equally the responsibility and the power to establish more detailed rules of conduct, and regulations in conformity with the general requirement of this article.

This regulatory power is limited by the right of students to the freedoms of speech, press, assembly, and petition as applied to others in the academic community and to citizens generally.

SECTION 15.2. STUDENT ORGANIZATIONS

- a. Any group of students may form an organization, association, club, or chapter by filing, with the duly elected student government organization of the College or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the College or school at which they are enrolled or in attendance, (1) the name and purposes of the organization, association, club, or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

However, no group, organization, or student publication with a program against the religion, race, ethnic origin, or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the College or be permitted to organize or continue at any College or school. No organizations, military or semi military in character, not connected with established College or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.

- b. Extracurricular activities at each College or school shall be regulated by the duly elected student government organization to insure the effective conduct of such College or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:
 1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs, or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend, or revoke any charter or other authorization for cause after hearing on notice.
 2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended, or revoked may appeal such

adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in Section 15.3. Following such hearing the duly elected student government shall have the authority to set aside, decrease, or confirm the adverse action.

- c. Any person or organization affiliated with the College may file charges with an **Office of the Dean of Students**** (throughout these bylaws in any College or unit where the title "Dean of Students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students) alleging that a student publication has systematically attacked the religion, race, ethnic origin, or sex of a particular group, or has otherwise contravened the laws of the City, State, or Nation, or any bylaw or resolution of the Board, or any policy, regulation, or order of the College, within a reasonable period of time after such occurrence. If the Dean of Students determines, after making such inquiries as he or she may deem appropriate, that the charges are substantial, he or she shall attempt to resolve the dispute, failing which he or she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of Section 15.3 thereof. If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify, or overrule the recommendations.
- d. Each College shall establish a student elections review committee in consultation with the various Student Governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda.
- e. Student Government elections shall be scheduled and conducted, and newly elected Student Governments shall take office, in accordance with policies of the board, and implementing regulations.

***Throughout these bylaws in any college or unit where the title "dean of students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students.*

SECTION 15.3. STUDENT DISCIPLINARY PROCEDURES Complaint Procedures

- a. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved,

may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization, or department making the charge.

- b. The chief student affairs officer of the College or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:
 - i. dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;
 - ii. refer the matter to conciliation. If a matter is referred to conciliation, the accused student shall receive a copy of the notice required pursuant to Section 15.3e of this bylaw; or
 - iii. prefer formal disciplinary charges.

Conciliation Conference

- c. The Conciliation Conference shall be conducted by the counselor in the Office of the Dean of Students or a qualified staff or faculty member designated by the Chief Student Affairs Officer. The following procedures shall be in effect at this conference:
 1. An effort will be made to resolve the matter by mutual agreement.
 2. If an agreement is reached, the counselor shall report his or her recommendation to the Chief Student Affairs Officer for approval and, if approved, the complainant shall be notified.
 3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the Chief Student Affairs Officer who will prefer disciplinary charges.
 4. The counselor is precluded from testifying in a College hearing regarding information received during the Conciliation Conference.

Notice of Hearing and Charges

- d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the Chief Student Affairs Officer of the College to the student at the address appearing on the records of the College, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or

the Conciliation Conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

- e. The notice shall contain the following:
 1. A complete and itemized statement of the charge that is being brought against the student including the rule, bylaw or regulation he or she is charged with violating, and the possible penalties for such violation.
 2. A statement that the student has the following rights.
 - i. to present his/her side of the story;
 - ii. to present witnesses and evidence on his/her behalf;
 - iii. to cross-examine witnesses presenting evidence against the student;
 - iv. to remain silent without assumption of guilt; and
 - v. to be represented by legal counsel or an advisor at the student's expense.
 3. A warning that anything the student says may be used against him/her at a non-college hearing.

Faculty-Student Disciplinary Committee Procedures

- f. The following procedures shall apply at the hearing before the Faculty-Student Disciplinary Committee:
 1. The Chairperson shall preside at the hearing. The Chairperson shall inform the student of the charges, the hearing procedures and his or her rights.
 2. After informing the student of the charges, the hearing procedures, and his or her rights, the Chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the Committee. If the student pleads not guilty, the College shall present its case. At the conclusion of the College's case, the student may move to dismiss the charges. If the motion is denied by the Committee the student shall be given an opportunity to present his or her defense.
 3. Prior to accepting testimony at the hearing, the Chairperson shall rule on any motions questioning the impartiality of any Committee member or the adequacy of the notice of the charge(s), subsequent thereto, the Chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a Committee member on the basis of evidence which was not previously available at the inception of the hearing, the Chairperson may rule on such a motion. The Chairperson shall exclude all persons who are to

- appear as witnesses, except the accused student.
4. The College shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A disciplined student is entitled, upon request, to a copy of such a transcript, tape or equivalent without cost.
5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the Chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the Committee's normal operations.
6. The College bears the burden of proving the charge(s) by a preponderance of the evidence.
7. The role of the Faculty-Student Disciplinary Committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to guilt or innocence. In the event the student is found guilty, the committee shall then determine the penalty to be imposed.
8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The College may introduce a copy of the student's previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the Committee in a sealed envelope and shall not be opened until after the Committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges, the records and documents introduced by the student and the College shall be opened and used by the Committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.
9. The Committee shall deliberate in closed session. The Committee's decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.
10. The student shall be sent a copy of the Faculty-student Disciplinary Committee's decision within five days of the conclusion of the hearing. The decision shall be final subject to the student's right of appeal.
11. Where a student is represented by legal counsel the President of the College may request that a lawyer from the General Counsel's Office appear at the hearing to present the College's case.

SECTION 15.4.

APPEALS

An appeal from the decision of the Faculty-Student Disciplinary Committee may be made to the President who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the Board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the President or Board Committee as the case may be. If the President is a party to the dispute, an Official of the University to be appointed by the Chancellor shall discharge his/her functions with respect to an appeal.

SECTION 15.5.

COMMITTEE STRUCTURE

- a. Each Faculty-Student Disciplinary Committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.
- b. The President shall select in consultation with the head of the appropriate campus governance body or where the President is the head of the governance body. Its Executive Committee, three (3) members of the instructional staff of that College to receive training and to serve in rotation as chair of the Disciplinary Committees. If none of the chairpersons appointed from the campus can serve, the President, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other Colleges. The chairperson shall preside at all meetings of the Faculty-Student Disciplinary Committee, decide, and make all rulings for the Committee. He/she shall not be a voting member of the Committee but shall vote in the event of a tie.
- c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the College shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

- d. In the event that the Chairperson cannot continue, the President shall appoint another Chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.
- e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the Committee.

SECTION 15.6. SUSPENSION OR DISMISSAL

The Board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any College, School, or unit of the University in the use of its facilities or in the achievement of its purposes as an educational institution.

The Chancellor or Chancellor's designee, President, or any Dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw Section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the College shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the College shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

SECTION 15.7. THE UNIVERSITY STUDENT SENATE

There shall be a University Student Senate responsible, subject to the Board, for the formulation of University-wide student policy relating to the academic status, role, rights, and freedoms of the student. The authority and duties of the University Student Senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the University. Consistent with the authority of the Board of Trustees in accordance with the education law and the bylaws of the Board of Trustees, the University Student Senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules

and procedures, for its internal administration and for such other matters as is necessary for its existence. The University Student Senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the University Student Senate shall be elected by their respective constituencies or by their student governments from the elected members of the respective student governments.

SECTION 15.8. COLLEGE GOVERNANCE PLANS

The provisions in a duly adopted College Governance Plan shall not be inconsistent with the provisions contained in this article.

Dated: September 1998

ARTICLE XVI STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES (SELECTED SECTIONS)

SECTION 16.1. STUDENT ACTIVITY FEE

The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

SECTION 16.2. STUDENT ACTIVITY FEES USE - EXPENDITURE CATEGORIES

Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;
11. Stipends to student leaders.

SECTION 16.3. STUDENT GOVERNMENT FEE

The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in

effect shall continue until changed. Student government fees shall be allocated by the duly elected student government, or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in Section 15.2. of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

SECTION 16.4.

STUDENT GOVERNMENT ACTIVITY DEFINED

A student government activity is any activity operated by and for the students enrolled at any unit of the university provided, (1) such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the city, state or nation, or the published rules, regulations, and orders of the university or the duly established college authorities.

SECTION 16.5.

COLLEGE ASSOCIATION

1. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fee, including student government fee allocations and expenditures for conformance with the expenditure categories defined in Section 16.2. of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform, or is inappropriate, improper, or inequitable.
2. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) members, its governing documents are approved by the college president and the following requirements are met:
 - a. The governing board of the college association is composed of:
 - i. The college president or his/her designee as chair.

- ii. Three administrative members appointed by the college president.
- iii. Three faculty members appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
- iv. Six student members comprised of the student government president(s) and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.

- b. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with Section 16.5.(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.
- c. The governing documents of the college association have been reviewed by the board's general counsel and approved by the board.

SECTION 16.6.

MANAGEMENT AND DISBURSEMENT OF FUNDS

The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures; one, the signature of a person with responsibility for the program; the other the signature of an approved representative of the allocating body.

SECTION 16.7.**REVENUES**

All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

SECTION 16.8.**FISCAL ACCOUNTABILITY HANDBOOK**

The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook, to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his/her designee to protect the integrity and accountability of all student activity fee funds.

SECTION 16.9.**COLLEGE PURPOSES FUND**

1. A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearmarked portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.
2. Expenditures from the college purposes fund shall be subject to full disclosure under Section 16.13. of these bylaws.
3. Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of Section 16.12. of these bylaws.

SECTION 16.10.**AUXILIARY ENTERPRISE BOARD**

1. The auxiliary enterprise board shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be developed by the auxiliary enterprise budget and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.
2. The auxiliary enterprise board shall be considered approved for the purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president and the following requirements are met:
 - a. The governing board is composed of the college

president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members.

- b. The administrative members are appointed by the college president.
- c. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
- d. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.
- e. The auxiliary enterprise board structure provides for a budget and contract committee composed of a combined total of faculty and administrative members that is one more than the number of student members. The budget and contract committee shall be empowered to develop all contract and budget allocation proposals subject to the review and approval of the auxiliary enterprise board.
- f. The governing documents of the auxiliary enterprise board have been reviewed by the board's general counsel and approved by the board.

SECTION 16.11.**THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS OVER STUDENT ACTIVITY FEE ALLOCATING BODIES AND AUXILIARY ENTERPRISE BOARDS**

1. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.
2. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion is not within the expenditure categories defined in Section 16.2. of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter



consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.

3. The chancellor or his/her designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.
4. All disapprovals exercised under this section shall be filed with the general counsel and vice chancellor for legal affairs.
5. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they

pertain to the colleges where students are paying an extramural fee.

SECTION 16.12.

REFERENDA

A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with student government elections.

1. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.
2. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by

changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.

3. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.
4. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the college president together with his/her recommendation.

SECTION 16.13. DISCLOSURE

1. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.
2. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.
3. The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.
4. The auxiliary enterprise board shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to auxiliary enterprises.
5. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable

to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once each year.

SECTION 16.14. STIPENDS

The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the board.

SECTION 16.15 UNIVERSITY REVIEW COMMITTEE

There shall be a University Review Committee consisting of three administrators appointed by the Chancellor.

1. The University Review Committee shall have responsibility for oversight and supervision over University student activity and extramural student activity fees. Recipients of extramural fees shall present an annual report to the appropriate Board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.
2. The University Review Committee may veto any proposed expenditure of the University Student Senate, subject to being overridden by the affirmative vote of two thirds of the total membership of the University Student Senate, in person or by mail ballot, except that a veto based upon the opinion that an item is in contravention of the laws of the city, state or nation, or bylaws or policy of the University is not subject to being overridden.

Dated: November 1999

Exhibit A - Exhibit U (CUNY)

EXHIBIT A

IMPORTANT NOTICE OF POSSIBLE CHANGES

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without notice. Tuition and fees set forth in this publication (or on the university's and colleges' websites) are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause.

EXHIBIT B

STATEMENT OF NONDISCRIMINATION

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

Dr. Charlotte Phoenix is the College Affirmative Action Officer, coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs. Her office is located in 1 Metro Tech Center North, 3rd Floor and her telephone number is 718 270-6936.

Mr. Anthony Phifer is the College Coordinator for the Americans with Disabilities Act and Section 504, which prohibit discrimination on the basis of disability. His office is located in 1650 Bedford Avenue, Room 1011 and his telephone number is 718 270-5027.

Dated: June 23, 2004

EXHIBIT C

DIRECTORY INFORMATION NON-DISCLOSURE FORM NOTIFICATION UNDER FERPA OF STUDENT RIGHTS CONCERNING EDUCATION RECORDS AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See Section '6' below on your right to prevent the disclosure of directory information. The FERPA rights of students are:

(1) The right to inspect and review your education records

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, you will be notified of the time and place where the records may be held. This form must be inspected. If the request is denied or not responded to within 45 days, you may appeal to the college's FERPA appeals office. Additional information regarding the appeal procedures will be provided to you if a request is denied.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

You may ask the college to amend a record that you believe is inaccurate or misleading. You should write to the college official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading.

If the college decides not to amend the record as requested by you, the college will notify you of the decision and advise you of your right to a hearing before the college's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

3) The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance commit-

tee, 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, New York 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, 600 Independence Avenue, SW, Washington, D.C. 20202-4605.

(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 pursuing, participation in officially recognized activities and sports, height and weight of athletic team members, previous school attended, and degrees, honors and awards received. By filing a form with the Registrar's Office, you may request that any or all of this directory information not be released without your prior written consent. This form is available in the Registrar's Office (S301) and may be filed, withdrawn, or modified at any time.

**CUNY Office of General Counsel
October 11, 2000**

EXHIBIT C-1

DIRECTORY INFORMATION NON-DISCLOSURE FORM

This form must be filed with the Registrar's Office (S301) if you do not wish any or all directory information disclosed without your prior consent. Directory information otherwise may be made available to any parties deemed to have a legitimate interest in the information. The instructions on this form may be changed at any time by filing a new form with the Registrar's Office. You should initial the appropriate spaces.

Name of Student: _____
Student ID Number: _____

A. _____ I DO NOT WANT ANY DIRECTORY INFORMATION DISCLOSED WITHOUT MY PRIOR CONSENT. *(If you initial this space you do not have to fill out the rest of this form, but must date and sign below.)*

B. _____ I DO NOT WANT THE FOLLOWING CATEGORIES OF DIRECTORY INFORMATION DISCLOSED WITHOUT MY PRIOR CONSENT. *(Initial those items which you do not want released.)*

____ Name.
____ Attendance dates (periods of enrollment).
____ Address.
____ Telephone number.
____ Date of birth.
____ 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 other than sports.
____ Participation in sports (teams).
____ Height if member of athletic team.
____ Weight if member of athletic team.
____ Previous school attended.
____ Degrees received.
____ Honors and awards received.

C. _____ I want my prior instructions not to release directory information withdrawn. I now authorize the college to release all of my directory information to parties with a legitimate interest.

Dated: _____

Signed: _____

**CUNY Office of General Counsel
October 11, 2000**

EXHIBIT D

NOTIFICATION OF STUDENT IMMUNIZATION REQUIREMENTS

Students who do not submit proof of measles, mumps and rubella (MMR) immunization or who fail to return the meningococcal meningitis response form within a statutory grace period shall be prohibited from attending the institution. For additional information, you should contact the Office of Health Services located at Carroll Street Building, Room CM-20 at the following phone number 718 270-6075.

Public Health Law 2165 requires that post-secondary students be immunized against measles, mumps, and rubella (MMR)

All registered full-time students and part-time students born on or after January 1, 1957 who are enrolled for at

least six, but fewer than twelve semester hours (or equivalent) per semester in an approved degree program or registered certificate program must submit proof of MMR immunization. Students may be exempt from the required MMR immunizations for religious or medical reasons. To qualify for a religious exception, students must submit a signed statement, or in the event the student is a minor (under 18), a signed statement from their parent or guardian, that they hold sincere and genuine religious beliefs that prohibit immunization. To qualify for a medical exception, students must submit a written statement from a licensed physician or nurse practitioner indicating that such immunization may be detrimental to their health.

Public Health Law 2167 requires that post-secondary institutions provide written information about meningococcal meningitis to its students and that students complete, sign, and return a meningococcal meningitis response form. Public Health Law 2167 does not require that students be immunized against meningitis. Public Health Law 2167 requires colleges to distribute written information about meningococcal meningitis disease and vaccination and students to complete, sign and return to the college, a meningococcal meningitis response form that:

1. confirms that the college has provided the information about meningococcal meningitis; and
2. indicates that either:
 - a. the student has received immunization against meningococcal meningitis within the 10 years preceding the date of the response form; or
 - b. the student has decided against receiving the vaccination. This law applies to students, who are enrolled in at least six semester hours (or the equivalent) per semester. No student may be exempt from receiving information or returning the response form.

Dated: August 18, 2004

EXHIBIT E1

FREEDOM OF INFORMATION LAW NOTICE

Requests to inspect public records at the college should be made to the Records Access Officer, Louise Martin, Human Resources Director, who is located at 1 Metro Tech Center North, 3rd Floor, Brooklyn, NY 11201, 718 270-506942. Public records are available for inspection and copying by appointment only at a location to be designated Office of Human Resources. You have a right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal Affairs. Copies of the CUNY Procedures for Public Access to Public Records Pursuant to Article 6 of the Public Officers Law and the appeal form are available at the reference desk of the library and the college website.

Dated: August 17, 2004

EXHIBITS E2 - E5

THE CITY UNIVERSITY OF NEW YORK PROCEDURES FOR PUBLIC ACCESS TO PUBLIC RECORDS PURSUANT

TO ARTICLE 6 OF THE PUBLIC OFFICERS LAW*

I. Designation of Records Access Officer

1. Each president shall designate one or more persons as Records Access Officers by name or specific job title and location who shall have the duty of coordinating the response of the colleges to public requests for access in accordance with law and regulations promulgated thereunder.
2. The records access officer shall be responsible for assuring that the college:
 - a. Maintains an up-to-date subject matter list in accordance with 5(e) herein.
 - b. Assists the requester in identifying requested records, if necessary.
 - c. Searches for the identified records to which access is requested.
 - d. Upon locating the records, takes one of the following actions:
 - i. Makes records promptly available for inspection; or
 - ii. Denies access to the records in whole or in part and explains in writing the reasons therefore.
 - e. Upon request for copies of records:
 - i. Makes a copy available upon payment or offer to pay a fee of twenty five (25) cents per page; or
 - ii. Permits the requester to copy those records.
 - f. Upon request, certifies that a copy is a true copy of the records copied.
 - g. Upon failure to locate records, certifies in writing that:
 - i. The college is not the legal custodian for such records
 - ii. The records of which the college is legal custodian cannot be found.
 - h. If access is denied in whole or part advises the requester of the right to appeal to the General Counsel and Vice Chancellor for Legal Affairs by use of the prescribed appeal form.

II. Location

Each college shall designate the locations where access to records may be requested.

III. Hours for Public Inspection

Each college shall establish a written procedure by which a person may arrange an appointment to inspect and copy records. Such procedures shall include the name, position, address and phone number of the party to be contacted for the purpose of making an appointment.

IV. Requests for Public Access to Records

1. Requests (i) may be oral or in writing, (ii) shall contain a description of the records sufficiently detailed to permit identification.
2. If the request is made in person and is not complied with when made, or is made by mail, the requester shall supply a stamped self-addressed envelope. Postage for voluminous material must be paid by the requester, plus handling charges.

3. Requests for access to records which have customarily been granted without written request shall continue to be so granted.

4. The duly designated college official shall respond to a request for access to records within five working days after receipt of the request, provided that if more than five working days is required to produce records, the receipt of the request shall be acknowledged within five working days after the request is received, such acknowledgment to include a brief explanation of the reason for delay and an estimate of the date on which production or denial will be forthcoming..

i. Each college shall maintain and make available for public inspection and copying a current list, by subject matter, of all records produced, filed, or first kept or promulgated after September 1, 1974. The list shall be sufficiently detailed to permit the requester to identify the file category of the record sought.

ii. The subject matter list shall be updated periodically and the date of the most recent updating shall appear on the first page. The subject matter list shall be updated not less than semiannually.

5. No records may be removed by the requester from the office where the record is located without the permission of the college.

V. Denial of Access to Records: Appeals

1. Denial of access shall be in writing stating the reason therefore and advising the requester of his right to appeal.

2. If the college fails to provide requested records within five working days after the receipt of the request or by the estimated date on which production or denial was to be forthcoming as provided in subdivision d of paragraph 5 hereof, such failure shall be deemed a denial of access by the college.

3. Appeals from a denial of written requests for access may be taken to the General Counsel and Vice Chancellor for Legal Affairs, 535 East 80th Street, New York, N.Y. 10021, within thirty working days of the mailing by the college or a written denial in whole or in part of access, or after the estimated date of production if access is not granted within such time.

4. the appeal shall be taken by use of the form annexed to these procedures.

5. The General Counsel and Vice Chancellor for Legal Affairs shall inform the requester of the decision in writing within ten working days of receipt of an appeal.

6. A final denial of access to a requested record shall be subject to court review as provided for in article 78 of the Civil Practice Laws and Rules.

VI. Fees

There shall be no fee charged for the following:

1. Inspection of records.
2. Search for records.
3. Any certification.

VII. Public Notice

Each college shall publicize by posting in a conspicuous location wherever records are kept or by publication in a local newspaper of general circulation:

1. The location where public records shall be made available for inspection and copying.
2. The name, title, business address and business telephone number of the designated Records Access Officer.
3. The right to appeal by any requester denied access to a record for whatever reason and the location where the appeal form can be obtained.

VIII. The Senior Vice Chancellor and Chief Operating Officer shall implement these regulations for the Central Office in the same manner as is provided herein for the Presidents with respect to the Colleges.

** These procedures are distinct from the procedure for access to student records which are covered by Federal law and Board of Trustees policy. Nothing in these procedures requires the creation or compilation of records or the production of records which are not public records.*

NEW YORK FREEDOM OF INFORMATION LAW APPEAL FROM WHERE A COLLEGE HAS DENIED A REQUEST FOR ACCESS TO ITS PUBLIC RECORDS

You have a right to appeal to the General Counsel and Vice Chancellor for Legal Affairs if the college has not granted your request for access to its public records. To exercise this right you must:

- a. complete this form and
- b. mail this form within thirty days after
 1. you receive the denial of your request for access or
 2. eight working days have passed since your request for access was received by the college and you have not received either a response to your request or a letter indicating the date by which the college will respond to your request or
 3. the date by which the college has advised you it would comply with your request has passed and your request has not been complied with. The form must be mailed to:

**General Counsel and Vice Chancellor
For Legal Affairs
The City University of New York
535 East 80th Street, 2nd Floor
New York, NY 10021**

1. Name: _____
2. Address: _____
3. Specify the records which you requested and were denied access: _____
4. Specify the date you requested access to these records: _____
5. Specify the date or the circumstances under which your request for access was denied: _____
6. Specify the name of the person who denied your request for access: _____
7. State all the reasons why you believe your request

for access should be granted.

8. Attach copies of your request and the denial. Additional supporting documents may also be attached.

Dated: June 24, 2004

EXHIBIT F1 - F2

SPECIAL PROVISIONS FOR STUDENTS IN THE MILITARY

The following policies apply to students who leave CUNY to fulfill military obligations.

1. Students called up to the reserves or drafted before the end of the semester.

a. Grades: In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).

b. Refunds: A student called up to the reserves or drafted who does not attend for a sufficient time to qualify for a grade is entitled to a 100% refund of tuition and all other fees except application fees.

2. Students who volunteer (enlist) for the military.

a. Grades: Same provision as for students called up to the reserves. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).

b. Refunds: The amount of the refund depends upon whether the withdrawal is before the 5th week of classes.

i. **Withdrawal before beginning of the 5th calendar week (3rd calendar week for summer session):** 100% refund of tuition and all other fees except application fees.

ii. **Withdrawal thereafter:** 50% refund.

(A proportionate number of weeks may be used for Kingsborough Community College and LaGuardia Community College for each of the above provisions.)

3. Other Provisions for Military Service:

a. Resident Tuition Rates: These lower rates are applicable to all members of the armed services, their spouses and their dependent children, on full-time active duty and stationed in the State of New York.

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

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

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

d. Readmission Fee: Upon return from military service,

a student will not be charged a Readmission Fee to register at the same college.

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

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

Dated: August 17, 2004

EXHIBIT G1 - G2

NEW YORK STATE EDUCATION LAW

ARTICLE 5 RELIGIOUS BELIEF LAW

S224-a. Students unable because of religious beliefs to register or attend classes on certain days.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or make up classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be enti-

tled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

6a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the regents of the University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under Section 501 of the United States Code.

EXHIBIT H THE CITY UNIVERSITY OF NEW YORK - POLICY ON WITHHOLDING STUDENT RECORDS

Students who are delinquent and/or in default in any of their financial accounts with the college, the university or an appropriate state or federal agency for which the university acts as either a disturbing or certifying agent, and students who have not completed exit interviews as required by the federal Perkins Loan Program, the federal Family Education Loan Programs, the William D. Ford Federal Direct Loan Program, and the Nursing Student Loan Program, are not to be permitted to complete registration, or issued a copy of their grades, a transcript of academic record, certificate, or degree, nor are they to receive funds under the federal campus-based student assistance programs or the federal Pell Grant Program unless the designated officer, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation.

**Approved by the Board of Trustees
November 18, 2002**

EXHIBIT 11 - 16

CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

I. DEFINITIONS AND EXAMPLES OF ACADEMIC DISHONESTY

Cheating is the unauthorized use or attempted use of material, information, notes, study aids devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

1. Copying from another student during an examination or allowing another to copy your work.
2. Unauthorized collaboration on a take home assignment or examination.
3. Using notes during a closed book examination.
4. Taking an examination for another student, or asking or allowing another student to take an examination for you.
5. Changing a graded exam and returning it for more credit.
 - a. Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
6. Preparing answers or writing notes in a blue book (exam booklet) before an examination.
 - a. Allowing another to research and write assigned papers or do assigned projects, including use of commercial term paper services.
7. Giving assistance to acts of academic misconduct/dishonesty.
9. Fabricating data (all or in part).
10. Submitting someone else's work as your own.
11. Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

1. Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source..
2. Presenting another person's ideas or theories in your own words without acknowledging the source.
3. Using information that is not common knowledge without acknowledging the source.
4. Failing to acknowledge collaborators on homework and laboratory assignments.

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying

information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means it is an exhaustive list:

1. Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
2. Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
3. Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
4. Intentionally obstructing or interfering with another student's work.

Falsification of Records and Officials Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

1. Forging signatures of authorization.
2. Falsifying information on an official academic record.
3. Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Adapted with permission from Baruch College: A Faculty Guide to Student Academic Integrity. The Baruch College document includes excerpts from University of California's web page entitled "The Academic Dishonesty Question: A guide to an Answer through Education, Prevention, Adjudication and Obligation" by Prof. Harry Nelson.

II. METHODS FOR PROMOTING ACADEMIC INTEGRITY

1. **Orientation sessions for all new faculty (full and part-time) and students** should incorporate a discussion of academic integrity. Packets containing information explaining the policy, the procedures that are in place, and examples of infractions should be distributed. These packets should be readily available, throughout the academic year, in the appropriate offices of the college and the locations of those offices should be widely publicized. Colleges using additional resources to detect plagiarism should publicize these resources widely.
2. **All college catalogs, student handbooks, and college websites** should include the CUNY and college academic integrity policy and the consequences of not adhering to it. The policy on Academic Integrity, as adopted by the Board, shall be distributed to all students. **All syllabi and schedules of classes** should make reference to the CUNY and college's academic integrity policy and where they are published in full.
3. **A "Faculty Report" form** should be used throughout

the University to report incidents of suspected academic dishonesty. (Sample attached) It is strongly recommended that the faculty member should report all such incidents by completing and submitting the form to the chief student affairs officer, the Academic Integrity Committee if the college has established one (see recommendation below), or other appropriate academic integrity official whom the college may designate (collectively referred to hereinafter as the "Academic Integrity Official"). A follow-up form should be submitted to the student's academic integrity file by the adjudicating person or body once the suspected incident has been resolved pursuant to one of the methods described below. Although form need not be uniform across the University, they need to be uniform within each college. The form should provide at least minimal information such as the name of the instructor and student, course name and number date of incident, explanation of incident and the instructor's telephone/email contact information; it should be easy to use and process. Except as otherwise provided in the CUNY procedures, the Academic Integrity Official of each college should retain the forms for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies.

4. CUNY will develop a website on Academic Integrity. This website includes suggestions for faculty, students and administrators to reduce cheating or plagiarism, resources on academic integrity and links to relevant sites. Future plans also include the development of an online training program to raise awareness about academic integrity.

5. The Committee recommends that this **CUNY Policy on Academic Integrity**, dated Spring 2004, be adopted by the Board of Trustees.

6. Colleges should **adopt the "PEN" (Pending) grade** to facilitate the implementation of the Procedures for Imposition of Sanctions. This grade already exists in the University's Glossary of Grades.

7. Colleges may wish to consider **issuing a Student Guide to Academic Integrity**. An excellent example is a document that students at Baruch College developed called "Student Guide to Academic Integrity at Baruch College". The Guide is in its final stages of approval.

8. Each college should consider joining the **Center for Academic Integrity**.

9. Colleges should consider subscribing to an **electronic plagiarism detection service**. Any college that does subscribe must notify every student each semester of the fact that such a service is available for use by the faculty.

10. Colleges should consider establishing an **Academic Integrity Committee**, to serve in lieu of grade appeals committees in cases of academic dishonesty, which would hear and decide contested grade reductions that faculty members award because of student's violations of the Academic Integrity Policy and collect and maintain files of Faculty Report forms of suspected and adjudicated viola-

tions of the Academic Integrity Policy.

11. Establish a mechanism for preventing students from dropping a class in order to avoid an investigation and/or imposition of a sanction for a violation of academic integrity.

III. PROCEDURES FOR IMPOSITION OF SANCTIONS FOR VIOLATIONS OF CUNY POLICY ON ACADEMIC INTEGRITY

1. Introduction

As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution - generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court-litigated violations, questions as to how much and what kind of process was "due" turn on the court's judgment whether the decision on culpability was "disciplinary" (a question of fact) or "academic" (a question of the instructor's expert judgment). This distinction has proved difficult to apply on campus. Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an "academic" sanction, that is, a grade reduction, less process is due than if a "disciplinary" sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any. It is strongly recommended that every instance of suspected violation should be reported to the Academic Integrity Official on a form provided by the college as described in the third Recommendation for Promoting Academic Integrity, above. Among other things, this reporting will allow the college to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

2. Procedures In Cases Where The Instructor Seeks An Academic Sanction Only

a. Student Accepts Guilt And Does Not Contest The Academic Sanction

If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the

student shall be given the reduced grade, unless the college decides to seek a disciplinary sanction, see Section I above and IV below. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion.

b. Student Denies Guilt And/Or Contests The Academic Sanction

If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the college's grade appeals process, including departmental grading committees where applicable, or the Academic Integrity Committee. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

3. Procedures In Cases Where A Disciplinary Sanction Is Sought

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college's Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the college's Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought². Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above. For the reasons discussed in Item IV below, if a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee's action.

4. Procedures In Cases In which Both A Disciplinary And An Academic Sanction Are Sought

If a faculty member or the college seeks to have both a disciplinary and an academic sanction imposed, it is not advisable to proceed on both fronts simultaneously lest inconsistent results ensue. Thus, it is best to begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur. Then no sanction of any kind may be imposed. The decision whether to pursue both types of sanctions will ordinarily rest with the faculty member.

5. Reporting Requirements

a. By The Faculty Member To The Academic Integrity Official

In cases where a violation of academic integrity has been found to have occurred (whether by admission or a

fact-finding process), the faculty member should promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form (see sample attached) provided by the college as described above. The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported. If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

b. By the Academic Integrity Official To the Faculty Member

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

1 A reduced grade can be an "F," a "D-," or another grade that is lower than the grade that would have been given but for the violation.

2 Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations, for example: infraction in ways similar to criminal activity (such as forging a grade form; staling an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements. (These examples have been taken from a list of violations compiled by Rutgers University.)

Adopted by the Board of Trustees on June 28, 2004

**EXHIBIT J1 - J2
THE CITY UNIVERSITY OF NEW YORK
COMPUTER USER RESPONSIBILITIES**

The **Computer Resources**** of The City University of New York must be used in a manner that is consistent with the University's educational purposes and environment. All users of computer resources are expected to act in a spirit of mutual respect and cooperation, and to adhere to the regulations for their use set forth in this document. As a

user of CUNY computer resources:

1. You must have a valid authorized account to use computer resources that require one and may use only those computer resources that are specifically authorized. You may use your account only in accordance with its authorized purposes and may not use an unauthorized account for any purpose.
2. You are responsible for the safeguarding of your computer account. For a mainframe computer account, you should change your password frequently and should not disclose it to anyone. You should take all necessary precautions in protecting the account, no matter what type of computer resources you are using.
3. You may not circumvent system protection facilities.
4. You may not knowingly use any system to produce system failure or degraded performance.
5. You may not engage in unauthorized duplication, alteration or destruction of data, programs or software. You may not transmit or disclose data, programs or software belonging to others and may not duplicate copyrighted material.
6. You may not engage in abusive or improper use of computer hardware. This includes, but is not limited to, tampering with equipment, unauthorized attempts at repairing equipment and unauthorized removal of equipment components.
7. You may not use computer resources for private purposes, including, but not limited to, the use of computer resources for profit making or illegal purposes.
8. You may not use computer resources to engage in abuse of computer personnel or other users. Such abuse includes the sending of abusive, anonymous, or unsolicited messages within CUNY or beyond via network facilities.
9. The use of college computer resources may be subject to college regulations, and you are expected to be familiar with those regulations.
10. These regulations and college regulations are subject to revision. You are expected to be familiar with any revisions in regulations.

The University reserves the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to insure compliance with regulations.

Any user who is found to be in violation of these rules shall be subject to the following:

1. Suspension and/or termination of computer privileges;
2. Disciplinary action by appropriate college and/or University officials;
3. Referral to law enforcement authorities for criminal prosecution;
4. Other legal action, including action to recover civil damages and penalties.

**** “Computer Resources”** is an inclusive term referring to any and all computing/information technology: hardware, software and access. Hardware includes, but is not limited to, terminals, personal computers, workstations, printers, mice, monitors, cabling, peripheral devices. Software includes, but is not limited to, mainframe shared software, networked software, and stand-alone software residing on personal computers. Access includes, but is not limited to, accounts on timesharing systems as well as access to stand-alone personal computing systems and other relevant technology.

Revised January 1995

EXHIBIT N1 - N7 THE CITY UNIVERSITY OF NEW YORK WORKPLACE VIOLENCE POLICY & PROCEDURES

The City University of New York has a long-standing commitment to promoting a safe and secure academic and work environment that promotes the achievement of its mission of teaching, research, scholarship and service. All members of the University community—students, faculty and staff—are expected to maintain a working and learning environment free from violence, threats of harassment, violence, intimidation or coercion. While these behaviors are not prevalent at the University, no organization is immune.

The purpose of this policy is to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible, and set forth procedures to be followed when such violence has occurred.

Policy

The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate this policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered under the University’s Policy Against Sexual Harassment.

The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies in cases where the employee or student suspects that an act of violence will result from an encounter with said individual(s).

Scope

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether in a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students, and visitors. When students have complaints about other students, they should contact the Office of Student Affairs at their campus.

Definitions

Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual’s legal rights of movement or expression, or disrupts the workplace, the academic environment, or the University’s ability to provide services to the public. Examples of workplace violence include, but are not limited to:

1. Disruptive behavior intended to disturb, interfere with or prevent normal work activities (such as yelling, using profanity, verbally abusing others, or waving arms and fists).
2. Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).
3. Menacing or threatening behavior (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten) where a reasonable person would interrupt such behavior as constituting evidence of intent to cause harm to individuals or property.
4. Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials. No one within the University community, shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.

Reporting of Incidents

1. General Reporting Responsibilities

Incidents of workplace violence, threats of workplace violence, or observations of workplace violence are not to be ignored by any member of the University community. Workplace violence should promptly be reported to the appropriate University official (see below). Additionally, faculty, staff and students are encouraged to report behavior that they reasonably believe poses a potential for workplace violence as defined above. It is important that all members of the University community take this responsibility seriously to effectively maintain a safe working and learning environment.

2. Imminent or Actual Violence

Any person experiencing or witnessing imminent danger or actual violence involving weapons or personal injury should call the Campus Public Safety Office immediately, or call 911.

3. Acts of Violence Not Involving Weapons or Injuries to Persons

Any person who is the subject of a suspected violation of this policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his or her supervisor, or in lieu thereof, to their respective Campus Public Safety Office. Students should report such incidents to the Office of Student Affairs at their campus or in lieu thereof, their Campus Public Safety Office. The Campus Public Safety Office will work with the Office of Human Resources and the supervisor or the Office of Student Affairs on an appropriate response.

4. Commission of a Crime

All individuals who believe a crime has been committed against them have the right, and are encouraged, to report the incident to the appropriate law enforcement agency.

5. False Reports

Members of the University community who make false and malicious complaints of workplace violence, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action and/or referral to civil authorities as appropriate.

6. Incident Reports

The University will report incidents of workplace violence consistent with the College Policies for Incident Reporting Under the Campus Security Policy and Statistical Act (Cleary Act).

Responsibilities

1. Presidents

The President of each constituent college of The City University of New York, the Chief Operating Officer at the Central Office, and the Deans of the Law School and the Sophie Davis School of Biomedical Education shall be responsible for the implementation of this policy on his or her respective campus. The responsibility includes dissemination of this policy to all members of the college community, ensuring appropriate investigation and follow-up of all alleged incidents of workplace violence, constituting a Workplace Violence Advisory Team (See #7. below), and ensuring that all administrators, managers, and supervisors are aware of their responsibilities under this policy through internal communications and training.

2. Campus Public Safety Office

The Campus Public Safety Office is responsible for responding to, intervening, and documenting all incidents of violence in the workplace. The Campus Public Safety Office will immediately log all incidents of workplace vio-

lence and will notify the respective supervisor of an incident with his/her employee, or notify the appropriate campus official of an incident with a student. All officers should be knowledgeable of when law enforcement action may be appropriate. Public Safety will maintain an internal tracking system of all threats and incidents of violence. Annual reports will be submitted to the President (at the same time as the report noted below) detailing the number and description of workplace violence incidents, the disposition of the incidents, and recommend policy, training issues, or security procedures that were or should be implemented to maintain a safe working and learning environment. These incidents will be reported in the Annual Report of the College Advisory Committee on Campus Security consistent with the reporting requirements of Article 129A Subsection 6450 of the NYS Education Law (Regulation by Colleges of Conduct on Campuses and Other College Property for Educational Purposes).

Officers will be trained in workplace violence awareness and prevention, non-violent crises intervention, conflict management, and dispute resolution.

Officers will work closely with Human Resources when the possibility of workplace violence is heightened, as well as on the appropriate response to workplace violence incidents consistent with CUNY policies, rules, procedures and applicable labor agreements, including appropriate disciplinary action up to and including termination.

When informed, Public Safety will maintain a record of any Orders of Protection for faculty, staff, and students. Public Safety will provide escort service to members of the college community within its geographical confines, when sufficient personnel are available. Such services are to be extended at the discretion of the Campus Public Safety Director or designee. Only the President, or designee, in his/her absence, can authorize escort service outside of the geographical confines of the college.

3. Supervisors

Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter "supervisor") is responsible within his/her area of jurisdiction for the implementation of this policy. Supervisors must report to their respective Campus Public Safety Office any complaint of workplace violence made to him/her and any other incidents of workplace violence of which he/she becomes aware or reasonably believes to exist. Supervisors are expected to inform their immediate supervisor promptly about any complaints, acts, or threats of violence even if the situation has been addressed and resolved. After having reported such complaint or incident to the Campus Public Safety Director and immediate supervisor, the supervisor should

keep it confidential and not disclose it further, except as necessary during the investigation process and/or subsequent proceedings. Supervisors are required to contact the Campus Public Safety Office immediately in the event of imminent or actual violence involving weapons or potential physical injuries.

4. Faculty and Staff

Faculty and staff must report workplace violence, as defined above, to their supervisor. Faculty and staff who are advised by a student that a workplace violence incident has occurred or has been observed must report this to the Campus Public Safety Director immediately. Recurring or persistent workplace violence that an employee reasonably believes is not being addressed satisfactorily, or violence that is, or has been, engaged in by the employee's supervisor should be brought to the attention of the Campus Public Safety Director.

Employees who have obtained Orders of Protection are expected to notify their supervisors and the Campus Public Safety Office of any orders that list CUNY locations as protected areas.

Victims of domestic violence who believe the violence may extend into the workplace, or employees who believe that domestic or other personal matters may result in their being subject to violence extending into the workplace, are encouraged to notify their supervisor, or the Campus Public Safety Office. Confidentiality will be maintained to the extent possible.

Upon hiring, and annually thereafter, faculty and staff will receive copies of this policy. Additionally, the policy will be posted throughout the campus and be placed on the CUNY website and on the college's website, as appropriate.

5. Office of Human Resources

The Office of Human Resources at each campus is responsible for assisting the Campus Public Safety Director and supervisors in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; notifying the Campus Public Safety Office of workplace violence incidents reported to that office; and consulting with, as necessary, counseling services to secure professional intervention.

The Office of Human Resources is responsible for providing new employees or employees transferred to the campus with a copy of the Workplace Violence Policy and Procedures and insuring that faculty and staff receive appropriate training. The Office of Human Resources will also be responsible for annually disseminating this policy to all faculty and staff at their campus, as well as posting the policy throughout the campus and on the college's

website, as appropriate.

6. Students

Students who witness violence, learn of threats, or are victims of violence by employees, students or others should report the incident immediately to the Campus Public Safety Office. If there is no imminent danger, students should report threatening incidents by employees, students or others as soon as possible to the Campus Public Safety Office or Office of Student Affairs. Students will be provided with workplace violence awareness information (including information regarding available counseling services) upon registration each year.

7. Workplace Violence Advisory Team

A college President shall establish a Workplace Violence Advisory Team at his/her college. This Team, working with the College Advisory Committee on Campus Security, will assist the President in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; assessing the potential problem of workplace violence at its site; assessing the college's readiness for dealing with workplace violence; evaluating incidents to prevent future occurrences; and utilizing prevention, intervention, and interviewing techniques in responding to workplace violence. This Team will also develop workplace violence prevention tools (such as pamphlets, guidelines and handbooks) to further assist in recognizing and preventing workplace violence on campus. It is recommended that this Team include representatives from Campus Public Safety, Human Resources, Labor Relations, Counseling Services, Occupational Health and Safety, Legal, and others, including faculty, staff and students, as deemed appropriate by the President.

In lieu of establishing the Workplace Violence Advisory Team, a President may opt to expand the College Advisory Committee on Campus Security with representatives from the areas recommended above to address workplace violence issues at the campus and perform the functions outlined above.

8. University Communications

All communications to the University community and outside entities regarding incidents of workplace violence will be made through the University Office of University Relations after consultation with the respective President or his/her designee.

Education

Colleges are responsible for the dissemination and enforcement of this policy as described herein, as well as for providing opportunities for training in the prevention and awareness of workplace violence. The Office of Faculty and Staff Relations will provide assistance to the campuses in identifying available training opportunities,

The University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the safety and well being of members of the University community would be served by such action.

Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action will be subject to discipline up to and including termination.

EXHIBIT O
NOTICE OF ACCESS TO CAMPUS CRIME STATISTICS,
THE CAMPUS SECURITY REPORT, AND
INFORMATION ON REGISTERED SEX OFFENDERS

1. the campus crime statistics for the most recent calendar year and the two preceding calendar years;
2. campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus;
3. policies concerning the security of and access to campus facilities;
4. policies on campus law enforcement;
5. a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others;
6. campus crime prevention programs;
7. policy concerning the monitoring through the police of criminal activity at off-campus locations of students organizations officially recognized by the college;
8. policies on illegal drugs, alcohol, and underage drinking;
9. where information provided by the State on regis-

10. policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders now are required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the college's chief security officer Mr. Elvert Miller, Security Director, 1150 Carroll Street, Room C-2A, 718 280-6003 to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, you may contact the Division's registry website at www.criminaljustice.state.ny.us/nsor/sor_about.htm and then click on "Search for Level 3 Sex Offenders" or access the directory at the college's public safety department or police precinct. To obtain information about Level 2 offenders, you need to contact the public safety department, local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800 262-3257.

**EXHIBIT P(α), P5 - P9
SEXUAL HARASSMENT AWARENESS
AND INTAKE COMMITTEE**

The President has designated the following persons to serve on the College Sexual Harassment Awareness and Intake Committee. You may make a complaint of sexual harassment to the Sexual Harassment Coordinator, the Sexual Harassment Deputy Coordinator(s), or any member of the Sexual Harassment Awareness and Intake Committee.

SEXUAL HARASSMENT COORDINATOR

Dr. Charlotte Y. Phoenix

Metrotech

718 270-6936

cphoenix@mec.cuny.edu

SEXUAL HARASSMENT DEPUTY COORDINATOR

Dr. Esmeralda Simmons

Room, CP-2

718 270-6297

esimmons@mec.cuny.edu

**MEMBERS OF THE SEXUAL HARASSMENT
AWARENESS AND INTAKE COMMITTEE**

Professor Safiya Bandele

Room B-2032

718 270-5155

safiya@mec.cuny.edu

Ms. Pauline Canady

Room, B-1032A

718 270-4988

pauline@mec.cuny.edu

Ms. Selma Cunningham

Room B-3005

718 270-5021

jacqueline@mec.cuny.edu

Mr. Frederick Howard

Room, S-221

718 270-6248

fhoward@mec.cuny.edu

Professor Edna Moshette

Room, B-1007N

718 270-4961

moshette@mec.cuny.edu

Ms. Simone Rodriguez-Dorestant

Room, B-1015B

718 270-5017

simone@mec.cuny.edu

Professor Danesh Yazdani

Room, B-0108B, Library

718 270-4877

yazdani@mec.cuny.edu

You may contact Dr. Charlotte Phoenix, Coordinator at 718 270-6936, Provost Office at 718 270-5010, or Student Affairs Office at 718 270-6046, for a complete current listing, including the names of any student members.

Making a Complaint of Sexual Harassment

Any member of the University community may file a complaint of sexual harassment with, or report allegations of sexual harassment to the Sexual Harassment Coordinator,

a Sexual Harassment Deputy Coordinator or any member of the Sexual Harassment Awareness and Intake Committee.

Revised September 2005

NEW YORK STATE PENAL LAW CHAPTER 40,

TITLE H ARTICLE 130 - SEX OFFENSES

§ 130.20 Sexual misconduct

A person is guilty of sexual misconduct when:

1. He or she engages in sexual intercourse with another person without such person's consent; or
2. He or she engages in oral sexual conduct or anal sexual conduct with another person without such person's consent; or
3. He or she engages in sexual conduct with an animal or a dead human body.

Sexual misconduct is a class A misdemeanor.

(As amended L.2000, c. 1, § 31, eff. Feb. 1, 2001.)

§ 130.25 Rape in the third degree

A person is guilty of rape in the third degree when:

1. He or she engages in sexual intercourse with another person who is incapable of consent by reason of some factor other than being less than seventeen years old;
2. Being twenty-one years old or more, he or she engages in sexual intercourse with another person less than seventeen years old; or
3. He or she engages in sexual intercourse with another person without such person's consent where such lack of consent is by reason of some factor other than incapacity to consent.

Rape in the third degree is a class E felony.

(As amended L.2000, c. 1, § 32, eff. Feb. 1, 2001.)

§ 130.30 Rape in the second degree

A person is guilty of rape in the second degree when:

1. Being eighteen years old or more, he or she engages in sexual intercourse with another person less than fifteen years old; or
2. He or she engages in sexual intercourse with another person who is incapable of consent by reason of being mentally disabled or mentally incapacitated.

It shall be an affirmative defense to the crime of rape in the second degree as defined in subdivision one of this section that the defendant was less than four years older than the victim at the time of the act.

Rape in the second degree is a class D felony.

(As amended L.2000, c. 1, § 33, eff. Feb. 1, 2001.)

§ 130.35 Rape in the first degree

A person is guilty of rape in the first degree when he or she engages in sexual intercourse with another person:

1. By forcible compulsion; or
2. Who is incapable of consent by reason of being

physically helpless; or

3. Who is less than eleven years old; or
4. Who is less than thirteen years old and the actor is eighteen years old or more.

Rape in the first degree is a class B felony.
(As amended L.2000, c. 1, § 34, eff. Feb. 1, 2001.)

§ 130.40 Criminal Sexual Act in the third degree
A person is guilty of criminal sexual act in the third degree when:

1. He or she engages in oral sexual conduct or anal sexual conduct with a person who is incapable of consent by reason of some factor other than being less than seventeen years old;
2. Being twenty-one years old or more, he or she engages in oral sexual conduct or anal sexual conduct with a person less than seventeen years old; or
3. He or she engages in oral sexual conduct or anal sexual conduct with another person without such person's consent where such lack of consent is by reason of some factor other than incapacity to consent.

Criminal sexual act in the third degree is a class E felony.
(As amended L.2000, c. 1, § 35, eff. Feb. 1, 2001.)

§ 130.45 Criminal sexual act in the second degree
A person is guilty of criminal sexual act in the second degree when:

1. Being eighteen years old or more, he or she engages in oral sexual conduct or anal sexual conduct with another person less than fifteen years old; or
2. He or she engages in oral sexual conduct or anal sexual conduct with another person who is incapable of consent by reason of being mentally disabled or mentally incapacitated.

It shall be an affirmative defense to the crime of criminal sexual act in the second degree as defined in subdivision one of this section that the defendant was less than four years older than the victim at the time of the act.

Criminal sexual act in the second degree is a class D felony.
(As Amended L.2000, c. 1, § 35, eff. Feb. 1, 2001.)

§ 130.50 Criminal sexual act in the first degree
A person is guilty of criminal sexual act in the first degree when he or she engages in oral sexual conduct or anal sexual conduct with another person:

1. By forcible compulsion; or
2. Who is incapable of consent by reason of being physically helpless; or
3. Who is less than eleven years old; or
4. Who is less than thirteen years old and the actor is eighteen years old or more.

Criminal sexual act in the first degree is a class B felony.

(As amended L.2000, c. 1, § 37, eff. Feb. 1, 2001.)

§ 130.52 Forcible touching

1. A person is guilty of forcible touching when such person intentionally, and for no legitimate purpose, forcibly touches the sexual or other intimate parts of another person for the purpose of degrading or abusing such person; or for the purpose of gratifying the actor's sexual desire. For the purposes of this section, forcible touching includes squeezing, grabbing or pinching.

Forcible touching is a class A misdemeanor.
(Added L.2000, c. 1, § 53, eff. Feb. 1, 2001.)

§ 130.53 Persistent sexual abuse

1. A person is guilty of persistent sexual abuse when he or she commits the crime of forcible touching, as defined in section 130.52 of this article, sexual abuse in the third degree, as defined in section 130.55 of this article, or sexual abuse in the second degree, as defined in section 130.60 of this article, and within the previous ten year period, has been convicted two or more times, in separate criminal transactions for which sentence was imposed on separate occasions, of forcible touching, as defined in Section 130.52 of this article, sexual abuse in the third degree, as defined in section 130.55 of this article, or sexual abuse in the second degree, as defined in section 130.60 of this article, or any offense defined in this article, of which the commission or attempted commission thereof is a felony.

Persistent sexual abuse is a class E felony.
(Added L.2000, c. 1, § 38, eff. Feb. 1, 2001.)

§ 130.55 Sexual abuse in the third degree

1. A person is guilty of sexual abuse in the third degree when he or she subjects another person to sexual contact without the latter's consent; except that in any prosecution under this section, it is an affirmative defense that:
 - a. such other person's lack of consent was due solely to incapacity to consent by reason of being less than seventeen years old, and
 - b. such other person was more than fourteen years old, and
 - c. the defendant was less than five years older than such other person.

Sexual abuse in the third degree is a class B misdemeanor.
(As amended L.2000, c. 1, § 39, eff. Feb. 1, 2001.)

§ 130.60 Sexual abuse in the second degree

A person is guilty of sexual abuse in the second degree when he or she subjects another person to sexual contact and when such other person is:

1. Incapable of consent by reason of some factor other than being less than seventeen years old; or
2. Less than fourteen years old.

Sexual abuse in the second degree is a class A

misdemeanor.

(As amended L.2000, c. 1, § 40, eff. Feb. 1, 2001.)

§ 130.65 Sexual abuse in the first degree

A person is guilty of sexual abuse in the first degree when he or she subjects another person to sexual contact:

1. By forcible compulsion; or
2. When the other person is incapable of consent by reason of being physically helpless; or
3. When the other person is less than eleven years old.

Sexual abuse in the first degree is a class D felony.

(As amended L.2000, c. 1, § 41, eff. Feb. 1, 2001.)

§ 130.65-a Aggravated sexual abuse in the fourth degree:

1. A person is guilty of aggravated sexual abuse in the fourth degree when:
 - a. He or she inserts a foreign object in the vagina, urethra, penis or rectum of another person and the other person is incapable of consent by reason of some factor other than being less than seventeen years old; or
 - b. He or she inserts a finger in the vagina, urethra, penis or rectum of another person causing physical injury to such person and such person is incapable of consent by reason of some factor other than being less than seventeen years old.
2. Conduct performed for a valid medical purpose does not violate the provisions of this section.

Aggravated sexual abuse in the fourth degree is a class E felony.

(Added L.2000, c. 1, § 42, eff. Feb. 1, 2001.)

§ 130.66 Aggravated sexual abuse in the third degree

1. A person is guilty of aggravated sexual abuse in the third degree when he inserts a foreign object in the vagina, urethra, penis or rectum of another person:
 - a. By forcible compulsion; or
 - b. When the other person is incapable of consent by reason of being physically helpless; or
 - c. When the other person is less than eleven years old.
2. A person is guilty of aggravated sexual abuse in the third degree when he or she inserts a foreign object in the vagina, urethra, penis or rectum of another person causing physical injury to such person and such person is incapable of consent by reason of being mentally disabled or mentally incapacitated.
3. Conduct performed for a valid medical purpose does not violate the provisions of this section.

Aggravated sexual abuse in the third degree is a class D felony.

(As amended L.2000, c. 1, § 43, eff. Feb. 1, 2001.)

§ 130.67 Aggravated sexual abuse in the second degree

1. A person is guilty of aggravated sexual abuse in the

second degree when he inserts a finger in the vagina, urethra, penis, or rectum of another person causing physical injury to such person:

- a. By forcible compulsion; or
 - b. When the other person is incapable of consent by reason of being physically helpless; or
 - c. When the other person is less than eleven years old.
2. Conduct performed for a valid medical purpose does not violate the provisions of this section.

Aggravated sexual abuse in the second degree is a class C felony.

(Added L.1988, c. 460, § 1.)

§ 130.70 Aggravated sexual abuse in the first degree

1. A person is guilty of aggravated sexual abuse in the first degree when he inserts a foreign object in the vagina, urethra, penis or rectum of another person causing physical injury to such person:
 - a. By forcible compulsion; or
 - b. When the other person is incapable of consent by reason of being physically helpless; or
 - c. When the other person is less than eleven years old.
2. Conduct performed for a valid medical purpose does not violate the provisions of this section.

Aggravated sexual abuse in the first degree is a class B felony.

(Added L.1978, c. 723, § 2; amended L.1981, c. 696, §2; L.1988, c. 450, §2.)

**EXHIBIT Q3 - Q6
CITY UNIVERSITY OF NEW YORK
STATEMENT ON DRUG, TOBACCO
AND ALCOHOL EDUCATION
STANDARDS OF CONDUCT**

The City University of New York is a caring community committed to promoting the physical, intellectual, social, and ethical development of all individuals. The inappropriate use of alcohol, tobacco and illicit drugs threaten the health and safety of students, employees, their families, and the general public and adversely impairs performance. In addition to promoting health, safety and a positive learning and working environment, the City University is committed to preventing alcohol and other drug-related problems among all members of the University community.

The unlawful manufacture, possession, distribution, dispensation, possession or use of alcohol or other drugs by anyone, either on University property or at University-sponsored activities, is prohibited. Any person who is determined to have violated this policy will be subject to the appropriate penalties. As a condition of employment, any employee of the City University must notify his or her supervisor if he or she is convicted of a drug-related offense involving the work place within five (5) days of

conviction. Pursuant to the Drug-Free Workplace Act of 1988, 34 CFR § 85.635, the University is then required to notify the appropriate granting or contracting federal agency within ten (10) days of receiving notice of any such conviction.

These standards of conduct and policies are consistent with the City University'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 Schools and Communities Act Amendments of 1989. The University will continue its efforts to maintain an environment free from the unlawful possession, use, and distribution of alcohol and other drugs.

HEALTH RISKS ASSOCIATED WITH ABUSE OF ALCOHOL AND USE OF TOBACCO

Alcohol

Alcohol (ethanol) is toxic to the human body. It is a central nervous system depressant that slows bodily functions such as heart rate, pulse and respiration. Taken in large quantities, it progressively causes intoxication, sedation, unconsciousness, and even death if consumed in large amounts. Alcoholics can often consume large quantities of alcohol without appearing to be drunk or uncontrolled. Nevertheless, alcoholism causes severe emotional, physical and psychological damage. Prolonged heavy drinking can damage various organs, resulting in disorders such as cirrhosis of the liver, heart disease, pancreatitis and cancer. It can also lead to gastrointestinal irritation (nausea, diarrhea, gastritis, ulcers), malnutrition, sexual dysfunction, high blood pressure, lowered resistance to disease, and possible irreversible brain and nervous system damage. Alcoholism can also lead to a wide variety of problems involving one's emotional, family, work and social life.

Tobacco

The Department of Health and Human Services, the American Psychiatric Association and the World Health Organization have determined that nicotine, the chief component of tobacco, is a highly addictive drug. Forty years ago the first report of the Surgeon General of the United States was issued on the impact of tobacco use on health. This 1964 report presented stark conclusions: that cigarette smoking causes lung cancer and is the most significant cause of chronic bronchitis. The report linked tobacco smoking with emphysema and other forms of cancer. The health hazards of tobacco use are now well documented and directly linked to the death of an estimated 390,000 Americans a year.

Recent studies have shown that exposure to environmental

tobacco smoke is associated with the occurrence of many diseases, such as lung cancer and heart disease in non-smokers and low birthrate in the offspring of nonsmokers. Because environmental tobacco smoke represents one of the strongest sources of indoor air contaminants in buildings where smoking is permitted, The City University has adopted a policy that prohibits smoking inside all University facilities (buildings). College presidents are free to impose a total ban on smoking on their grounds, or provide for limited smoking areas outside of buildings, a set distance from a building's entrance.

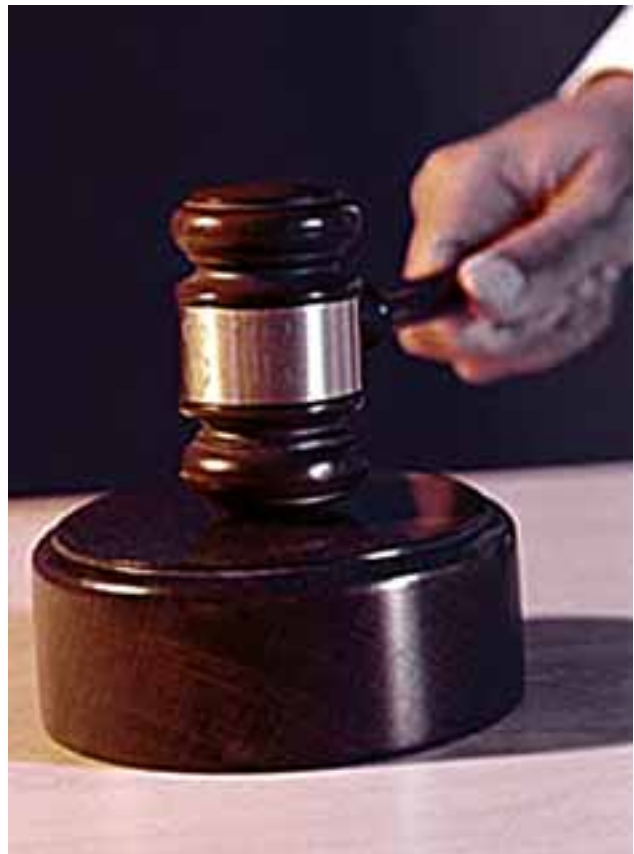
EXHIBIT Q6

THE CITY UNIVERSITY OF NEW YORK POLICY AND PROHIBITION OF SMOKING

Smoking is prohibited inside all facilities owned, leased, or operated by The City University of New York.

Approved by the Board of Trustees

September 29, 1994



Attachments

Exhibit Q11 FEDERAL PENALTIES AND SANCTIONS FOR ILLEGAL TRAFFICKING AND POSSESSION OF A CONTROLLED SUBSTANCE

Both Federal and New York State law make it a criminal offense to manufacture, distribute, dispense or possess with intent to manufacture, distribute, dispense or simply possess a controlled substance, including marijuana.

21 U.S.C. § 801, et. seq.; New York State Penal Law §§ 220, 221; New York State Public Health Law, § 3306

The sanctions for violation of these laws depend upon the particular offense and depend on aggravating factors such as the type and quantity of drugs involved. Sanctions range from monetary fines and community service to imprisonment.

Below are some additional and important New York State laws regarding the unlawful use of alcohol, tobacco and other drugs:

1. Appearing in public under the influence of narcotics or a drug other than alcohol to the degree that he may endanger himself or other persons or property, or annoy persons in his vicinity is a violation, punishable by a fine and imprisonment up to 15 days.

New York State Penal Law § 240.40

2. Giving or selling an alcoholic beverage to a person less than twenty-one years is a class A misdemeanor punishable by a sentence of imprisonment up to one year.

New York State Penal Law §260.20(2)

3. Any person who operates a motor vehicle while intoxicated or while his ability to operate such vehicle is impaired by the consumption of alcohol or drugs, is subject to suspension or revocation of driving privileges in the State, monetary fines up to \$1,000, and imprisonment up to one year.

New York State Vehicle Traffic Law § 1192

4. Selling tobacco products to any person under the age of eighteen is a class B misdemeanor and punishable by imprisonment up to three months.

New York State Penal Law, §260.21(3)

UNIVERSITY SANCTIONS

Students

Students are expected to comply with the standards of conduct published and distributed by the college. Any student found in violation of University policy may be subject to disciplinary action. Sanctions may include admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection and arrest by civil authorities.

The Chief Student Affairs Officer may take disciplinary action or recommend that a student meet with a counselor for appropriate referral or assistance through self-help organizations or other outside intervention agencies. A member of the instructional staff may refer any student who is experiencing difficulty with alcohol or illicit drugs to any Student Affairs Officer or to an appropriate Counseling and Advisement Center. Students should be encouraged to seek assistance directly from the available resources when necessary.

Employees

Employees found in violation of the standards of conduct may be subject to penalties under the Henderson Rules and discipline under the provisions of their union contract. Sanctions that may be imposed in addition to those found in the various contracts include verified attendance and successful participation in an employee assistance program.

EXHIBIT Q11 - Q14 FEDERAL PENALTIES AND SANCTIONS FOR ILLEGAL TRAFFICKING AND POSSESSION OF A CONTROLLED SUBSTANCE (See Chart in Attachment A)

Additional Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance

1. Any individual who is convicted of any Federal or State Offense consisting of the distribution or possession of a controlled substance will may be ineligible at the discretion of the court upon the first conviction for any or all Federal benefits for up to on year. Federal benefits including student loans, grants and professional licenses.

21 USC § 862(a)(1)(A) & (b)(1)(A)(i)

2. It is unlawful for any person who is an unlawful user of any controlled substance to receive or purchase a firearm.

21 USC § 922(g)

3. Any vehicles, boats, aircraft or any other conveyance used to transport or conceal a controlled substance will be forfeited to the United States.

21 USC §881(a)(4)

EXHIBIT Q15 - Q16 CRIMINAL CLASSIFICATIONS AND PENALTIES FOR NARCOTICS, OTHER CONTROLLED SUBSTANCES, AND MARIJUANA IN NEW YORK STATE (Source: New York State Penal Law, Sec. 220 and 221) (See Chart in Attachment B)

EXHIBIT Q17 - Q18
COMMON DRUGS AND SYMPTOMS OF ABUSE
 (See Chart in Attachment C)

EXHIBIT Q19 - Q20

ATTACHMENT G: Format for describing drug or alcohol related counseling, treatment, rehabilitation, or re-entry programs available to students and employees.

DRUGS, ALCOHOL, AND TOBACCO USE

The legislature of the State of New York and federal statutes have made the possession, sale, or purchase of certain drugs, without authorization, a crime. New York law prohibits selling or giving alcohol to any "visibly intoxicated person." The possession and consumption of alcohol is illegal under state law for those under 21 years of age. All members of the College community are expected to abide by the laws of the city, state, and federal government (Board of Trustees Bylaws, Article XV, Section 15.1). The College will not serve as a sanctuary, and cannot insulate its members from the consequences of illegal acts. The College will not protect its students, faculty or staff from prosecution under the law. All members of the community are expected to abide by city, state and federal statutes that have made the possession, sale, or purchase of illegal drugs a crime. Smoking is prohibited in the College and it is illegal to sell tobacco to persons under the age of 18 in New York State.

**COUNSELING SERVICES AVAILABLE AT
 MEDGAR EVERS COLLEGE**

If you are experiencing difficulty with alcohol or chemical dependency, Medgar Evers College can help you find counseling services or rehabilitation programs that will help you with your problem.

Students may be referred to the Dean of the College of Freshman Studies or the Director of Counseling in Room B-2032J, telephone 718 270-5123 by members of the instructional staff or may seek assistance directly. The College has a Counselor on staff who can direct students or staff to appropriate services for alcohol and chemical dependency:

Juollie Carroll
718 270-5123
Room B-2032J

COMMUNITY BASED SERVICES

Alcoholics Anonymous
 718- 520-5021

Al-Anon
 212-254-7230
 212-260-0407

Focus on Recovery
 800-234-1253

NYS Drug Information Hotline
 800-522-5353

Children of Alcoholics
 800-359-2623

Stop Smoking Hotline
 800- 227- 2345

Cocaine Hotline
 800-COCAINE (262-2463)

Marijuana Hotline
 888-MARIJUA (627-4582)

Heroin Hotline
 800-9 HEROIN (943-7646)

Relapse Hotline
 800-735-2773

COUNSELING

A counselor is available to counsel students on a wide range of personal, emotional, and psychological issues. The counselor also conducts workshops and facilitates support groups on a number of topics including test anxiety and stress management. All information shared with the counselor will be kept in strict confidence. The counselor's office hours are posted by Room B-2032J and the office phone number is **718 270-5123**. Or

The **Counseling Office SASS Center** sees students for personal counseling for as few as one or two sessions or for as long as one or two semesters. The contact may involve referral to other College services, or to various community resources including clinics and practitioners providing long term counseling. Group workshops are available to students with special problems (i.e., eating disorders, substance abuse, test anxiety). Please contact the Center to make an appointment. All counseling services are confidential.

Hours: Posted
Room: Room B-2032J, 1650 Bedford Avenue
Phone: 718 270-5123

Dated: August 18, 2004

EXHIBIT R6 - R8
PENAL; TITLE Y
HATE CRIMES ACT OF 2000
ARTICLE 485; HATE CRIMES

Section 485.00 Legislative findings.

485.05 Hate crimes.

485.10 Sentencing.

§ 485.00 Legislative findings.

The legislature finds and determines as follows: criminal

acts involving violence, intimidation and destruction of property based upon bias and prejudice have become more prevalent in New York State in recent years. The intolerable truth is that in these crimes, commonly and justly referred to as "hate crimes", victims are intentionally selected, in whole or in part, because of their race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation. Hate crimes do more than threaten the safety and welfare of all citizens. They inflict on victims incalculable physical and emotional damage and tear at the very fabric of free society. Crimes motivated by invidious hatred toward particular groups not only harm individual victims but send a powerful message of intolerance and discrimination to all members of the group to which the victim belongs. Hate crimes can and do intimidate and disrupt entire communities and vitiate the civility that is essential to healthy democratic processes. In a democratic society, citizens cannot be required to approve of the beliefs and practices of others, but must never commit criminal acts on account of them. Current law does not adequately recognize the harm to public order and individual safety that hate crimes cause. Therefore, our laws must be strengthened to provide clear recognition of the gravity of hate crimes and the compelling importance of preventing their recurrence.

Accordingly, the legislature finds and declares that hate crimes should be prosecuted and punished with appropriate severity.

§ 485.05 Hate crimes.

1. A person commits a hate crime when he or she commits a specified offense and either:
 - a. intentionally selects the person against whom the offense is committed or intended to be committed in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct, or
 - b. intentionally commits the act or acts constituting the offense in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct.
2. Proof of race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of the defendant, the victim or of both the defendant and the victim does not, by itself, constitute legally sufficient evidence satisfying the people's burden under paragraph (a) or (b) of subdivision one of this section.

3. A "specified offense" is an offense defined by any of the following provisions of this chapter:
 - section 120.00 (assault in the third degree);
 - section 120.05 (assault in the second degree);
 - section 120.10 (assault in the first degree);
 - section 120.12 (aggravated assault upon a person less than eleven years old);
 - section 120.13 (menacing in the first degree);
 - section 120.14 (menacing in the second degree);
 - section 120.15 (menacing in the third degree);
 - section 120.20 (reckless endangerment in the second degree);
 - section 120.25 (reckless endangerment in the first degree);
 - subdivision one of section 125.15 (manslaughter in the second degree);
 - subdivision one, two or four of section 125.20 (manslaughter in the first degree);
 - section 125.25 (murder in the second degree);
 - section 120.45 (stalking in the fourth degree);
 - section 120.50 (stalking in the third degree);
 - section 120.55 (stalking in the second degree);
 - section 120.60 (stalking in the first degree);
 - subdivision one of section 130.35 (rape in the first degree);
 - subdivision one of section 130.50 (criminal sexual act in the first degree);
 - subdivision one of section 130.65 (sexual abuse in the first degree); paragraph (a) of subdivision one of section 130.67 (aggravated sexual abuse in the second degree); paragraph (a) of subdivision one of 130.70 (aggravated sexual abuse in the first degree);
 - section 135.05 (unlawful imprisonment in the second degree);
 - section 135.10 (unlawful imprisonment in the first degree);
 - section 135.20 (kidnapping in the second degree);
 - section 135.25 (kidnapping in the first degree);
 - section 135.60 (coercion in the second degree);
 - section 135.65 (coercion in the first degree);
 - section 140.10 (criminal trespass in the third degree);
 - section 140.15 (criminal trespass in the second degree);
 - section 140.17 (criminal trespass in the first degree);
 - section 140.20 (burglary in the third degree);
 - section 140.25 (burglary in the second degree);
 - section 140.30 (burglary in the first degree);
 - section 145.00 (criminal mischief in the fourth degree);
 - section 145.05 (criminal mischief in the third degree);
 - section 145.10 (criminal mischief in the second degree);
 - section 145.12 (criminal mischief in the first degree);
 - section 150.05 (arson in the fourth degree);
 - section 150.10 (arson in the third degree);
 - section 150.15 (arson in the second degree);
 - section 150.20 (arson in the first degree);
 - section 155.25 (petit larceny);
 - section 155.30 (grand larceny in the fourth degree);
 - section 155.35 (grand larceny in the third degree);

section 155.40 (grand larceny in the second degree);
 section 155.42 (grand larceny in the first degree);
 section 160.05 (robbery in the third degree);
 section 160.10 (robbery in the second degree);
 section 160.15 (robbery in the first degree);
 section 240.25 (harassment in the first degree);
 subdivision one,
 two or four of section 240.30 (aggravated harassment in
 the second degree); or any attempt or conspiracy to com-
 mit any of the foregoing offenses.

4. For purposes of this section:

- a. the term "age" means sixty (60) years old or more;
- b. the term "disability" means a physical or mental impairment that substantially limits a major life activity.

§ 485.10 Sentencing.

1. When a person is convicted of a hate crime pursuant to this article, and the specified offense is a violent felony offense, as defined in section 70.02 of this chapter, the hate crime shall be deemed a violent felony offense.
2. When a person is convicted of a hate crime pursuant to this article and the specified offense is a misdemeanor or a class C, D or E felony, the hate crime shall be deemed to be one category higher than the specified offense the defendant committed, or one category higher than the offense level applicable to the defendant's conviction for an attempt or conspiracy to commit a specified offense, whichever is applicable.
3. Notwithstanding any other provision of law, when a person is convicted of a hate crime pursuant to this article and the specified offense is a class B felony:
 - a. the maximum term of the indeterminate sentence must be at least six years if the defendant is sentenced pursuant to section 70.00 of this chapter;
 - b. the term of the determinate sentence must be at least eight years if the defendant is sentenced pursuant to section 70.02 of this chapter;
 - c. the term of the determinate sentence must be at least twelve years if the defendant is sentenced pursuant to section 70.04 of this chapter;
 - d. the maximum term of the indeterminate sentence must be at least four years if the defendant is sentenced pursuant to section 70.05 of this chapter; and
 - e. the maximum term of the indeterminate sentence or the term of the determinate sentence must be at least ten years if the defendant is sentenced pursuant to section 70.06 of this chapter.
4. Notwithstanding any other provision of law, when a person is convicted of a hate crime pursuant to this article and the specified offense is a class A-1 felony, the minimum period of the indeterminate sentence shall be not less than twenty years.

EXHIBIT R10 - R12 THE CITY UNIVERSITY OF NEW YORK GUIDELINES FOR A UNIVERSITY-WIDE PROGRAM TO COMBAT BIGOTRY AND TO PROMOTE PLURALISM AND DIVERSITY

At the January 24, 1994, meeting of the Board of Trustees of The City University of New York, a resolution was recommended by the Committee on Public Affairs to promote University policy to combat bigotry and reaffirm our commitment to pluralism and diversity. Adopted unanimously by the Trustees, the resolution calls upon the Chancellor to report to the Board on steps taken by the University and the colleges in furtherance of the policy by October 31, 1994. The Chancellor was asked to develop guidelines, by the March Board meeting, in consultation with the Council of Presidents and the leadership of the University Faculty Senate and Student Senate. These guidelines are the result of the consultative process.

The adopted Board resolution includes six whereas sections which should be reflected in the development of appropriate plans:

The Board of Trustees of The City University of New York is committed to engendering values and implementing policies that enhance respect for individuals and their cultures.

1. This commitment is manifested in the statement of principles and recommendations for action on pluralism and diversity in The City University of New York adopted by the Board on January 20, 1988.
 2. Our cultural and ethnic diversity - our pluralism - is one of our most valued, significant and important characteristics.
 3. The student body of The City University of New York now includes students who trace their ancestries to over 130 countries, as well as growing numbers of students who are of color, women, immigrants, older adults and disabled persons.
 4. We must be proactive in developing programs that both combat bigotry and other biases in all their forms, as well as build on the strengths that our multicultural, multi-racial, multigenerational student body offers.
 5. Such programs should build upon successful models of curricular and co-curricular pursuits developed by both members of the CUNY community, as well as with the advice and assistance of the extended CUNY family of supporters and resource persons.
- The development of appropriate plans should be consistent with the By-laws of The Board of Trustees, including but not limited to Article 15.0 Preamble which states:
- * Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due

process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

* Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as in freedom from discrimination based on racial, ethnic, religious, sex, political and economic differentiations.

* Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

* By August 1, 1994, the Central Administration and the constituent colleges shall prepare such plans for submission to the Chancellor. Such plans should include a progress report on activities envisioned in the Board's statement on Pluralism and Diversity, University and college programs, schedule and projected, to combat bigotry, and measures taken to advance the January 24, 1994, Board policy resolution. The plans should address the following elements:

1. A description of curricular and extracurricular programs and projects directed at the elimination of bigotry, encouragement of inter-group harmony, tolerance and respect and increasing understanding among members of the higher education community. This may include orientation and training programs, professional development, role-playing sessions, leadership conferences and retreats, lectures and seminars, discussions of pertinent research and scholarship, and improvements in methods for cross-cultural communication.
2. A clear statement of the availability of procedures and channels developed by the college community to expeditiously address allegations of bigotry, as well as intervention and conflict resolution alternatives that may be utilized. This should include how the institution is organized and which offices or individuals are appropriately designated to be accessible.
3. Early communication, by college officials, as the facts warrant, of institutional aversion to acts of bigotry, including the issuance of appropriate and timely statements condemning prejudice or discrimination, consistent with the first amendment. This should be done while simultaneously reaffirming the positive message of the extraordinary importance of a collegiate environment where all participants are protected, regardless of their background or social characteristics.
4. The availability of additional options for dispute resolution, such as mediation and conciliation resources both

on or off campus, as needed and where appropriate. This may include the identification of faculty and staff experts, experienced student leaders, alumni, or resource persons from the greater college and University community. Established offices, however, should remain on the front-line and serve as conduits to campus and external expertise, as deemed appropriate.

5. The dissemination of materials throughout the campus community in order to ensure maximum awareness and to provide visible evidence of an institutional commitment to an intellectually tolerant collegiate environment.

Efforts to combat bigotry and promote diversity should continue to be an inextricable part of the educational mission of the University, not an ancillary activity that is reinvigorated from time to time on ad-hoc basis. Our future efforts should build upon the excellent college and University-wide programs and activities that already exist, which were reviewed by the Board of Trustees, through its Committee on Public Affairs. This will permit CUNY to continue to rejoice in the cultural richness of its varied constituencies, unrivaled in American higher education, and reflective of the University's historic commitment to educate all those who seek upward social and economic mobility. At the same time, the University can continue to build bridges between those constituencies so that the most positive atmosphere for learning may be provided for generations to come.

Board Minutes, March 21, 1994

EXHIBIT R15

OFFENSES UNDER THE HATE CRIMES STATUTE

(See Chart in Attachment D)

EXHIBIT R16 - R19

PROCEDURES FOR BIAS RELATED CRIME

3. The procedures in effect at the college for dealing with bias related crime;

Students who have been a victim of a bias related crime should immediately report the incident to the following offices:

- a. **Student Affairs**
Chief Student Affairs Officer
 Vincent Banrey
 Vice President, Student Affairs
 718 270-6046
- b. **Public Safety/Security**
Chief Public Safety Officer
 Elvert Miller
 Security Director 718 270-6003/6069

Deputy Chief Public Safety Officer
 Sharon Earley-Davis
 Assistant Security Director
 718 270-6069

4. The availability of counseling and other support

services for the victims of bias related crime;

Anyone who is a victim of a bias related crime is encouraged to seek counseling from a trained mental health professional. Experienced counselors, trained to assist with the consequences of bias related crime trauma, are on hand at the College's Counseling Office located in the Student Advocacy and Support Services Center to provide crisis intervention, in-office counseling, referral to other support services and self-help groups. The center can also refer victims to community based support groups and professional organizations. The college will assist any student wishing to contact outside agencies, including local police, regarding charges and complaints of a bias related crime. The college can also assist in changing academic schedules after an alleged incident.

On-campus Resources:

- a. **Campus Security**
1150 Carroll Street, Room C-2A
718 270-6003
- b. **Counseling Office SASS Center**
1650 Bedford Avenue, Room B-2032J
718 270-5123
- c. **Health Services**
1637 Bedford Avenue, Room S-217
718 270-6075
- d. **Department of Student Affairs**
1637 Bedford Avenue
718 270-6046

Off-campus Resources:

- a. **New York City Police Department Detective Bureau**
Hate Crimes Task Force; 1 Police Plaza
646 610-5267
- b. **Manhattan District Attorney**
Community Affairs Unit
212 335-9082
- c. **Queens District Attorney, Antibias Unit**
718 286-7041
- d. **Bronx District Attorney**
718 590-2427 or 718 590-2715
- e. **Brooklyn District Attorney, Community Affairs Unit**
718 250-2241
- f. **Staten Island District Attorney, Special Investigations/Bias Unit**
718 876-6300 or 718 556-7167
- g. **NYC Victims Services Agency**
212 577-7777
This service is open 24 hours, seven days a week and provides crises intervention for crime victims.
- h. **The Gay and Lesbian Anti-Violence Project**
212 807-0197 (24-hour hotline)
This service is open:
Monday - Thursday: 10:00 a.m. - 8:00 p.m.

Friday: 10:00 a.m. - 6:00 p.m.

It provides short term crisis counseling, advocacy services, and referrals for long term counseling.

- i. **National Hate Crimes Hotline**
208 246-2292.
- j. <http://www.HateCrimeNet.org>
- k. http://www.lambda.org.safety_tips.htm

You have the option of completing and submitting a hate crime incident report on this website.

5. The nature of and common circumstances relating to bias related crime on college campuses;

Hate crime laws are designed to send the message that hate and bias motivated crimes will not be tolerated, because they are often attempts to silence and instill fear into entire groups. Reporting hate related incidents helps survivors take advantage of recovery services and enables our community to build up statistics and patterns of crime, providing an opportunity of catching offenders or preventing the violence altogether.

The key criterion in determining whether or not any crime or incident fits into the definition of a hate or bias related crime is the motivation behind the incident. A hate or bias related crime is one that is motivated, at least in part, because of someone's bias or hatred of a person's or group's perceived race, religion, ethnicity, sexual orientation, or other characteristic. Victims of hate and bias related crimes often have intense feelings of vulnerability, anger, depression, physical ailments, learning problems, and difficult interpersonal relations. Hate crimes also have a psychological and emotional impact that extends far beyond the victim. Attacks motivated on the basis of bias against a person's beliefs, values or identity undermine freedom of expression, association, and assembly and tear at the pluralistic fabric of our society.

Using slurs and epithets is a way of showing someone that you believe they are less than human and undeserving of respect. Hate crimes are a way to send a message to members of certain groups or individuals that they are unwelcome in a particular neighborhood, community, school or workplace. Calling someone a name, refusing to rent them an apartment, verbal threats, vandalism, abusive phone calls and Internet hate mail are all examples of hate crimes. The most common form of bias motivated incidents on college campuses are demeaning jokes or harassing or threatening phone calls or e-mails. However, bias related physical attacks and vandalism do also occur. You can make a difference by speaking out when jokes or comments are made that are hateful or demeaning and by asking yourself if you use derogatory, degrading or offensive terms in describing others.

Observing general safety tips may help you to avoid becoming the victim of a hate or bias related crime. Be alert to your surroundings, both inside and outside. Listen

to and act upon your feelings and instincts. Notice people, the lighting, and access to phones and exits. Use elevators, stairs and restrooms in well-trafficked areas. Don't study alone in an empty classroom. Avoid deserted parking lots, empty laundry rooms and other poorly lit or poorly populated locations. When possible, walk with a friend instead of walking alone in secluded areas or at night. When riding the subways during less traveled times of day, ride in the middle car with the conductor or in the first car with the engineer.

Carry a whistle and blow it for attention when necessary. If you feel threatened while walking, cross the street, change direction or run to a place where there are other people. If a car is following you, turn around and walk quickly in the opposite direction. Get the license plate number and a description if possible. If you are being followed on foot, turn around to let the person know you have seen them and then run to a place where a number of people will be.

Always keep your apartment and car doors locked. If you live in an apartment with a fire escape outside a back window, you should secure it with a fire department approved gate, an alarm, or some barrier system. A window lock is not enough. Always close your blinds/shades/curtains at night. If you decide to bring someone home, introduce him or her to a friend, acquaintance or bartender so that someone knows who you left with. When driving a friend home, establish a signal that the friend is in the home and safe before you drive away. If a stranger is at your door, do not give the impression that you are home alone. Shout over your shoulder or indicate in some way that there is another person present. Never open the door to strangers without verifying their identity by asking for an identification tag. Do not give out personal information over the phone or Internet.

Finally, report all incidents of violence or harassment. Contact campus security or call 911 as soon after the incident as possible. If you saw the perpetrator, try to remember gender, age, height, race, weight, build, clothes and other distinguishing characteristics. If anything was said, such as anti-gay epithets or threats, make a mental note about them and write them down as soon as possible. If you want the crime to be reported as a hate or bias-related crime, tell the officer to note that on the report. If the police do not assist you properly, file a complaint and contact the Office of Student Affairs or the City Information Number, 311.

6. The methods the college employs to advise and to update students about security procedures.

In addition to the Student Handbook, crime prevention pamphlets that include various safety tips and encourage the reporting of crime on campus are prepared and

distributed periodically to students. Speakers, including law enforcement officials, are invited by the administration and student groups to inform students about prevention of crime and personal safety. Campus Security also makes a presentation about prevention of crime and personal safety to incoming students at orientation. Additionally, Campus Security meets with the College's Advisory Committee on Campus Security on a regular basis to exchange information on recent events and security concerns on campus. The Security Advisory Committee is made up of equal numbers of faculty, administrators, and student officers. This committee reviews current campus security policies and practices and makes recommendations for their improvement.

EXHIBIT S1

STUDENT RIGHT-TO-KNOW INFORMATION

In compliance with the federal Student Right-to-Know Act, the college provides information to current and prospective students describing the college's graduation rate for degree seeking full-time undergraduate students. This information is provided annually through a college publication, as well as the college website, and may also be obtained by contacting the following office:

Ms. Cynthia Gordon-Cooper
Registrar
1637 Bedford Avenue
Brooklyn, NY 11225
718 270-6040

Dated: March 2, 2005

EXHIBIT T1

ATHLETIC PROGRAM PARTICIPATION NOTICE

The College files an annual report with the U.S. Secretary of Education on intercollegiate athletics which includes information on the participation of males and females on its teams, and the expenditures and revenues of those teams. Copies of the annual report on intercollegiate athletics are available at the reference desk of the library and the college website.

Dated: August 20, 2004

EXHIBIT U

UPDATE ON ARTICLE 129-A OF THE EDUCATION LAW MERCHANDISING OF CREDIT CARDS

Chapters 694 and 713 of the Laws of 2004 prohibit direct merchandising of credit cards to students at college campuses. Section 6437 of the Education Law which implements these Chapters reads as follows:

§ 6437. Prohibition on the marketing of credit cards. Each college shall prohibit the advertising, marketing, or merchandising of credit cards on college campuses to students, except pursuant to an official college credit card marketing policy. An official college credit card marketing policy may include:

1. registration of on-campus credit card marketers;

2. limiting credit card marketers to specific dates and specific areas of the campus as designated by the college;
3. prohibiting credit card marketers from offering gifts to a student in exchange for completing a credit card application; and

4. informing students about good credit management practices through programs which may include workshops, seminars, discussion groups, and film presentations.

This law went into effect on July 1, 2005

Federal Trafficking Penalties Marijuana (includes hashish and hashish oil)			
Description	Quantity	First Offense	Second Offense
Marijuana	1,000 kg or more mixture; or 1,000 or more plants	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
Marijuana	100 kg to 999 kg mixture or 100 -999 plants	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
Marijuana	50-99 kg mixture or 50 -99 plants; more than 10 kgs of hashish; more than 1 kg of hashish oil	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. Death/serious injury, life. Fine \$2 million individual, \$10 million other than individual.
Marijuana	Less than 50 kg mixture ; 1-49 plants	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.
Hashish	10 kg or less		
Hashish Oil	1 kg or less		

COMMON DRUGS AND SYMPTOMS OF ABUSE

Exhibit Q17

Type of Drug	Drug Names	Street Names	Methods of Use	Symptoms of Use	Hazards of Use
Marijuana, Hashish	Cannabis	Pot, Grass, Reefer, Weed, Colombian, Hash, Hash Oil, Sinsemilla, Joint	Most often smoked; can also be swallowed in solid form	Sweet, burnt odor; neglect of appearance; loss of interest, motivation; possible weight loss	Impaired memory and perception; interference with psychological maturation; possible damage to lungs, heart, reproduction & immune systems; psychological dependence
Tobacco	Nicotine		Smoked in cigarettes, cigars, pipes; snuff; chewing tobacco	Nicotine discoloration, shortness of breath, greater incidence of illnesses, high carbon monoxide levels	Heart disease; cancer of lungs, larynx, oral cavity, and esophagus; chronic bronchitis; emphysema, retarded fetal growth, risk of spontaneous abortion
Alcohol		Booze, Hooch, Juice, Brew	Swallowed in liquid form	Impaired muscle coordination, judgment	Heart & Liver damage; death from overdose; death from car accident; addiction
Stimulants (drugs that stimulate the central nervous system)	Amphetamines* Dextroamphetamine Methamphetamine	Speed, Uppers, Pep Pills, Bennies, Dexies, Ice, Meth, Crystal, Black Beauties	Swallowed in pill or a capsule form, or injected into veins	Excess activity; irritability, nervousness; mood swings; needle marks	Loss of appetite; hallucinations; paranoia; convulsions; coma; brain damage; death from overdose
*Includes look-alike drugs resembling amphetamines that contain caffeine, phenylpropanolamine (PPA), ephedrine.	Cocaine	Coke, Snow, Toot, White Lady, Crack, Rock	Most often inhaled (snorted); also injected or swallowed in powder form; smoked	Restlessness, anxiety; intense, short-term high followed by depression	Intense psychological dependence; sleeplessness; anxiety; nasal passage & lung damage; death from overdose
Depressants (drugs that depress the central nervous system)	Barbiturates	Barbs, Downers	Swallowed in pill form or injected into veins	Drowsiness; confusion; impaired judgment; slurred speech; needle marks; constricted pupils	Addiction with severe withdrawal symptoms; loss of appetite; death from overdose; nausea; infection
	Pentobarbital	Yellow Jackets			
	Secobarbital	Red Devils			
	Amobarbital	Blue Devils			
	Quaalude	Ludes	Swallowed in pill form	Impaired judgment & performance; drowsiness; slurred speech	Death from overdose; injury or death from car accident; severe interaction with alcohol
	Sopor	Soapers			

COMMON DRUGS AND SYMPTOMS OF ABUSE

Exhibit Q18

Narcotics (natural or synthetic drugs that contain or resemble opium)	Demerol, Dilaudid, Methadone, Percodan		Swallowed in pill or liquid form; injected	Drowsiness; lethargy	
	Codeine	School Boy	Swallowed in pill or liquid form		Addiction with severe withdrawal symptoms; loss of appetite; death from overdose
	Morphine, Heroin	Dreamer, Junk, Smack, Horse	Injected into veins; smoked	Needle marks	Addiction with severe withdrawal symptoms; loss of appetite; death from overdose
Hallucinogens (drugs that alter perceptions of reality)	PCP (Phencyclidine)	Angel Dust, Killer Weed, Supergrass, Hog, PeaCe Pill	Most often smoked; can also be inhaled (snorted), injected, or swallowed in tablets	Slurred speech; blurred vision; lack of coordination; confusion; agitation; aggression	Anxiety; depression; impaired memory & perception; death from accident or overdose
	LSD	Acid, Cubes, Purple Haze	Usually swallowed	Dilated pupils; illusions, hallucinations; mood swings	Breaks from reality; emotional breakdown; flashback
	Mescaline, Psilocybin	Mesc, Cactus, Magic Mushrooms	Usually swallowed in their natural form	Dilated pupils; illusions, hallucinations	Breaks from reality; emotional breakdown; flashback
Inhalants (substances abused by sniffing)	Gasoline		Inhaled or sniffed, often with use of paper or plastic bag or rag	Poor motor coordination; impaired vision, loss of memory, thought; abusive, violent behavior	High risk of sudden death; drastic weight loss; brain, liver, bone marrow damage
	Airplane Glue				
	Paint Thinner				
	Dry Cleaner Solution				
	Nitrous Oxide	Laughing Gas, Whippets	Inhaled or sniffed by mask or cone	Lightheadedness	Death by anoxia; neuropathy, muscle weakness
	Amyl Nitrite Butyl Nitrite	Poppers, Locker Room, Rush, Snappers	Inhaled or sniffed from gauze or ampules	Slowed thought; headache	Anemia; death by anoxia

Note: *Taking drugs of any type during pregnancy can be hazardous.*

Adapted from "Children and Drugs," distributed by Blue Cross and Blue Shield Plans of Vermont and New Hampshire.

OFFENSES UNDER THE HATE CRIMES STATUTE

Exhibit R15

Specific Offense	Penal Law Section	Degree	Class Of Felony or Misdemeanor *	Imprisonment in years
Assault	§120.10	1	B	6 - 25
	§120.05	2	C	1 - 15
	§120.00	3	E	1- 4
Aggravated Assault Upon Person less than 11 years old	§120.12		D	1 - 7
Menacing	§120.13	1	D	1 - 7
	§120.14	2	E	1-4
	§120.15	3	A*	To 1 year
Reckless Endangerment	§120.25	1	C	1 - 15
	§120.20	2	E	1- 4
Manslaughter	§125.20	1	B	6 - 25
	§125.15	2	C	1 - 15
Murder	§125.25	2	A - II	3 to life
Stalking	§120.60	1	C	1 - 15
	§120.55	2	D	1 - 7
	§120.50	3	E	1- 4
	§120.45	4	A*	To 1 year
Rape	§130.35	1	A-II	3 to life
Criminal Sexual Act	§130.50	1	A-II	3 to life
Sexual Abuse	§130.65	1	C	1 - 15
Aggravated Sexual Abuse	§130.70	1	A-II	3 to life
	§130.67	2	B	6 - 25
Unlawful Imprisonment	§135.10	1	D	1 - 7
	§135.05	2	E	1- 4
Kidnapping	§135.25	1	A-I	20 to life
	§135.20	2	A-II	3 to life
Coercion	§135.65	1	C	1 - 15
	§135.60	2	E	1- 4
Criminal Trespass	§140.17	1	C	1 - 15
	§140.15	2	E	1- 4
	§140.10	3	A*	To 1 year
Burglary	§140.30	1	A-II	3 to life
	§140.25	2	B	6 - 25
	§140.20	3	C	1 - 15
Criminal Mischief	§145.12	1	A-II	3 to life
	§145.10	2	C	1 - 15
	§145.05	3	D	1 - 7
	§145.00	4	E	1- 4

OFFENSES UNDER THE HATE CRIMES STATUTE

Exhibit R15

Arson	§150.20	1	A-I	20 to life
	§150.15	2	A-II	3 to life
	§150.10	3	B	6 - 25
	§150.05	4	D	1 - 7
Petit Larceny	§155.25		E	1- 4
Grand Larceny	§155.42	1	A-II	3 to life
	§155.40	2	B	6 -25
	§155.35	3	C	1 - 15
	§155.30	4	D	1 - 7
Robbery	§160.15	1	A-II	3 to life
	§160.10	2	B	6 25
	§160.05	3	C	1 - 15
Harassment	§240.25	1	A*	To 1 year
Aggravated Harassment	§240.30	2	E	1- 4

CRIMINAL CLASSIFICATIONS AND PENALTIES FOR NARCOTICS, OTHER CONTROLLED SUBSTANCES, AND MARIJUANA IN NEW YORK STATE

(Source: *New York State Penal Law, Sec. 220 and 221*)

Undiluted Phencyclidine (PCP)	Possession Sale			1,250 mg or more 250 mg or more	250 mg or more 50 mg or more	50 mg or more any amount	100 mg or more	any amount	
Hallucinogens (STP or DOM, others of amphetamine type)	Possession Sale		625 mg or more 125 mg or more	125 mg or more 25 mg or more	25 mg or more	any amount		any amount	
Hallucinogenic Substances++	Possession Sale		25 gm or more 5 gm or more	5 gm or more 1 gm or more	1 gm or more	any amount		any amount	
Dangerous Depressants#	Possession Sale				10 oz or more 10 oz or more	any amount		any amount	
Depressants (Meprobamate and others)	Possession Sale				2 lb or more 2 lb or more	any amount		any amount	

Medgar Evers College Views











Faculty Directory

Abdel-Sayed, Mamdouh

Substitute Lecturer

Department of Biology

Adedeji, Edward

Assistant Professor

Department of Business Administration

BA, City University of New York

M.A., New School for Social Research

M.BA, Long Island University; D.BA, Nova University

Adubifa, Akin

Adjunct Lecturer

Department of Academic Foundations

BS, Engineering, University of California, Berkeley

M.S., Engineering, University of Pennsylvania

Ph.D., New York University

Agharanya, Julius

Adjunct Assistant Professor

Department of Biology

Ph.D., Massachusetts Institute of Technology

Ainsworth, Granville

Lecturer

Department of Accounting

BA, Howard University

M.BA, Fordham University; CPA

Airall-Simon, Gloria

Assistant Professor

Department of Nursing AAS/PN

BS, State University of New York

BS, Howard University

M.S., Lehman College

Akande, Patrick

Adjunct

Assistant Professor Department of Economics and Finance

BA, Medgar Evers College, CUNY

M.BA, Pace University

Akinwale-Bandele, Lumumba

Adjunct Lecturer

Special Programs/SEEK

BA, City University of New York

M.S., Lincoln University

Akujuo, Dorothy

Adjunct, Academic Foundations Division

Department of English

M.A., Long Island University

Alagmir, Mohammad

Adjunct Assistant Professor

Department of Physical, Environmental & Computer Sciences

Ph.D., London University;

M.Sc., Dhaka University

Aldinor, Leonce

Adjunct Lecturer

Department of Academic Foundations

BS, Universite D'Etat D'Haiti

BS, M.S., City College, CUNY

Alexander, Jane

Assistant Professor

Freshman Year Program

BS, Medgar Evers College, CUNY;

M.S., Brooklyn College, CUNY;

M.Ed., Ed.D., Teachers College, Columbia University

Alexis, Josephine

Adjunct Lecturer

Department of Physical, Environmental & Computer Sciences

Al-Islam, Amir

Distinguished Lecturer

Department of Philosophy & Religious Studies

Co-Director, Center for Learning and Teaching Excellence

BA, Shaw University;

M.A., New York University

Amoa, Kwesi

Assistant Professor

Department of Physical, Environmental & Computer Sciences

BS, M.A., Fisk University;

Ph.D., Howard University

Andrews, Joseph

Adjunct College Lab Technician

Department of Biology

BS, Medgar Evers College, CUNY

M.S., City College, CUNY

Anele, Holden

Adjunct Lecturer

Department of Computer Information Systems

BS, M.S., Polytechnic University, Owerri, Nigeria

Anthony, Ann-Marie

Adjunct

Department of English

BA, Brooklyn College, CUNY

Anyanwu, Christian
Adjunct Lecturer
Department of Philosophy & Religious Studies
 BA, Pontifical Urban University
 M.Phil., Pontifical Gregorian University, Rome
 Ph.D., The Union Institution

Appleton, Rosemarie
Adjunct Lecturer
Department of Computer Information Systems
 M.S., University of Salford, England

Asante, Samuel
Adjunct Assistant Professor
Department of Physical, Environmental & Computer Sciences
 B.Sc., University of Science & Technology, Kumasi, Ghana
 M.Sc., Ph.D., University of Tuebingen, Germany

Attia, Jonven
Adjunct College Lab Technician
Department of Biology
 BA, Medgar Evers College, CUNY

Austin, Shermane
Associate Professor
Department of Physical, Environmental & Computer Sciences
 BS, M.S., City College, CUNY
 Ph.D., The Graduate Center, CUNY

Awolabi, Obasegun
Assistant Professor
Department of Social & Behavioral Sciences
 AS, Essex Community College
 BA, M.A., Ph.D., American University

Axis, Josephine
Adjunct Lecturer
Department of Biology
 B.B., M.S. Long Island University

Bajue, Stanley
Professor
Department of Physical, Environmental & Computer Sciences
 B.Sc., Ph.D., University of West Indies

Baker, Ivor
Lecturer
Department of Academic Foundations
 BA, City University of New York

Baldwin, Colley
Adjunct Lecturer
Department of Physical, Environmental & Computer Sciences
 M.A., Penn State University

Ballington, Kinlock
Adjunct College Lab Technician
Department of Biology
 BS, Medgar Evers College, CUNY

Barker, Kathleen
Professor
Department of Psychology
 BA, City University of New York
 Ph.D., The Graduate Center, CUNY

Barnes-Harrison, Elendar
Assistant Professor
Department of Mass Communications, Creative & Performing Arts & Speech
 AA, Merritt Community College;
 BA, California State University;
 M.A., Mills College

Basu, Dipak
Associate Professor
Department of Physical, Environmental & Computer Sciences
 M.S., New York University;
 Ph.D., The Graduate Center, CUNY

Bates, Jonathon
Adjunct Lecturer
Department of Psychology
 BA, Dartmouth College
 M.A., New School for Social Research;
 ABD, University of California, Davis

Beitchman, Phillip
Adjunct
Department of English
 Ph.D., The Graduate Center, CUNY

Belcon, Patricia
Adjunct Associate Professor
Department of Social & Behavioral Sciences
 Ph.D., The Graduate Center, CUNY

Berenbom, Joshua
Associate Professor
Department of Mathematics
 BS, M.S., Ph.D., Polytechnic Institute of New York

Bernard, Keith
Adjunct Assistant Professor
Department of Biology
 M.D., State University of New York at Buffalo Medical School

Best, Charles T.

Adjunct

Department of Physical, Environmental & Computer Sciences

B.Sc., Medgar Evers College, CUNY

M.S., Hunter College, CUNY

Best, Wade

Lecturer

Department of Academic Foundations

BA, Hunter College, CUNY

M.A., Herbert Lehman College, CUNY

Bonaparte, Beverly

Professor

Department of Nursing BSN

R.N., AAS Queens College, CUNY

BA; M.A., Hunter College, CUNY

Ph.D., New York University

Blackburn, Noel

Adjunct Lecturer

Department of Physical, Environmental & Computer Sciences

BA, M.A., The Graduate Center, CUNY

Blackman, Terrence

Lecturer

Department of Mathematics

B.Sc., Brooklyn College, CUNY

M.Phil., The Graduate Center, CUNY

Blair, Zulema

Assistant Professor

Department of Public Administration

BA, Boston College; M.P.A.

M.P.A.; Ph.D., Binghamton University

Bolnet, Carolle

Associate Professor

Department of Biology

BS, M.S., Ph.D., University of Paris

Bonaparte, Beverly

Professor

Department of BS Nursing

RN, AAS, Queens College, CUNY

BA, Hunter College, CUNY

MA, PhD New York University

Bottaro, Jesus

Instructor

Department of Foreign Languages

M.F.A., Brooklyn College, CUNY

M.A., Ph.D., The Graduate Center, CUNY

Bowens, Doreen

Adjunct

Department of English

M.A., University of California at Berkeley

Boyce, William

Adjunct Lecturer

Department of Business Administration

B.BA, Baruch College

M.BA, Fairleigh Dickinson University

Boykin, Lorraine

Adjunct

Department of Nursing BSN

BS, M.S., Virginia State University

M.A., New York University

M.S., Long Island University

Ed.D., Columbia University

Bradshaw, Colin

Adjunct Assistant Professor

Department of Biology

Ph.D., New York University

Bradshaw, Thomas

Adjunct

Department of English

M.F.A., Brooklyn College, CUNY

Brathwaite, Beatrice

Lecturer

Department of Mass Communications, Creative & Performing Arts & Speech

BA, M.S., Brooklyn College, CUNY

Brathwaite, Kevin

Physics Laboratory Technicians

Department of Physical, Environmental & Computer Sciences

BS, City College of New York, CUNY

M.S., New York Institute of Technology

Brereton, Leticia

Adjunct

Department of English

Ph.D., New York University

Brown, Ann

Professor

Department of Biology

BS, Oakwood College;

M.S., University of New Hampshire;

M.S., Ph.D., New York Medical College

Brown, Cory

Instructor

Freshman Year Program

BA, Medgar Evers College, CUNY

M.S.Ed., Long Island University

Brown, Deidra G.

Assistant Professor

Department of Nursing AAS/PN

AAS, Helen Fuld School of Nursing

BSN., University of Maryland

M.S.N., Hunter College, CUNY

Brown, Rupert

Lecturer

Academic Foundations Division

AS, New York City Community College, CUNY

BS, Long Island University

M.S., City College of New York, CUNY

Brown-Alleyne, Shirley

Substitute Instructor

Department of Education

BA, Niagara University

M.S., Bank Street College of Education

Brown-Gaston, Racquel

Adjunct Assistant Professor

Department of Accounting

Academic Advisor, School of Business

BA, Boston University; J.D., University of Miami

Brown-Green, Myrah

Adjunct Assistant Professor

Department of Mass Communications, Creative & Performing Arts & Speech

Ph.D., The Union Institute and University

Bush, Constance

Adjunct Professor

Department of Psychology

BA, University of Vermont

Psy.D., Ed.M., Rutgers, The State University of New Jersey

Butler, Glaister

Adjunct

Department of English

M.A., Hunter College, CUNY

Byfield, Ceceile

Adjunct

Department of Nursing BSN

BS, Pace University

MPA, Long Island University

Ed.D, Nova Southeastern University

Bynum, Dwayne

Adjunct Lecturer

Department of Mass Communications, Creative & Performing Arts & Speech

BA, M.A., Brooklyn College, CUNY

Cameron, Randolph

Adjunct Lecturer

Department of Business Administration

BS, Delaware State University

M.A., New School for Social Research

Canson, Patricia

Associate Professor & Chairperson

Department of Psychology

Director, The Center for Diopian Inquiry and Research on Education as Culture Transmission (DIRECT Center)

BS, Tuskegee University;

M.A., California State University

Ph.D., Wright Institute

Carroll, Juollie

Professor & Director, Counseling

Student Advocacy and Support Service

BS, Brooklyn College, CUNY

M.A., M.Ed., Ed.D., Teachers College, Columbia University

Carroll, Margaret

Associate Professor

Department of Biology

M.A., Hofstra University;

Ph.D., St. John's University

Castillo, Chris

Professor

Department of Computer Information Systems

BS, M.S., Ph.D., Odessa Polytechnic University

Catapane, Edward J.

Professor

Department of Biology

BS, M.S., Ph.D., Fordham University

Catapano, Kathleen

Lecturer

Department of Education

BA, Skidmore College

M.Ed., Teachers College, Columbia University

Chance, Michael

Director

Learning Center

Adjunct, Department of English

BS, BA, College of Staten Island, CUNY

BA, M.BA, Long Island University

Chandan, Jit

Professor & Chairperson

Department of Business Administration

BS, Punjab University; Diploma, Wigan Technical College

M.S., Sheffield University; M.S., E.M., Columbia University

M.BA, Baruch College, CUNY

Ph.D., University of Delhi School of Management

Chang, Ching C.

Associate Professor

Library and Information Services

BA, National Chengchi University

M.L.I.S., State University of New York at Geneseo

M.BA, Long Island University

Channer, Colin
Assistant Professor
Department of English
 BA, Hunter College

Chime, Michael
Adjunct Lecturer
Department of Business Administration
 BS, BA, College of Staten Island, CUNY
 BA, M.BA, Long Island University

Chow, Ying Wei
Professor
Department of Physical, Environmental & Computer Sciences
 BS, Tsing Hua University
 Ph.D., Massachusetts Institute of Technology

Chow-Tai, Kamau
Computer Lab Technician and Lecturer
Academic Foundations Division
 BA, Boston University

Clark, Judith
Basic Skills Instructor
Center for Career Pathway Initiatives
 B.BA, Pace University

Clark-Sumpter, Lydia
Assistant Professor
Department of Nursing BSN
 BS Virginia State University
 BS City College, CUNY
 M.S. Columbia University

Collins, Alicia
Assistant Professor
Coordinator COPE
 BA, Central State University
 M.P.A., Ohio University; Ed.D., University of Pittsburgh

Colson, Steve
Adjunct Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech
 B.M.E., Northwestern University School of Music

Conoly, Amy
Adjunct Lecturer
Department of English

Conti, Valerie
Adjunct
Department of English
 M.F.A., Brooklyn College, CUNY

Conyers, James
Adjunct Assistant Professor
Department of Social & Behavioral Sciences
 Ph.D., Temple University

Cox, Paul S.
Adjunct Assistant Professor
Department of Accounting, Economics & Finance
 BS, Kean University
 M.S., New Jersey Institute of Technology; CPA

Crawford, Clinton
Professor
Department of Mass Communications, Creative & Performing Arts & Speech
 BA, University of Wisconsin;
 M.A., University of California
 Ed.D., Teachers College, Columbia University

Cuffee, Sallie
Assistant Professor
Department of Philosophy & Religious Studies
 BA, Norfolk State University
 M.Phil., Ph.D., Union Theological Seminary of New York,
 M.Div., Wesley Theological Seminary

Daly, William
Lecturer
Library and Information Services
 BA, University of Guyana; M.L.S., Pratt Institute

Davidson, Pearl
Adjunct
Department of English
 M.S., New York University

Davis, Stanley
Assistant Professor
Department of Physical, Environmental & Computer Sciences
 BS, City College, CUNY;
 M.S., Polytechnic Institute of New York; Ph.D., The Catholic University of America

Debose, Kitrena
Adjunct Lecturer
Department of Computer Information Systems
 M.S., Iona College

DeJesus, Linda
Adjunct
Department of Psychology

DeLongoria, Maria
Instructor
Department of Social & Behavioral Sciences
 BA, Virginia State University; M.A., Morgan State University; A.B.D., University of Missouri-Columbia

DesBordes, Charles
Professor
Department of Biology
 BS, M.S., Rutgers University;
 Ph.D., University of Vermont

Donovan, Erin
Adjunct
Department of English
 M.A., Columbia University

Durgin, Allen
Adjunct Lecturer
Department of English

Edwards, Merle
Adjunct & Counselor
Educational Talent Search
 BA, City University of New York, CUNY
 M.A., City College, CUNY

Egbe, Chinyere E.
Professor
Department of Economics & Finance
 BS, M.BA, University of Tulsa
 M.A. Ph.D., Washington State University

Ekzjiuba, Ifeanyi
Adjunct Assistant Professor
Department of Physical, Environmental & Computer Sciences
 M.S., University of Jos;
 Ph.D., University of Nigeria

Emeka, Samuel
Adjunct Lecturer
Academic Foundations Division
 BS, College of Technology, Lagos, Nigeria

Esikoff, Alexei
Adjunct Lecturer
Department of English

Essay, Nadim
Adjunct, Department of English

Etienne, Ernst
Adjunct Lecturer
Department of Mathematics
 BS, Medgar Evers College, CUNY
 M.S., Polytechnic University

Etienne, Jean
Adjunct Lecturer
Academic Foundations Division
 BS, Medgar Evers College, CUNY
 M.S., Hunter College, CUNY

Etienne, Jean Lyhauty
Adjunct Lecturer
Department of Academic Foundations
 M.S., Long Island University

Evans, Clarence
Adjunct Assistant Professor
Department of Biology
 M.D., Creighton University

Evans, Claudette
Assistant Professor
Department of Nursing AAS/PN
 AS, Kingsborough Community College, CUNY
 BSN., Medgar Evers College, CUNY
 M.S.N., Hunter/Bellevue School of Nursing, CUNY

Ezeadichie, Uche
Adjunct Assistant Professor
Department of Social & Behavioral Sciences
 BS, University of Nigeria
 M.S., University of Ibadan, Nigeria
 Ph.D., University of Nigeria

Ezuma, C. Nathaniel
Professor
Department of Economics & Finance
 BS, M.BA, M.Phil., New York University
 Ph.D., University of Manchester

Fadairo, Adesina Sikiru
Professor & Chairperson
Department of Computer Information Systems
 BS, New York Institute of Technology
 M.BA, Long Island University
 Ph.D., The Graduate Center, CUNY

Ferdinand, Patricia
Professor
Department of Biology
 BA, M.S., Ph.D., New York University

Fischer, Susan Alice
Professor
Department of English
 BA, M.A., University of Salerno
 Ph.D., University of London

FitzGerald, Michael
Associate Provost
 BA, Colgate University
 Ph.D. New School for Social Research

Flateau, Adele
Adjunct
Department of English
 M.S., Hunter College, CUNY

Flateau, John
Professor
Department of Public Administration
 BA, New York University;
 M.P.A., Baruch College, CUNY
 Ph.D., The Graduate Center, CUNY

Flesher, Tatyana
Associate Professor
Department of Mathematics
 M.D., Tomsk State University
 Ph.D., Moscow Pedagogical University, Russia

Ford, Madeline
Associate Professor & Chief Librarian
Library and Information Services
 B.BA, Baruch College, CUNY
 M.L.S., Rutgers University
 MS Ed., Baruch College, CUNY

Ford, Robin
FSubstitute Instructor
Department of English
 M.A., New York University

Francis, Emily
Adjunct Assistant Professor
Library and Information Services
 BS, Tuskegee Institute;
 M.S., Hunter College, CUNY
 M.L.S., Queens College, CUNY

Franklin, Quintin
Adjunct Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech
 BA, Western University

Friedman, David
Instructor
Center for Career Pathway Initiatives

Gallagher, Kristen
Adjunct Lecturer
Department of English

George-Robinson, Avril K.
Assistant Professor
Department of Accounting
 BS, Medgar Evers College, CUNY
 M.A., Brooklyn College, CUNY; CPA

Gibbs, John
Professor & Chairperson
Department of Physical, Environmental & Computer Sciences
 BS, Ph.D., University of the West Indies

Gibson, Heather A.
Assistant Professor & Chairperson
Department of Nursing AAS/PN
 BSN, State University of New York at Buffalo
 M.A., New York University

Giddings, Louise
Professor
Department of Education
Director, Center for Learning and Teaching Excellence
 BS, Springhill College
 M.A., University of South Alabama
 Ed.D., Teachers College, Columbia University

Gilkes, Alwyn
Adjunct Assistant Professor
Department of Psychology
Department of Social & Behavioral Sciences
 BA, York University
 M.A., New York University
 Ph.D., The Graduate Center, CUNY

Gill, Janet
Instructor
Center for Career Pathway Initiatives
 BA, Brooklyn College, CUNY

Gindes, Alexander
Adjunct Lecturer
Department of Mathematics
 BS, Donetsk Polytechnic, USSR
 M.S., University of Miami

Glover, Izell
Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech
 BA, New York Institute of Technology

Gologor, Ethan
Professor
Department of Psychology
 BS, City College of New York, CUNY
 M.A., New York University
 M.A., Ph.D., New School for Social Research

Gonsalves, Emmanuel
Associate Professor
Department of Business Administration
 BS, M.S., New Jersey Institute of Technology
 M.BA, University of California; J.D., Fordham University

Gordon-Chipembere, Natasha
Instructor
Department of English
 BA, Vassar College
 M.A., Teachers College Columbia University
 M.A., University of the Witwatersrand, South Africa

Gottlieb, Steven

Adjunct Lecturer

Department of Mathematics

BS, College of Staten Island

M.A., City College, CUNY

Gracia, Ernts

Senior College Laboratory Technician

Department of Mathematics

BS, Pratt Institute

Grant-Boyd, Joan

Adjunct

Department of English

BA, University of the West Indies;

M.A., Teachers College Columbia University;

Ph.D., The Graduate Center, CUNY

Grazette, Carol

Adjunct Lecturer

Department of Computer Information Systems

BS, M.S., Mercy College

Greaves, Gail-Ann

Adjunct Associate Professor

Department of Mass Communications, Creative & Performing Arts & Speech

BA, M.A., Ph.D., Howard University

Green, Adero

Adjunct

Department of English

M.A., New York University

Green, Keisha

Adjunct Lecturer

Department of English

M.A., New York University

Green, Margaret Baker

Professor & Special Assistant to the President

Director of Scholarships & Department of Interdisciplinary Studies

BA, Hunter College, CUNY; M.A., Teachers College

Columbia University; Ed.D., Fordham University

Green-Felix, Carla

Adjunct Lecturer

Department of Computer Information Systems

BA, Clark University; M.S., Brooklyn College, CUNY

Greene, Brenda M.

Professor

Department of English

BS, Ph.D., New York University

M.A., Hunter College, CUNY

Greene, Ernest

Adjunct Lecturer

Department of Business Administration

BS, City College, CUNY; M.BA, Long Island University

Gregory, Carole

Adjunct

Department of English

BA, Youngstown University

M.A.E.T.S., Union Theological Seminary at Columbia

University

Griffiths, Rachel E.

Adjunct

Department of English

BA, M.A., University of Delaware

M.F.A., Sarah Lawrence College

Gueye, Fallou

Adjunct Lecturer

Department of Foreign Languages

BA, M.A., Cheikh Anta Diop University

M.A., The Graduate Center, CUNY

Gumbs, Jean

Assistant Professor

Department of Nursing AAS/PN

BSN., University of Ottawa

M.S.N., Northeastern University

Harris-Hastick, Eda

Associate Professor

Department of Social Sciences & Behavioral Sciences

BA, Queens College, CUNY

M.S.W., Smith College School of Social Work

Ed.D., Teachers College Columbia University

Harris, William C.

Assistant Professor

Department of Physical, Environmental & Computer Sciences

BS, City College of New York, CUNY

M.A., Brooklyn College, CUNY

M.S., New York University, Courant Institute of

Mathematical Sciences; A.B.D., The Graduate Center, CUNY

Hassan, Mozaffar W.

Professor

Department of Biology

M.S., Patna University, India

Ph.D., The Graduate Center, CUNY

Hatchett, David

Adjunct

Department of English

BS, Indiana State University;

M.S., Cornell University

M.S., New York University

Hatchette, Michael
Adjunct Lecturer
Department of Physical, Environmental & Computer Sciences
 BS, New York Institute of Technology
 M.S., Lehman College, CUNY

Hawkins, Leroy
Adjunct Lecturer
Department of Business Administration

Haynes, Lyndon
Adjunct Lecturer
Mathematics, Academic Foundations Division
 BS, Brooklyn College, CUNY

Headley, Tennyson
Adjunct Lecturer
Department of Physical, Environmental & Computer Sciences
 BS, Missouri Southern State College
 BS, University of Florida
 Graduate Certificate, New York Medical College
 M.S., Hunter College, CUNY

Heath, Margaret
Assistant Professor
Department of Nursing AAS/PN
 M.S.N. Lehman College, CUNY
 BSN. City College, CUNY
 AAS Hostos Community College

Henderson, Andrew
Adjunct
Department of Psychology

Hernton, Antone
Adjunct Lecturer
Department of Computer Information Systems
 BA, Boston University
 M.BA, Fairleigh Dickinson University

Heyward, Althea
Adjunct Lecturer
Department of English

Hickerson, W. Richard
Instructor
Library and Information Services
 BA, Mount Union College
 M.L.I.S., Kent State University

Hinds, Irwin
Adjunct Associate Professor
Department of Biology
 Ed.D., Columbia University

Hodge, Derrick
Adjunct Lecturer
Department of Physical, Environmental & Computer Sciences
 AS Bronx Community College, CUNY
 BA, M.S., Hunter College, CUNY

Hope, Wilbert
Associate Professor
Department of Physical, Environmental & Computer Sciences
 B.S, University of Guyana
 Ph.D., University of New South Wales, Sydney, Australia

Hosier, Noreen
Distinguished Lecturer
Department of Education
 BA, M.A., Brooklyn College, CUNY
 Ed.D., Fordham University

Huggins-Anderson, Lystra
Lecturer
Freshman Year Program
 BA, Medgar Evers College, CUNY
 M.A. City College of New York, CUNY

Humes, Linda
Adjunct Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech
 BA, Stony Brook, SUNY

Hunter, Delridge
Associate Professor & Chairperson
Department of Interdisciplinary Studies
 BA, Prairie View A & M University
 M.S., Northern Illinois University
 Ph.D., Union Institute

Hunte-Wallerson, Cleda
Adjunct Lecturer
Academic Foundations Division
 M.S., Brooklyn College, CUNY
 Ph.D., Walden University

Hutchinson, Ryan
Adjunct Lecturer
Department of Physical, Environmental & Computer Sciences
 BS, Medgar Evers College, CUNY
 M.S., Hunter College, CUNY

Iannucci, Matthew
Adjunct Lecturer
Department of Social & Behavioral Sciences
 Ph.D., Union Institute and University

Ilen, Seymour
Professor
Department of Biology
 AAS, New York City Technical College, CUNY
 BA, Brooklyn College, CUNY;
 M.S., Long Island University M.Ph., Ph.D., New York University

Ifesanya, Adamson
Adjunct Lecturer
Academic Foundations Division
 BS, NYCCC/NYCT;
 M.S., Columbia University

Igboechi, Chike
Adjunct Assistant Professor
Department of Biology
 BS, University of Ife, Nigeria;
 Ph.D., University of Barth

Igwegbe, Emmanuel C.K.
Adjunct Professor
Department of Biology
 BS, London; M.S.,
 Ph.D., California

Iheagwam, Christian
Adjunct Associate Professor
Department of Social & Behavioral Sciences
 BA, University of Nigeria
 M.A., M.Ed., Teachers College Columbia University

Ingleton, Carlton
Adjunct Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech
 Exp/Certificate, Art Students League, New York

Ingram, Harold
Adjunct Lecturer
Department of Philosophy
 BA, Morehouse University;
 M.A., Howard University

Inniss, Courtney
Adjunct Lecturer
Academic Foundations Division
 BS, Medgar Evers College, CUNY
 M.S., Brooklyn College, CUNY

Irish, J.A. George
Professor
Department of Interdisciplinary Studies
 EBA, Ph.D., University of West Indies

Irish-Bramble, Ken
Adjunct Lecturer
Department of Social & Behavioral Sciences
 BA, City University of New York, CUNY
 M.A. Pace University;
 Ph.D., New York University

Isaac, Edward
Adjunct Lecturer
Department of Computer Information Systems

Isenalumhe, Anthony
Professor
Department of Nursing BSN
 BSN., University of Ibadan, Nigeria
 M.A., Ph.D., New York University

Jackson, Edison O.
President
 BS, M.A., Howard University;
 Ed.D., Rutgers University M.D., New York Theological Seminary

Jackson, Linda
Assistant Professor
Department of English
 BS, New York University
 M.A., M.F.A, Brooklyn College, CUNY

Jackson, Mitchell
Adjunct
Department of English
 BS, M.A., Portland State University
 M.F.A., New York University

Jackson, Sharne
Adjunct Lecturer
Department of Business Administration
 BA, Spelman College;
 M.BA, Atlanta University

Jacques, Evelyne
Financial Aid Counselor and Perkins Loan Coordinator
Office of Financial Aid
 BS St. Thomas Aquinas College

James, Darren
Adjunct Assistant Professor
Department of Biology
 D.P.M., New York College of Podiatric Medicine

James, Jua
Instructor
Center for Career Pathway Initiatives
 BS, Medgar Evers College, CUNY

James, Rosetta
Adjunct Lecturer
Department of English

James-Nesbitt, Jewel
Lecturer
Special Programs SEEK
 BA, Barnard College, Columbia University
 M.A., New York University

Jenkins, Jimmy
Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech
 BA, North Carolina Agricultural and Technical State University; M.A. University of North Florida

Jno-Charles, Andrea
Adjunct Lecturer
Department of Biology
 M.D., Ross University of Medicine

Joesten, Michael
Adjunct Assistant Professor
Department of Biology
 Ph.D., St. John's University

John, Arun
Adjunct
Department of English
 M.F.A., New York University

Johnson, Alfred
Adjunct Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech

Johnson, Cheryl
Adjunct Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech

Johnson, Clyde
Assistant Professor
Department of Physical, Environmental & Computer Sciences
 BS, University of Guyana;
 M.S., Hunter College, CUNY
 Ph.D., Rutgers University

Johnson, Jacqueline
Adjunct
Department of English
 M.F.A., New York University

Johnson, Joy
Adjunct Lecturer
Chief College Lab Technician
Department of Biology
 M.S., Long Island University

Johnson, Karma
Adjunct
Department of English
 BA, University of the District of Columbia
 M.F.A., New York University

Johnson, Leon
Professor
Department of Physical, Environmental & Computer Sciences
 BA, Gettysburg College;
 M.S., Ph.D., New York University

Johnson, Robert H.
Emeritus Professor
Department of Physical, Environmental & Computer Sciences
 BS, Johnson C. Smith University;
 M.S., Long Island University;
 Ph.D., St. Johns University

Jones, Carolyn
Adjunct Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech
 BA, M.S., Brooklyn College, CUNY

Jones, Charles
Advisor/Counselor
Freshman Year Program
 BA, University of Redlands;
 J.D., New York University

Jones, Francis
Adjunct Lecturer
Department of English
Academic Foundations Division
 BS, City University of New York, CUNY
 M.A., John Jay College of Criminal Justice, CUNY

Jones, Glenn
Adjunct Lecturer
Department of Mathematics
Department of Physical, Environmental & Computer Sciences
 BS, M.S., Polytechnic University

Jones, John F.
Adjunct Assistant Professor
Department of Biology
 Ph.D., New York University

Jones, Robert O.
Adjunct Assistant Professor
Department of Biology
 BS, South Carolina State University
 M.D., The Medical University of South Carolina

Jones, William
Adjunct Lecturer
Department of Computer Information Systems
Kadish, Phillip
Adjunct
Department of English
 BA, Hampshire College
 M.A., M.F.A., Brooklyn College, CUNY

Kalostyan, Selin
Adjunct Lecturer
Department of English

Karan, Hiroko
Professor
Department of Physical, Environmental & Computer Sciences
Executive Director, Office of Research and Special Initiatives
 B.Ph., Hoshi College of Pharmacy
 M.S., Wilkes College; Ph.D., Brown University

Kawatra, Mahendra
Professor
Department of Mathematics
 BS, M.S., Ph.D., University of Delhi

Kelebeyev, Aleksandr
Adjunct Assistant Professor
Department of Physical, Environmental & Computer Sciences
 Diploma of Associate Professor, Moscow, Russia
 M.S., Ph.D., Moscow State University

Kelley, Don Quinn
Professor
Department of Interdisciplinary Studies
Department of Social & Behavioral Sciences
 BS, Loyola University; M.Ed., Teachers College, Columbia University;
 Ph.D., Columbia University

Kim, Hyo
Instructor
Department of English
 M.A., Fordham;
 M. A. State University of New York at Stony Brook

Kim, Ki-Ho
Professor
Department of Economics & Finance
 BA, Dong-A University;
 M.A., Korea University
 M.BA, Iona College;
 Ph.D., Rutgers University

Kinard-Thompson, Sylvia
Adjunct Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech

Knox, Edwin
Lecturer
Department of Business Administration
 BS, Florida A&M University
 M.BA, M.T.A., George Washington University

Kole, Robert
Adjunct
Department of English
 Ph.D., City University of New York

Knizhnik, Leonid
Assistant Professor
Department of Computer Information Systems
 M.S., Moscow University of Telecommunications
 M.S., Moscow Institute of Business Machines

Kreis, Steve
Adjunct Lecturer
Department of Physical, Environmental & Computer Sciences
 M.A., Hunter College, CUNY

Kuziw, Lorraine
Assistant Professor
Department of English
 BS, Hofstra University;
 M.A., St. John's University
 Ph.D., New York University

Lakshminarayanan, Sambhavi
Assistant Professor
Department of Business Administration
 BA, Delhi University;
 MSTAT, Indian Statistical Institute
 Ph.D., University of Texas at Dallas

Lam, Chung Kin
Adjunct Lecturer
Department of Computer Information Systems
 B.E., M.E., City College, CUNY

Larosiliere, Marc
Adjunct Lecturer
Department of Biology
 M.S., Long Island University

Lashley, Kay
Adjunct Lecturer
Academic Foundations Division
 BA, Medgar Evers College, CUNY

Lashley, Yolande
Adjunct Lecturer
Department of Computer Information Systems
 AAS, Medgar Evers College, CUNY;
 BS, Graduate Center, CUNY;
 M.S., New Jersey Institute of Technology

Lawrence, Donna
Adjunct Lecturer
Department of Biology

Leathers, Mary
Adjunct Lecturer
Academic Foundations Division
 BA, Dunbarton College of Holy Cross
 M.S., Brooklyn College, CUNY

Lefkowitz, Julius
Adjunct Lecturer
Department of Mathematics
 BA, Brooklyn College, CUNY
 M.BA, Baruch College, CUNY

Leocal, Rita
Lecturer
Freshman Year Program
 BS, St. Lawrence University
 M.S., State University of New York at Brockport

Lester, Nancy
Professor
Department of Education
 BA, Boston University; M.A., Ph.D., New York University

Lewis, Goldene
Adjunct College Lab Technician
Department of Biology
 BS, Medgar Evers College, CUNY

Lewis, Jennifer
Adjunct Lecturer
Department of Business Administration
 BS, Iona College; M.S., New School University

Lewis-Thompson, Nancy
Adjunct Lecturer
Academic Foundations Division
 BA, State University of New York at Old Westbury
 M.S., Columbia University

Liu, Keming
Associate Professor
Department of English
 BA, Hebei Teachers University
 M.A., Hunter College, CUNY;
 M.A., Columbia University
 Ed.D., Teachers College, Columbia University

Loewenstein, Andrea
Associate Professor
Department of English
 BA, Clark University; M.A., University of Wisconsin
 Ph.D., University of Sussex

Loftis, Norman
Adjunct Associate Professor
Department of English
 Ph.D., Columbia University

Lovell, Lorenz
Adjunct College Lab Technician
Department of Biology
 BS, St. Johns University;
 M.S., New York University

Lowden, Frances
Professor & Acting Associate Dean
Department of Education
 BA, Brooklyn College, CUNY,
 M.S., Queens College, CUNY,
 Ph.D., University of South Carolina

Lucas, Hakim J.
Instructor
Department of Philosophy & Religious Studies
 BA, Morehouse College;
 M.A., Tufts University
 M.D., Union Theological Seminary at Columbia University

Luxama, Juan
Adjunct College Lab Technician
Department of Biology
 BS, Medgar Evers College, CUNY

Madden, Karl
Assistant Professor
Library and Information Services
 B.M., University of Arizona
 M. Mu., University of Akron
 M.L.S., Emporia State University

Maddox, Leola
Adjunct Instructor
Library and Information Services
 BS, Fort Valley State College
 M.L.I.S., Simmons College

Maggio, Evelyn
Assistant
Professor
Department of Business Administration
 BA, M.BA, Baruch College, CUNY
 J.D., Seton Hall School of Law; CPA

Mansouri, Khosrow
Substitute Instructor
Department of Mathematics
 BA, Baruch College, CUNY;
 M.S., New York University

Mao, Ling Yun
Adjunct Lecturer
Department of Physical, Environmental & Computer Sciences
 M.S., City College, CUNY

Martínez, Guillermo
Adjunct Lecturer
Department of Foreign Languages
 MA, The Graduate School, CUNY

Mason, Karen
Assistant Professor
Library and Information Services
 BA, Simmons College
 M.A., University of California, Los Angeles
 M.L.I.S., Rutgers University

Mason, Macro
Adjunct Assistant Professor
Department of Social & Behavioral Sciences
 D.S.W., City University of New York, CUNY
 M.A., Pace University

Mayers, Gregorio
Assistant Professor & Chairperson
Department of Public Administration
 BS, Medgar Evers College, CUNY
 J.D., City University of New York School of Law

McCallum-Peters, Yvonne
Lecturer
Department of Academic Foundations
Adjunct, Department of English
 BA, University of Guyana
 Ed.D., Teachers College, Columbia University

McCarroll, Eileen E.
Associate Professor & Chairperson (Acting)
Department of Nursing BSN
 R.N., AAS, Brooklyn College, CUNY
 BSN., M.S.N., Hunter/Bellevue School of Nursing, CUNY
 Ph.D., Adelphi University

McDonald, Dawn
Instructor
Center for Career Pathway Initiatives
 BA, York College; M.A., Long Island University

McDonald, Julita
Adjunct Lecturer
Department of Biology
 BS, Medgar Evers College, CUNY
 M.D., Spartan Health Science University School of Medicine

McDuffie, Georgia
Associate Dean
Department of Nursing and Allied Health
 BSN., Long Island University
 M.A., Teachers College, Columbia University
 Ph.D., Walden University

McHenry, Susan
Adjunct
Department of English
 M.A., Columbia University

McLaughlin, Andrée Nicola
Professor
Department of Interdisciplinary Studies
Department of English
Dr. Betty Shabazz Professor
 BS, Cornell University
 M.Ed., Ed.D., University of Massachusetts at Amherst

McMillian, Glenn
Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech
 BA, Shaw University, M.A., Five Town College

Melendez, Anna
Adjunct
Department of Foreign Languages
 BA, M.A., Queens College, CUNY

Mitchell, Roman Gabriel
Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech

Mitchell, Winston
Adjunct Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech
 BS, SUNY at Brockport, M.M.C., Arizona State University

Mooring, Kimberlee
Assistant Professor
Department of Computer Information Systems
 AAS, Medgar Evers College, CUNY
 B.BA, Baruch College, CUNY;
 M.S., Polytechnic University
 Ed.M., Teachers College, Columbia University

Moshette, Edna
Lecturer
Special Programs/SEEK
 BS, M.S., Hunter College, CUNY

Mouser, Christina
Assistant Professor
Department of Mathematics
 BA, The College of New Jersey
 M.A., Ph.D., New Jersey Institute of Technology

Movasseghi, Darius
Professor & Chairperson
Department of Mathematics
 BS, University of Teheran;
 M.A., Northwestern University
 Ph.D., University of Toledo

Mustafa, Gulam
Adjunct Associate Professor
Department of Biology
 Ph.D., Dhaka University, Bangladesh

Nagarkatte, Umesh
Professor
Department of Mathematics
 BS, Karnatak University;
 M.S., University of Bombay
 Ph.D., The Graduate Center, CUNY

Narayan, Chittampalli
Adjunct Assistant Professor
Department of Biology
 Ph.D., Hunter College, CUNY

Nardi, Steven
Assistant Professor
Department of English
 BA, New York University;
 M.A., Ph.D., Princeton University

Nduka, Ebere
Professor
Department of Biology
 B.Sc., M.A.,
 Ph.D., University of Ibadan, Nigeria
 M.S., Southern Illinois University

Nduka, Nwaka
Adjunct Lecturer
Department of Academic Foundations
 BA, University of Nigeria
 MSc., Southern Illinois University at Edwardsville
 M.A., University of Ibadan, Nigeria

Ndukwe, Felix
Adjunct Lecturer
Academic Foundations Division
 BS, M.S., City College of New York, CUNY

Ntukogu, Anthony
Adjunct Assistant Professor
Department of Physical, Environmental & Computer Sciences
 BS, Wilberforce University; M.S., Purdue University
 Ph.D., Polytechnic University

Nunez, Elizabeth
CUNY Distinguished Professor & Chairperson
Department of English
 BA, Marion College; M.A., Ph.D., New York University

Nur-E-Kamal, Mohammed S.
Adjunct Associate Professor
Department of Biology

Nutakor, John
Adjunct Assistant Professor
Department of Mathematics
 Ph.D., Polytechnic University

Nwaobi, Peter
Adjunct Lecturer
Department of Business Administration
 BS, Southern Connecticut State University
 M.BA, University of New Haven

Nwasike, Chudi A.
Distinguished Lecturer & Director
Academic Foundations Division
 BS, M.S., University of Essen, West Germany
 M.S., Columbia University

Nwasike, Dominic
Senior Vice President and Provost
Office of Academic Affairs
 BA, University of Ibadan, Nigeria
 M.A., Ph.D., University of Wisconsin

Nyarko, Victor T.
Adjunct Lecturer
Department of Physical, Environmental & Computer Sciences
 BS University of Ghana
 M.A., State University of New York at Stony Brook

Obi, Wilson
Associate Professor
Department of Physical, Environmental & Computer Sciences
 BSE., M.A., Princeton University; M.S., Brown University
 Ph.D., Stevens Institute of Technology

Odunukwe, Herbert
Lecturer
Academic Foundations Division
 BSC., Federal Polytechnic Institute, Idah, Nigeria
 M.S., City College of New York, CUNY

Ogbudinka, Ruben N.
Adjunct Associate Professor
Department of Economics & Finance
 BA, Benedictine College;
 M.A., Howard University
 Ph.D., The Catholic University of America

Ogbuehi, Sunday
Adjunct Assistant
Department of Biology
 Ph.D., University of Nebraska-Lincoln

Ogu, Chima
Adjunct Assistant Professor
Department of Social & Behavioral Sciences
 BA, M.A., Ph.D., Fordham University

Oguagha, Phillip
Associate Professor & Chairperson
Department of Social & Behavioral Sciences
 BA, Ph.D., University of Ibadan, Nigeria

Oh, Onyoung
Substitute Instructor
Department of Philosophy & Religious Studies
 BA, M.A., Songang University in Seoul, Korea
 M.A., A.B.D. The Graduate Center, CUNY

Okereke, Augustine
Assistant Professor
Department of English
Coordinator, American Democracy Project
 BA, University of Nigeria
 M.A., University of Ibadan; Ph.D., University of Bielefeld

Okonkwo, Emeka
Adjunct
Department of English
 Ph.D., State University of New York at Buffalo

Okoro, Boniface
Adjunct Lecturer
Academic Foundations Division
 BA, University of Calabar
 M.A., University of Nigeria

Okunubi, Jayde
Adjunct Instructor
Department of Accounting
 BS, Kentucky State University
 M.BA, New York Institute of Technology

Oley, Nancy
Professor
Department of Psychology
 BA, Barnard College; Ph.D., Columbia University

Olsen, Henry
Professor
Department of Social & Behavioral Sciences
 BS, M.S., M.A., State University College at Buffalo
 Ph.D., Michigan State University

Olubummo, Adeyemi
Adjunct Lecturer
Department of Biology
 M.S., Long Island University

Oluikpe, George
Adjunct Professor
Department of Psychology
 B.Ed., University of Guyana
 M.Ed., M.A., Ph.D., Miami University

Onyekelu-Eze, Anthony
Professor
Department of Computer Information Systems
 BS, University of Nigeria
 M.S., Massachusetts Institute of Technology
 M.Phil., New York University

Ostrom, Lisa
Adjunct
Department of English
 B.F.A., State University of New York at New Paltz

Oulanov, Alexei
Assistant Professor
Library and Information Services
 BA, Moskovskaja Dukhovnaja Seminarija, Russia
 M.L.I.S., C.W. Post, Long Island University
 Ph. D., C.W. Post, Long Island University

Pahlevani, Faranak
Assistant Professor
Department of Mathematics
 BS, Sharif University of Technology
 M.S., IASBS, Zanjan
 M.S., University of Kaiserslautern
 Ph.D., University of Pittsburgh

Pardlo, Gregory
Assistant Professor
Department of English
 BA, Rutgers University; M.F.A., New York University

Parris, Wilhelmina
Adjunct Lecturer
Department of Computer Information Systems
 BA, M.S., Queen College, CUNY

Parrott-Fonseca, Joan

Dean

School of Business

BA Howard University

M.A. George Washington University

M.P.A. Kennedy School of Government of Harvard University

J.D. Georgetown University Law Center

Patel, Harini

Adjunct Assistant Professor

Department of Physical, Environmental & Computer Sciences

BS, M.S., Bombay University; Ph.D., Fordham University

Patwary, Mohsin U.

Dean

School of Science, Health & Technology

Professor, Department of Biology

BS, Chittagong University;

M.S., Dhaka University

Ph.D., Dalhousie University

Paul, Sheilah

Instructor

Department of Education

BA, Brooklyn College, CUNY

M.A., M.Ed., Teachers College at Columbia University

Payano, Hector

Adjunct

Department of Foreign Languages

BA, City College, CUNY;

M.A., M.A., Hunter College, CUNY

M.A., Ph.D., The Graduate Center, CUNY

Pean, Pierre

Adjunct Lecturer

Department of Business Administration

B.E., M.E., M.BA, M.T., D.E.T., University of Bordeaux I

M.BA, University of Bordeaux

Phillips, Moses Bernard

Lecturer

Department of Mass Communications, Creative & Performing Arts & Speech

BA, Florida State University,

MS., Rice University

Phipps, Angela

Adjunct Lecturer

Academic Foundations Division

M.A., Brooklyn College, CUNY

Phoenix, Charlotte

Professor

Department of Education

Director, Cultural Diversity & Staff Development

BA, Howard University; M.A., Wayne State University Ph.D., New York University

Pierre, Lindsay A.

Instructor

Center for Career Pathways Initiatives

BA, The Graduate Center, CUNY

Pigott, Lennox

Adjunct

Department of Psychology

BA, Medgar Evers College;

Ph.D., The Graduate Center, CUNY

Pilgrim, Alston

Adjunct Lecturer

Department of Mathematics

BA, M.S., Long Island University

Pinto, Yossi

Adjunct

Department of English

M.F.A. University of Iowa

Pitt, Karen

Adjunct Lecturer

Academic Foundations Division

CUNYBA/BS, City University of New York, CUNY

Certified Reader of the American College Test (A.C.T.)

Pollard, Mark

Assistant Professor

Department of Public Administration

BA State University of NY College, Purchase, NY.

J.D., State University of New York at Buffalo

Powell, Connett

Adjunct Assistant Lecturer

Department of Accounting

B.BA, Baruch College, CUNY

M.A., Brooklyn College, CUNY; CPA

Prince, Erroll

Adjunct Assistant Professor

Department of Physical, Environmental & Computer Sciences

BS, Ph.D., University of the West Indies

Pursoo, Eugene

Distinguished Lecturer

Department of Public Administration

BA, M.A., Fordham University

Ragland, Frank

Professor

Department of Mathematics

BS, Loyola University of Chicago

M.S., Chicago State University

Ph.D., Polytechnic University of New York

Ramlal, Allan
Adjunct Assistant Professor
Department of Computer Information Systems
 BS, New York Institute of Technology
 M.BA, Management of Computer Information Systems

Ramsay, Ian
Adjunct Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech
 BA, New York University
 M.A., New School of Social Research

Rattray, Melrose Judith
Intake Coordinator and Parent Instructor
Center for Career Pathway Initiatives
 L.M.S.W., McGill University, Montreal, Quebec

Ricardo, Henry J.
Professor
Department of Mathematics
 BS, Fordham College; M.A.,
 PhD., Yeshiva University

Robinson, Kes
Adjunct Lecturer
Department of Business Administration
 BA, Drake University; M.BA University of Wisconsin

Robotham, Orandel
Lecturer
Department of Business Administration
 BS, York College
 BB., M.S., City College of New York, CUNY

Rosario, Nelly
Adjunct
Department of English
 M.F.A., Columbia University

Ross, Christopher
Adjunct
Department of English
 M.A., City College of New York, CUNY

Ruddock, Karl
Adjunct Lecturer
Department of Physical, Environmental & Computer Sciences
 BS, University of the West Indies;
 BS, New Mexico Tech
 MBA, Long Island University; M.S., Hunter College, CUNY

Ruiz, Maria-Luisa
Assistant Professor & Deputy Chairperson
Department of Foreign Languages
 BA, M.A., University of Paris
 Ph.D., The Graduate Center, CUNY

Russell, Wayne
Lecturer
Academic Foundations Division
 BS, M.S., Polytechnic University

St. Jean, Lavoisier
Lecturer
Academic Foundations Division
 BS, M.A., City College, CUNY

Santillán, Román
Adjunct Lecturer
Department of Foreign Languages
 BS, Universidad Autonoma de Yucatan
 M.A., Ohio University; M.L.I.S., Rutgers University

Sayrafiezadeh, Mahmoud
Professor
Department of Mathematics
 BA, Colgate University
 M.A., Ph.D., University of Minnesota

Schrader, Claudia
Associate Professor & Chairperson
Department of Education
Coordinator, NCATE
 BA, Livingston College, Rutgers University
 M.A., Ed.D., Teachers College, Columbia University

Seay, Gary
Associate Professor
Department of Philosophy & Religious Studies
 BA, Oklahoma City University;
 M.A., Rice University
 Ph.D., Georgetown University

Sharma, Tarak R.
Adjunct Assistant Professor
Department of Physical, Environmental & Computer Sciences
 B.Sc., Tribhuwan University, Kathmandu, Nepal
 M.Sc., Ph.D., Banaras Hindu University, Varanasi, India

Shujaa, Mwalim
Professor & Dean
School of Liberal Arts & Education
 BA Kansas State College
 M.A. Trenton State College
 Ed.D. Rutgers University

Silén, Iván
Adjunct
Department of Foreign Languages
 MA, New York University,
 Ph.D, The Graduate School, CUNY

Siler, Joyce
Associate Professor
Department of Business Administration
 BS, North Carolina Central University
 M.BA, Manhattan College; M.S., Hunter College, CUNY
 Ed.D., Columbia University

Simmons, Ventura
Instructor
Department of Mathematics
 BS, College of Staten Island, CUNY
 M.A., Brooklyn College, CUNY

Sit, Joanna
Adjunct
Department of English
 M.F.A., Brooklyn College, CUNY

Skeete, Dereck
Lecturer
Department of Physical, Environmental & Computer Sciences
 B.Sc., City University of New York, CUNY
 M.A., Pennsylvania State University

Smiley, Earlean
Lecturer
Freshman Year Program
 BS, Medgar Evers College, CUNY
 M.S., Brooklyn College, CUNY

Smith, Lewdige
Adjunct College Lab Technician
Department of Biology
 BS, Medgar Evers College, CUNY

Snowden, Scharlene
Associate Professor
Department of Social & Behavioral Sciences
 BA, Our Lady of the Elms College
 M.P.H., M.S.W., Columbia University
 D.S.W., Graduate Center, CUNY

Sorett, Josef
Instructor
Department of Philosophy & Religious Studies
 BS, M.A., Oral Roberts University
 M.A., M.DIV., Boston University

Sparrow, Jennifer
Associate Professor
Department of English
 BA, M.A., Michigan State University
 Ph.D., Wayne State University

Spira, Isaac
Assistant Professor

Department of Accounting
 BS, Brooklyn College, CUNY; CPA

Stamp, Jean
Adjunct Lecturer
Department of Mass Communications, Creative & Performing Arts & Speech

Stanford, Phillip
Adjunct Lecturer
Department of Social & Behavioral Sciences
 BA, Brooklyn College, CUNY;
 M.A., Long Island University

Stephen, Terrence
Adjunct Lecturer
Academic Foundations Division
 BA, BS, City University of New York, CUNY

Stewart, Anthony
Adjunct Lecturer
Department of Computer Information Systems
 BS, New York City Technical College, CUNY

Stewart, Waldaba H.
Adjunct Assistant Professor
Department of Social & Behavioral Sciences
 M.A., Hunter College, CUNY; Ph.D., Union Graduate School

Stoddart, Albert
Adjunct Assistant Professor
Department of Biology
 Ph.D., Howard University

Strigler, Esther
Adjunct Assistant Professor
Department of Physical, Environmental & Computer Sciences
 M.SC., Ph.D., Hebrew University of Jerusalem

Stukes, Geraldine
Adjunct Assistant Professor
Library and Information Services
 BA, Brooklyn College, CUNY
 M.A., Teachers College, Columbia University
 M.L.I.S., Pratt Institute

Sumerlin, John
Professor
Department of Psychology
 BA, M.A., University of West Florida
 Ph.D., New York University

Sylvain, Gary
Adjunct Lecturer
Department of Economics & Finance
 BS, Medgar Evers College
 M.A., Brooklyn College

Sylvester, Winfield
Adjunct Associate Professor
Department of Physical, Environmental & Computers
Sciences
 BS, M.S., Ph.D., New York University

Theus, Clotilde
Adjunct Lecturer
Department of Foreign Languages
 BA, Brooklyn College, CUNY
 M.A., The Graduate Center, CUNY

Thomas, Raymond
Instructor
Department of Mathematics
 BA, Queens College, CUNY
 M.A., The Graduate Center, CUNY

Thomas, Vanrea M.
Assistant Professor
Library and Information Services
 BA, Florida Atlantic University
 M.L.I.S., Post M.A., Pratt Institute
 Ph. D., Somerset University, United Kingdom

Thompson, Carlyle V.
Associate Professor
Department of English
 BA, City College of New York, CUNY
 M.A., Ph.D., Columbia University

Thompson, Iola
Associate Professor & Chairperson
Department of Mass Communications, Creative & Performing
Arts & Speech
 BA, Columbia College; M.A., Northwestern University Ed.D.,
 Teachers College, Columbia University

Thornhill, Samantha
Adjunct
Department of English
 M.F.A. University of Virginia

Toure, Randall
Adjunct Lecturer
Department of Public Administration
 BA City College, CUNY
 J.D. Yeshiva, NYr

Trimiew, Darryl
Professor & Chairperson
Department of Philosophy & Religious Studies
 BA, Gordon College (United Colleges of Barrington &
 Gordon); J.D., Rutgers School of Law
 M.A., Northern Baptist Theological Seminary
 Ph.D, Emory University

Trotman, Ronald
Assistant Professor
Department of Accounting
 B.Sc., M.Sc., Long Island Univeristy, CPA

Tulloch Stacy
Adjunct College Lab Technician
Department of Biology
 BS, Medgar Evers College, CUNY

Turner, Claude
Adjunct Assistant Professor
Department of Physical, Environmental & Computer Sciences
 BA, M.A., City College of New York, CUNY
 Ph.D., The Graduate Center, CUNY

Udeogalanya, Anthony
Professor & Chairperson
Department of Biology
 BS, University of Nigeria, Nsukka
 M.S., Ph.D., University of Wales

Udeogalanya, Veronica
Chairperson
Department of Economics & Finance
 BS, M.Sc., University of Nigeria
 A.B.D., Warnborough University, Canterbury, England

Udo, Joseph
Adjunct Assistant Professor
Department of Business Administration
 BS, Fort Hays University, Florida
 M.A., Central Michigan University; D.BA, Nova University

Ugonabo, John A.
Adjunct Lecturer
Academic Foundations Division
 BS, University of Nigeria
 M.S., Ph.D., Iowa State University

Ukaegba, Jon
Adjunct Assistant Professor
Department of Social & Behavioral Sciences
 B.Sc., Urban University
 M.A., Ph.D., Pontifical University Salamanca

Ukegbu, Charles C.
Adjunct Lecturer
Department of Social & Behavioral Sciences
 B.Sc., M.Sc., University of Ilorin

Ukpong, Ebong Daniel
Adjunct Lecturer
Academic Foundations Division
 BS, M.S., University of Nigeria; M.S., Manhattan College

Umolu, Mary H.

Professor

Department of Mass Communications, Creative & Performing Arts & Speech

BA, M.A., Brooklyn College, CUNY

Ph.D., Union Graduate School

Uzozie, Levi

Associate Professor

Department of Social & Behavioral Sciences

B.Sc., Durham University; M.A., University of Ibadan

Ph.D., University of London

Vaughn, Gregory

Adjunct Lecturer

Department of Physical, Environmental & Computer Sciences

BS, Medgar Evers College, CUNY,

M.A., Columbia University

Vedavarz, Al

Adjunct Assistant Professor

Department of Mathematics

BS, New York Institute of Technology

M.S., University of Bridgeport; Ph.D., Polytechnic University

Vese, Samuel

Adjunct Lecturer

Department of Physical, Environmental & Computer Sciences

BA, M.A., Hunter College, CUNY

M.BA, Baruch College, CUNY

Villafuerte, Aurora

Associate Professor

Department of Nursing BSN

BSN., University of the Philippines

M.S.N., Catholic University of America

M.Ed., Ed.D., Teachers College, Columbia University

Vivero, Senen

Chairperson and Associate Professor

Department of Foreign Languages

B.Sc., Universidad de la Republica Oriental del Uruguay

Ph.D., The Graduate Center, CUNY

Wadee, Kwesi

Adjunct College Lab Technician

Department of Biology

BS, Medgar Evers College, CUNY

Wayman, Sydney

Adjunct Lecturer

Department of Business Administration

B.BA, Temple University; M.BA, University of Wisconsin

Webb, Joseph

Adjunct Lecturer

Department of Mass Communications, Creative & Performing Arts & Speech

B.A, Marymount College

Weeks, Joseph

Adjunct Assistant Professor

Department of Physical, Environmental & Computer Sciences

BS, Ph.D., University of London

Weinberger, Pearl

Adjunct Lecturer

Department of Mathematics

BA, M.A., Brooklyn College, CUNY

White, Hubert

Lecturer

Department of Physical, Environmental & Computer Sciences

BS, M.A., University of the West Indies;

M.A., The Graduate Center, CUNY

White, Simone

Adjunct

Department of English

BA, Wesleyan University; J.D., Harvard Law School

M.A., M.F.A., New School University

Williams, George

Adjunct Lecturer

Department of Biology

BS, Morgan State University; M.S., Long Island University

Williams, Rosa

Computer Lab Technician

Department of Foreign Languages

Williams, Rosemary

Assistant Professor & Chairperson

Department of Accounting

B.BA, Baruch College, CUNY

M.A., Brooklyn College, CUNY; CPA

Wilson, Sandra

Adjunct

Department of English

BA, M.S., Long Island University

Withers, Doris C.

Professor

Department of Biology

Department of Education

BS, Howard University; M.S., University of Illinois

M.Ed., Ed.D., Teachers College, Columbia University

Wood, Michael

Advisor

Freshman Year Program

BA, Princeton University M.C.P., Massachusetts Institute of Technology

Wright, Donna Marie

Instructor

Department of Education

BA, Fordham University;

M.A., MEd., Columbia University M.Ph., Ph.D., The Graduate Center, CUNY

Wright-Lewis, Cathleen

Adjunct

Department of English

M.A., Brooklyn College, CUNY

Yazdani, Danesh

Assistant Professor

Library and Information Services

BA, Isfahan University;

M.S., Pratt Institute

M.Ed., Columbia University

Zamor, Phenol

Adjunct Lecturer

Department of Physical, Environmental & Computer Sciences

BS, The Cooper Union; M.E., Cornell University

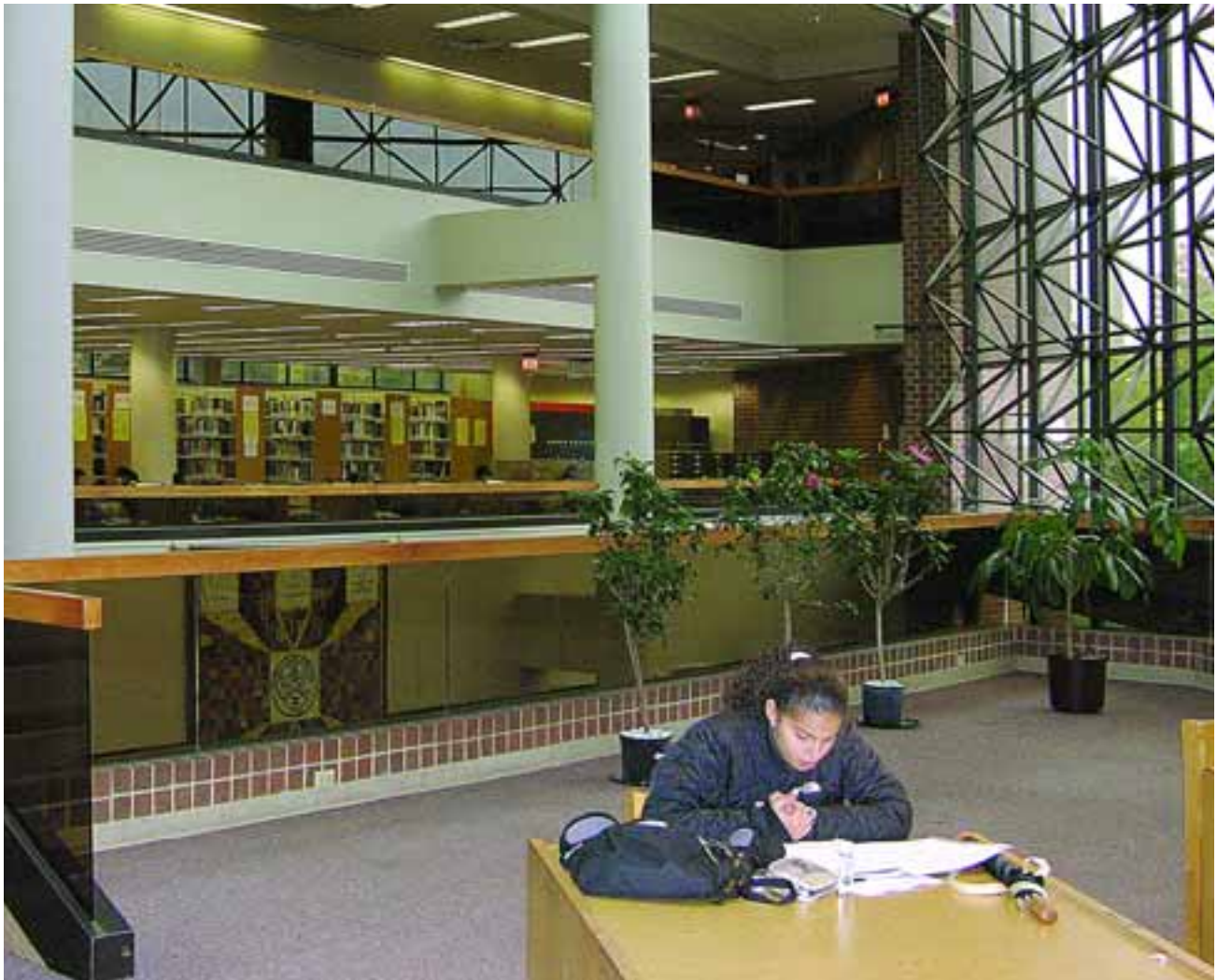
Zummo, Janice

Distinguished Lecturer & Chairperson

Department of Special Programs/SEEK

BA, City University of New York

M.A., Teachers College Columbia University



Staff Directory

Acham, Valerie L.
Assessment Associate
Office of Institutional Research
B.BA, Pace University
M.BA, Hampton University

Adams, Kevin
Coordinator of Student Activities
Student Life
BA, Rutgers University

Adrien, Elizabeth C.
Human Resources Specialist
Office of Human Resources
BS, Medgar Evers College, CUNY
M.A., M.S., Brooklyn College, CUNY

Akeem, Tony
Photographer
Media Department

Allen, Marcia
Campus Peace Officer
Public Safety & Campus Security

Aminul, Islam
College Laboratory Technician
Library and Information Services
AS, LaGuardia Community College, CUNY

Anderson, Decarla
Administrative Assistant, Adult and Continuing Education and
Testing Coordinator for GED Testing Center
Adult and Continuing Education

Anderson, Roy
Director, Athletics
Office of Student Affairs
BA, Fordham University

Andrews, Augustin
CUNY Oiler
Office of Administration and Facilities

Annum, Yvonne A.
Career Counselor & Case Manager
Jobs for Youth
BA, State University of New York at Oswego

Arnold, Lisa
Special Assistant to Chief Independent Financial Auditor
Office of Internal Auditor

Arthur, Lelan
CUNY Custodial Assistant
Office of Administration and Facilities

Arthur, Orlando Jr.
Campus Security Assistant
Public Safety & Campus Security

Askew, Shaneeque
Admissions Counselor & Recruiter
Office of Admissions
AAS, BS, Medgar Evers College, CUNY

Augustin, Julie
Foreign Student Advisor
Office of Admissions
BA, City College of New York

Avery, Gerald
Laborer-A
Office of Administration and Facilities

Baines, Kenny
Laborer-A
Office of Administration and Facilities

Balkaran, Curvon
Fiscal Officer for the Office of the Vice President, School of
Professional and Community Development
BS, Medgar Evers College, CUNY

Bandele, Safiya
Director
Center for Women's Development Center
BA, Johnson C. Smith University
M.S.J., Columbia University

Bangura, Mohamed
Computer Lab Technician
Department of Physical, Environmental & Computer Sciences
BS, Medgar Evers College, CUNY

Banrey, Vincent
Vice President, Enrollment Management & Student Services
Office of Student Affairs
BA, M.A., Baruch College, CUNY

Banton, Rose
Coordinator
Transfer Admissions
 BS, Medgar Evers College, CUNY

Barclay, Frances E.
Attendance Monitor, POISED for Success Program

Barnswell, Frederick
College Print Shop Assistant
Reprographics

Barrow-Cadiz, Lucille
Director
Health Services
 R.N., New York City Technical College, CUNY
 BSN, Medgar Evers College, CUNY

Bartell, Sharon
Financial Aid Counselor & Direct loan Coordinator
Office of Financial Aid
 BS, Hunter College, CUNY;
 M.A., Brooklyn College, CUNY

Barthold, Dynnah
Counselor
Jobs for Youth Apprentice Program
Centers For Youth
School of Professional and Community Development
 BA, Hunter College,
 M.S., Hunter College

Battle, Freddie
Admissions Counselor and Recruiter
Office of Admissions
 BA, Brooklyn College, CUNY

Battle, Marjorie
Manager
College Relations
 AA, Medgar Evers College, CUNY

Batts, Arthur
CUNY Custodial Assistant
Office of Administration and Facilities

Bazan, Ida
Assistant to HEO
Library and Information Services
 BA, Long Island University

Beatty, Dorothy
Academic Advisor
Student Advocacy and Support Services Center
 BS, Medgar Evers College, CUNY

Beck, Carolyn, D.
Director, GEAR UP, School of Professional and Community Development
 BS, St. Joseph's College,
 M.S., Long Island University

Bedenfield-Jackman, Beverly
CUNY Office Assistant
Library and Information Services

Bell, Lateefah
CUNY Office Assistant
Dean's Office, School of Business

Bellaby, Ronald
CUNY Carpenter
Office of Administration and Facilities

Bennett, Raquel
Data Coordinator
School of Liberal Arts and Education
 BA, M.S., Fordham University

Berger, Carlos
Electrician
Office of Administration and Facilities

Berry, Nicole S.
Academic Advisor
School of Business
Coordinator, Student Appeals and Petition
Coordinator, CUNY BA Program
 BA, M.S., Buffalo State College, SUNY

Best, Lorna
College Accounting Assistant
Office of the Comptroller
 AS, BS, Medgar Evers College, CUNY

Biscanio, Maryann
Gardener
Office of Administration and Facilities

Bishaw, Teshome
Education Coordinator, BETA Academy
 BA, Haile Sellassie University
 M.Ed., University of Wisconsin,
 Ed.D., Columbia University, Teachers College

Blair, Zulema
Assistant Professor
Department of Public Administration
 BA Boston University
 M.P.A. Binghamton University, SUNY
 Ph.D. Binghamton University, SUNY

Blaize, Norma
Special Assistant to Director
Freshman Year Program
 BA, Brooklyn College, CUNY

Blake, Devon
CUNY Custodial Assistant
Office of Administration and Facilities

Boone, Dwight
City Laborer-A
Office of Administration and Facilities

Boone, William H.
Academic Advisor
School of Business Student Advocacy & Support Services Center
 BA, Medgar Evers College, CUNY
 M.A., Albany State University
 J.D., City University Law School at Queens College

Boyke, Alston
Coordinator, Evenings & Weekends
Office of Administration and Facilities

Brown, Georgette
Office Assistant
Office of Academic Affairs
 AS, Medgar Evers College, CUNY
 BS, Medgar Evers College, CUNY

Brown, John
Program Supervisor
Jackie Robinson Center for Physical Culture
 BS, Lincoln University; M.A., New York University

Brown, Norma
Administrative Assistant
Department of Mathematics
 Washington Business Institute

Brown, Owen
Director
Bunche-DuBois Center
 BA, Ph.D., Binghamton University

Brown, Sheila
Health & Parenting Instructor, POISED for Success Program
 BA, University of Buffalo

Brown, Tyrone
Director
Brooklyn Music & Arts Program

Browne, Paul
Campus Peace Officer

Public Safety & Campus Security
Brown-Gaston, Racquel
Academic Advisor
School of Business Student Advocacy and Support Services Center
 BS, Boston University
 J.D., University of Miami

Bruno, Bernadette S.
Special Assistant to the Dean
College of Freshman Studies
 BS, SUNY at Downstate Medical;
 M.S.A., Central Michigan University

Brunson, Philippe
Coordinator of Financial Operations
Office of Comptroller
 BS, St. Francis College

Buck, Maria
Project Associate, Center for Law and Social Justice
Executive Director, Center for Career Pathway Initiatives
 BA, University of Connecticut
 M.P.P., University of Michigan, Ford School of Public Policy

Burke, LeVar Nathaniel
Executive Assistant to the Dean
School of Business
 BA Morehouse College
 M.P.A. School of Public Affairs, Baruch College
 J.D. University at Buffalo Law School

Calderon, Amado
Financial Aid Counselor and FWS Coordinator
Office of Financial Aid
 .BA, Baruch College, CUNY

Campbell, Thomas
Custodial Supervisor
Office of Administration and Facilities

Canady, Pauline
CUNY Office Assistant
Departments of Interdisciplinary Studies
Department of Psychology

Carrillo, Nelson
Bilingual Admissions Counselor
Office of Admissions
 AAS, BS, Medgar Evers College, CUNY
 M.S., Brooklyn College, CUNY

Carter, Ruth Lateefah
Project Associate, Center for Law and Social Justice
 AA, Medgar Evers College, CUNY

Chan, Eva

**Executive Director
Institutional Research**

BS, University of Wisconsin
M.A., M.S., New York University;
M.A., New School for Social Research; M.S., University of
Illinois
M.S., Ph.D., Polytechnic University

Chan, Faye

**Information System Specialist II
Office of Administration and Facilities**

B.Ss., M.S., City College of New York, CUNY

Chance, Cuthbert

**Campus Security Assistant
Public Safety & Campus Security**

Chance, Michael

**Director
Learning Center**

AS, Medgar Evers College, CUNY
BA, The City University of New York
M.A., Long Island University

Chandler, Paul

**(Acting) Executive Director
Jackie Robinson Center for Physical Culture**

BA, M.A., Ed.D., University of Massachusetts, Amherst

Clark, Judith

**Basic Skills Instructor, POISED for Success Program
B.BA, Pace University**

Clarke-Anderson, Shannon

**Coordinator Academic Warning & Probation
Student Advocacy & Support Services Center**

BA, State University of New York at Old Westbury

Clinkscale, Sharon

**Information Systems Aide
Bursar's Office**

Coa-King, Magdalin

**Administrative Assistant
Department of Public Administration**

Coleman, Charles

**Budget Director
Office of the Comptroller**
BS, Wilberforce University;
M.BA, New York University
M.S., Baruch College, CUNY

Coley, Cheryl

**Director, Special Events and Presidential Initiatives
Office of Institutional Advancement and Development**

Collins, Alicia

**Director of College Now, Centers For Youth
School of Professional and Community Development**

BS, Central State University
M.P.A., Ohio University
Ed.D., University of Pittsburgh

Collins, Tonya

**Senior College Lab Technician
Director of Photography, Film Television and Radio**
BA, City University of New York

Colpas, Javier

**Maintenance Worker
Office of Administration and Facilities**

Cox, Mernel

**CUNY Office Assistant
Library and Information Services**

Craig, Ucina

**CUNY Custodial Assistant
Office of Administration and Facilities**

Cumberbatch, Crystal

**Science and Technology Entry Program (STEP) and Family
Café Coordinator,**

School of Professional and Community Development
BS, Medgar Evers College, CUNY
M.S., Hunter College, CUNY

Cummings, Neil Dexter

**CUNY Custodial Assistant
Office of Administration and Facilities**

Cunningham, Selma

**Executive Assistant to the Vice President
Office of Administration and Facilities**
BS, City University of New York, CUNY
M.A., Brooklyn College, CUNY

Curtis-Tweed, Phyllis

**Assistant Provost
Office of Academic Affairs**
BA, M.A., University of Maryland, College Park
Ph.D., Emory University

Daniel, Justus

**Property Management
Auxiliary Enterprises**
BS, Tinsukia College, India
M.S., Dibrugarh University, India

Daniels, Esther
Office Manager, Adult and Continuing Education

Daniels, Javonne
College Laboratory Assistant
Department of Nursing
BA, Medgar Evers College, CUNY

Davis, Fontaine D.
Vice President of Operations
Chief of Staff
Office of the President
BA, University of Redlands
M.S., California State University at Los Angeles

Davis, Regina
Parenting & Health Instructor/Retention Specialist, POISED
for Success Program, School of Professional and Community
Development
BSW., Syracuse University
M.P.A., John Jay College, CUNY

Deceus, Ruddel F.
Executive Director of "18 Mai" Committee, Inc.
BS, Computer Science, Manhattanville College

DeJean, Millicent Special
Assistant to Director
Student Advocacy & Support Services Center
BS, Medgar Evers College, CUNY

Donawa, Gregorio A.
Campus Security Assistant
Public Safety & Campus Security

Dowling, Janel
Office Manager
Office of Admissions

Doyley, Reynard
Information System Aid
Office of Administration and Facilities

Dunston, Saeeda Lesley
Outreach Liaison
Liberty Partnerships Program
AA, York College, CUNY

Duran, Jose
Corporal
Public Safety & Campus Security

Duworko, Sowonee
Special Assistant to the Executive Director
Administrative Services
BS, Medgar Evers College, CUNY
M.S., Long Island University

Ealy, Octavia
College Laboratory Technician
Library and Information Services

Earley-Davis, Sharon
Lieutenant
Public Safety & Campus Security
BS, Troy State University

Edwards, Herbert
Supervisor
Reprographics
BS, Medgar Evers College, CUNY

Edwards, Merle
Senior Counselor of Talent Search, Centers For Youth
School of Professional and Community Development
BA, The City University of New York, CUNY
M.A., The City University of New York, CUNY

Emden, Errol
Case Manager, POISED for Success Program
BS, American College of Computer and Information
Sciences

Eustace, Angela
Human Resources Specialist
BA., Medgar Evers College, CUNY

Farnolo, Nicholas
College Office Assistant
Bursar Office
BS, Long Island College University
AS, Kingsborough Community College, CUNY

Feliz, Laura
Assistant to the Coordinator
Services for the Differently Abled
AA, BA, Medgar Evers College, CUNY

Fields-Mock, Robin
CUNY Administrative Assistant
Office of the Registrar

Fisher, Cecelia
Director
Payroll
BA, Hunter College, CUNY

Flood, Robin
Administrative Assistant
Department of Physical, Environmental & Computer Sciences

Ford, Simone E.
Job Developer, POISED for Success Program
School of Continuing Education and Community Programs
AA, LaGuardia Community College, CUNY

Francois-Andrews, Catherine
Information Systems Aide
Office of Administration and Facilities
 AA, Medgar Evers College, CUNY

Fraser, Oswald
Associate Comptroller
Office of the Comptroller
 BS University of Guyana

Frederick, Devon
Service Worker
Stock & Receiving
 AS, New York City College of Technology, CUNY

Friedman, David
Basic Skills Instructor, POISED for Success Program
 BA, Cornell University
 M.A., Columbia University

Fulton, Herman
Payroll Coordinator
Office of the Comptroller
 BS, North Carolina Agricultural & Technical State University;
 M.A., M.S., City College of New York, CUNY

Gaine, James
CUNY Carpenter
Office of Administration and Facilities
 BA, Lehman College, CUNY

Gaines, Evelyn Y.
Human Resources Coordinator for the Office of the Vice President, School of Professional and Community Development

Gaines, Evelyn
Executive Assistant to the Dean
Office of Youth Development Programs
 BA, City College of New York, CUNY

Gairy, Kali
Liaison
Central Brooklyn GEAR UP Partnership
 BA, Williams College

Gamble, Madeleine
Special Assistant to the Vice President

Garcia, Jose
Campus Peace Officer
Public Safety & Campus Security

Garcia, Tania
College Laboratory Technician
Academic Computing Center
Office of Academic Affairs
 AAS, LaGuardia Community College, CUNY

Gaynor, James College
Laboratory Technician
Academic Computing Center
Office of Academic Affairs

George, Gareth E.
Information Technology Specialist for the Office of the Vice President, School of Professional and Community Development
 B.Tech., New York City College of Technology, CUNY

Gibbs, P. Joan
General Counsel
Center for Law and Social Justice
 BA, Empire State College
 J.D., Rutgers Law School

Gibson-Ballah, Gale E.
Dean & Associate Professor
College of Freshman Studies
 BS, M.A., State University of New York at Binghamton EdD.,
 North Carolina State University

Gilbert, Fred
Director
Corporate and Foundation Relations
 BA, Amherst College; M.Div., Union Theological Seminary

Gill, Janet
Employment Counselor, POISED for Success Program
 BA, Brooklyn College, CUNY

Goodman, Norma
Associate Registrar
Office of the Registrar
 BA, MA., Queens College, CUNY
 MS., Baruch College, CUNY

Gordon-Allen, Federica L
Campus Security Assistant
Public Safety & Campus Security

Gordon-Cooper, Cynthia
Registrar
Office of the Registrar
 AS, BS, Medgar Evers College, CUNY

Graham, Keisha
CUNY Office Assistant
Department of English
 BS, Medgar Evers College, CUNY

Grant, Alicia
CUNY Administrative Assistant
School of Science, Health & Technology
 AAS, Kingsborough Community College, CUNY
 BS, Medgar Evers College, CUNY

Grant, Bonita
College Accounting Assistant
Bursar's Office
 AAS, Borough of Manhattan Community College, CUNY

Grant, Theresa
Employment Coordinator of Welfare to Careers Project
 BA, York College

Grape, Hillel
College Accountant
Office of the Comptroller
 BS, Brooklyn College, CUNY
 B.BA, Baruch College, CUNY

Greene, Kisha
Secretary to the Director
Office of Human Resources
 AS, Kingsborough Community College, CUNY
 BA, New York City College of Technology

Gregoire-James, Samantha
CUNY Office Assistant
Departments of Foreign Languages

Guada, Hannah A.
Chief of Staff for the Office of the Vice President, School of Professional and Community Development
 BS, Nyack College

Guillaume, Darline
College Assistant
Bursar's Office
 AS, Kingsborough Community College, CUNY

Hack, Anthony
College Assistnat
Human Resources

Hale, Morris
CUNY Custodial Assistant
Office of Administration and Facilities

Harewood, Teela
CUNY Office Assistant
Department of Mass Communications, Creative & Performing Arts & Speech

Harper, Betty
CUNY Office Assistant
Library and Information Services

Hartridge-Lucas, Lisa
CUNY Office Assistant
Office of the Registrar
 AS, Medgar Evers College, CUNY

Henderson, Paul
College Print Shop Assistant
Reprographics

Henry, Kyle
Mail Messenger and Service Worker
Stock & Receiving

Heusner, Warren
Executive Director of Enrollment Management and Director of Admissions
 BA, City College of New York, CUNY

Hill, James
CUNY Custodial Assistant
Office of Administration and Facilities

Hinton-Daniels, Esther
Registrar and Office Manager
Adult Continuing Education
 Executive Secretary Certificate
 Word Processing Certificate, Advanced ETA Certificate

Hoffman, Jerry
Campus Peace Officer
Public Safety & Campus Security

Holoman, Peter
Director
Male Development and Empowerment Center
 BA, Clark Atlanta University

Huang, Quingguo
Senior College Laboratory Technician
Library and Information Services
 BA, Conservatory of Music of Tianjin, China
 M.F.A., University of Miami

Hudson, Jawara
Director
Flatbush Beacon Center
 AS, New York City College of Technology, CUNY

Hundley, Christopher
Assistant Director of Communications
Office of Institutional Advancement and Development
 BA, Howard University

Hutchinson, Reynold
CUNY Custodial Assistant
Office of Administration and Facilities

Ifeoma, Chinwe
Special Assistant to the Director
Academic Foundations Division
BS, City University of New York, CUNY

Jackson, Andrew
Director
Academic Computing
Office of Academic Affairs

Jackson, Fayette
Executive Secretary to the Provost
Office of Academic Affairs

Jackson, Khalid
Web Master
Office of Information Services and Academic Technology

Jacob, Jo-Ann
Coordinator, testing
Testing Center
BS, Medgar Evers College, CUNY
M.S., Brooklyn College, CUNY

James, Conley
Director
Financial Aid
BS, Medgar Evers College, CUNY

James, Laura
Summer Youth Employment Program (SYEP) Coordinator,
Centers For Youth
School of Professional and Community Development
Balboa Jr. College, Republic of Panama

James, Lewis
Public Safety Sergeant
Public Safety & Campus Security

Javed, Syed
Information Systems Specialist
Office of Administration and Facilities
M.BA, AIOU, Pakistan

Jennings, Edgar
Campus Peace Officer
Public Safety & Campus Security

Johnson, Kenneth
CUNY Custodial Assistant
Office of Administration and Facilities

Jones, Cherise

Campus Security Assistant
Public Safety & Campus Security

Jones, Juanita
CUNY Custodial Assistant
Office of Administration and Facilities
AA Medgars Evers College, CUNY

Jones, Richard
Dean
Institutional Advancement
BA, Hamline University; M.S.W., Columbia University

Jordan, Fulvia
Executive Director for the Centers For Youth
School of Professional and Community Development
BA, Baruch College, CUNY, M.A., Queens College, CUNY

Joseph, Emerson
CUNY Custodial Assistant
Office of Administration and Facilities

Joseph, Francis
Laborer-A
Office of Administration and Facilities

Joseph, Joel
CUNY Custodial Assistant
Office of Administration and Facilities

Joseph, Richard
Senior, College Laboratory Technician
Library and Information Services

Kaplan, Florence
Fiscal Manager
Adult Continuing Education
BA, Brooklyn College, CUNY

Keyes, Shavor
CUNY Custodial Assistant
Office of Administration and Facilities

Keyes, Thomas
Senior Custodial Supervisor
Office of Administration and Facilities

Khan, Shazaad
City Laborer-A
Office of Administration and Facilities

Kinard, Sylvia Thompson
Director
Film Television and Radio
BA, Seton Hall University; J.D., New York Law School

King, Lydia

Social Worker, POISED @ Home Program

BA, Medgar Evers College, CUNY

M.S.W., Fordham University

Kinloch, Sylvie

Administrative Assistant and Office Bursar, Adult and Continuing Education

Koon, Chin

Deputy Director

Office of Sponsored Research

B.BA, Baruch College, CUNY

Lake, André S.

Vice President, Professional and Community Development

BS, Medgar Evers College, CUNY

MA., Brooklyn College CUNY

Lam, Chung Kin

Information System Specialist I

Office of Administration and Facilities

BE, City College, CUNY; M.S., City College, CUNY

Latif, Ailya

Admissions Counselor

Office of Admissions

BA, University of Pennsylvania

Lewis, Goldene

Purchasing Agent

Purchasing

AS, BS, Medgar Evers College, CUNY

Lewis, Sandra G.

CUNY Office Assistant

Department of Social and Behavioral Sciences

AS,BA, John Jay College of Criminal Justice, CUNY

Livingston, Derrick

Media Services Technician

Library and Information Services

AA, BS, Medgar Evers College, CUNY

Louissaint, Hermione

College Accounting Assistant,

Bursar's Office

AAS, Kingsborough Community College, CUNY

Mabry, Thomas

Laborer-A and Mail Messenger

Office of Administration and Facilities

Mack, Rae

Director of Welfare to Careers Project

BS, Hampton University

Malik, Zafar

Information System Aid

Office of Administration and Facilities

BA, Punjab University; L.L.B., Karachi University

Manswell, Marjorie

Executive Secretary to the Vice President

Office of Student Affairs

Martin, Larry B.

Director

Young Adult Borough Center

BA, M.A., Long Island University

Martin, Louise

Director

Office of Human Resources

AS, Essex County College;

BS, Rutgers State University

MPA., Kean University

Martinez, Jr. Felipe

CUNY Custodial Assistant

Office of Administration and Facilities

Mascall, Kevin

Engineer

Film Television and Radio

AA, Medgar Evers College, CUNY

McAfee, Miles

Executive Assistant

Office of Student Affairs

BA, California State University, Northridge

J.D., Temple University

McDonald, Dawn

Basic Skills Instructor, POISED for Success Program

BA, York College, CUNY, M.S., Long Island University

Mchawi, Oseye

Center for Law and Social Justice

Executive Assistant, Immigration Center

McIntosh, Janet

Director

Ella Baker/Charles Romain Child Development Center

BS, Medgar Evers College, CUNY

M.A., American Intercontinental University

McPhatter-Clayton, Dulcie

Academic Advisor

School of Science, Health and Technology

Student Advocacy and Support Services Center

AA, BA, Medgar Evers College, CUNY

Mendez, Wilson
Assistant Director and PELL Coordinator
Office of Financial Aid
 BA, City College of New York, CUNY
 M.A., New York University

Michel, Sharon E.
Director
Testing and Evaluation
 BA, Brooklyn College, CUNY

Miller, Elvert
Chief of Security
Public Safety & Campus Security
 BA, Brooklyn College, CUNY

Miller, Rosemary
Counselor/Case Manager
Center for Career Pathway Initiatives
 BSW., Long Island University

Mitchell, Deloris
Director
Adult and Continuing Education
 BS, Baruch College, CUNY, M.S., Baruch College, CUNY

Mitchell, Karen
Executive Assistant
Office of Information Services and Academic Technology
 BA, Le Moyne College

Mock, Gregory
College Print Shop Assistant
Reprographics

Montgomery, Maurice
Maintenance Worker
Office of Administration and Facilities

Moore, Shelly
Prospect Researcher
Office of Institutional Advancement and Development
 BA, Medgar Evers College, CUNY

Morales, George L.
Executive Director
Office of Sponsored Research
 BA, Brooklyn College, CUNY
 M.S.W., Columbia University

Morales, Hector
CUNY Custodial Assistant
Office of Administration and Facilities

Morales, Jose
City Laborer-A
Office of Administration and Facilities

Moses, Ian
City Laborer-A
Office of Administration and Facilities

Nakpodia-Ribeiro, Cynthia
Public Affairs Writer/Editor
Office of Institutional Advancement and Development
 BS, University of Jos, Nigeria
 M.A., City College of New York

Narcisse, Norman
Research Associate
Office of Institutional Research

Nematollahi, Mohammad
Executive Director
Information Technology
 BS, Karaj College; M.S., Jackson State University

Nicholas, Gilberto
CUNY Custodial Assistant
Office of Administration and Facilities

Nicholson, Milton
Supervisor
Mail & Messenger
 AS, New York City College of Technology, CUNY

Noel, Lucien
Mail Messenger Service Worker
Office of Administration and Technology

Noel, Tracy
College Assistant
Financial Aid Office

Norman, Huntley
CUNY Custodial Assistant
Office of Administration and Facilities

Nwasike, Chinyere
Assistant Registrar
Office of the Registrar
 BS, Medgar Evers College, CUNY

Nyameh, Abraham
Executive Director of Centers For Youth
School of Professional and Community Development
 BS, Medgar Evers College, CUNY,
 M.S., Brooklyn College, CUNY

Odate, Kareen

Lecturer
Freshman Year Program
BA, Williams College

Officer, Elena

Information System Aid
Office of Administration and Facilities
AS, Medgar Evers College, CUNY

Ojumu, Olufemi

Research Analyst & Faculty Workload Coordinator
Office of Institutional Research
BS, Medgar Evers College, CUNY

Okotieuro, Gbubemi

Director
Government & Community Relations
BA, City University of New York
M.S., Baruch College, CUNY

Olusola, Solwazi Afi

Advisor/Coordinator
Liberty Partnerships Program
BA, Pennsylvania State University

Ovueraye, Ese

Youth Development Specialist
Jackie Robinson Center for Physical Culture
BA, Brooklyn College, CUNY

Oyeamalu, Grace

College Accounting Assistant
Office of the Comptroller
AA, Kingsborough Community College, CUNY
BS Medgar Evers College, CUNY
M.A., Brooklyn College, CUNY

Parris, Edward

Campus Peace Officer
Public Safety & Campus Security

Patrick, Eric

CUNY Custodial Assistant
Office of Administration and Facilities

Patwary, Mohsin U.

Professor & Dean
School of Science Health and Technology
BS, Chittagong University; M.S., Dhaka University
Ph.D., Dalhousie University

Paul, Witly

Comptroller
Office of the Comptroller
BS, M.A, Brooklyn College, CUNY

Phifer, Anthony

Coordinator
Services for the Differently Able
BA, M.S., Brooklyn College, CUNY

Phillips, Michael

Chief College Laboratory Technician
Office of Information Services and Academic Technology
AAS, LaGuardia Community College, CUNY

Phillips, Michael

Chief College Laboratory Technician
Academic Computing Center
Office of Academic Affairs
AAS, LaGuardia Community College, CUNY

Phillips, Rodger

College Laboratory Technician
Academic Computing Center
Office of Academic Affairs
AAS, Kingsborough Community College, CUNY

Phillips, Shelton

CUNY Custodial Assistant
Office of Administration and Facilities

Pierre, Lindsay

Basic Skills Instructor, POISED for Success Program
BA, The Graduate Center, CUNY

Pierre, Natacha

Administrative Assistant
Adult Continuing Education
Adult Literacy EL/Civics Program
AA, New York City Technical College, CUNY

Pinto, Elvia

CUNY Custodial Assistant
Office of Administration and Facilities

Powell-Perera, Mary

Special Assistant
Dean of Faculty & Staff Relations
AAS, BS, Medgar Evers College, CUNY

Price, Fred

Associate Dean of Development
School of Business
BA, Reed College

Prince, Karen

Academic Advisor
Student Advocacy and Support Services Center
BS, Medgar Evers College, CUNY
M.S., Brooklyn College, CUNY

Pullum, Johnie

Supervisor
Office of Administration and Facilities

Ray, E. Marie
Counselor/Case Manager & Job Developer
Center for Career Pathway Initiatives
 AAS, Borough of Manhattan Community College, CUNY
 BA, Smith College; BS, St. Francis College

Reeves, Beverly
Information System Aide
Office of Administration and Facilities

Reid, Julianne L.
Director, BETA Academy
 BS, John Jay College, CUNY
 M.S.Ed., Baruch College, CUNY

Revell, Anthony
Campus Peace Officer Security
Office of Administration and Facilities

Richardson, Fitz
Chief Radio Broadcast Technician
Film, Television and Radio
 AS, Medgar Evers College, CUNY

Riddick, Gwendolyn
Deputy Director
Center for Law and Social Justice
 BA John Jay College
 M.S.I.L.R., Baruch College

Rivera, Sahidha
Executive Secretary to the President
Office of the President
 AA, Medgar Evers College, CUNY

Robles, Julio
Information System Associate II
Office of Administration and Facilities

Roberts, Denise J.
Student Coordinator of Welfare to Careers Project
 M.S., Audrey Cohen College
 M.P.A., Metropolitan College of New York

Roberts, Richard
CUNY Custodial Assistant
Office of Administration and Facilities

Roberts, Shanna
Human Resources Specialist
Office of Human Resources
 BS, Medgar Evers College, CUNY

Robinson, Kirt
Academic Advisor
School of Liberal Arts and Education
 BA, City College of New York, CUNY
 Ms.E., Hunter College, CUNY

Rodriguez-Dorestant, Simone
Executive Director,
Student Development and Student Services (Acting) BA,
 State University of New York at Binghamton M.A., New
 York University

Rosenberg, Allison
Center for Law and Social Justice
Immigration Attorney
 BA, University of Michigan, J.D., Cardozo School of Law

Rossiello, Ralph
Maintenance Worker
Office of Administration and Facilities

Ross-Mclean, Tabitha
Youth Development Specialist
Jackie Robinson Center for Physical Culture
 BS, Virginia Union University

Russell, Ella
Program Manager/Coordinator
GED/Literacy and EL/Civics Programs
 BS, University of West Indies, M.S., Fordham University
 M.S., Long Island University

St. Lawrence, Jemma
Career Management Services Specialist
Career Management Services Center
 BA, City College, CUNY

Samaroo, Shelly
Program Assistant
College NOW
 BA, Medgar Evers College, CUNY

Sampson, Carolyn
Special Assistant to the Chief Librarian
Library and Information Service

Samuels Colette
College Assistant
Human Resources
 BA., Medgar Evers College, CUNY

Sanabria, Jose
Campus Peace Officer Security
Office of Administration and Facilities

Sanchez, Jose
CUNY Custodial Assistant
Office of Administration and Facilities

Sargeant-Phifer, Gina M.
Office Assistant
Office of Academic Affairs

Satyabhashak, Ashish
Computer Instructor, POISED for Success Program
 BS, St. Xavier's College/Gujarat University
 M.S., University School of Science/Gujarat University

Seales, Maxine
Program Director of Crown Heights Beacon Center, Centers For Youth
 BS, Medgar Evers College, CUNY
 M.S., Brooklyn College, CUNY

Serdiuk, Tanya
Director
Communications & Media Relations
 BA, Columbia University
 M.A., The Graduate Center, CUNY

Seward, Gregory
Academic Advisor
Coordinator, Transfer Student
Student Advocacy & Support Services Center
School of Liberal Arts and Education
 BA, Medgar Evers College, CUNY

Sham, Alexus
Center for Law and Social Justice
Immigration Attorney
 BA, Holy Cross College
 J.D., Catholic University School of Law

Shegryn, Daniel
CUNY Oiler
Office of Administration and Facilities

Shorter, Paul
Program Director
PYE Beacon Center
 BA, Medgar Evers College, CUNY

Sigler, Jeffrey
Executive Director
Student Life
 BS, M.S., Brooklyn College, CUNY

Simmonds, Michael
Coordinator of Recruitment
Office of Admissions
 BA, Medgar Evers College, CUNY

Simmons, Esmeralda
Executive Director
Center for Law and Social Justice
 BA, Hunter College, CUNY
 J.D., Brooklyn Law School
 Columbia University, Revson Fellowship

Simon, Vinna
Basic Skills Instructor, POISED @ Home Program
 BS, Medgar Evers College, CUNY

Singletary, Dwight
Custodial Supervisor
Office of Administration and Facilities

Smith, Althea
Counselor and Case Manager
Center for Career Pathway Initiatives
 AAS, BS, New York City Technical College, CUNY
 M.S. Hunter College, CUNY

Smith, Cherril
CUNY Office Assistant
Health Services
 BS, Medgar Evers College, CUNY

Smith, Corey
CUNY Custodial Assistant
Office of Administration and Facilities

Smith, Jerome
Campus Peace Officer Security
Public Safety & Campus Security

Smith, Khadiya
Administrative Assistant
Department of Nursing AAS/PN
 BA, Medgar Evers College, CUNY

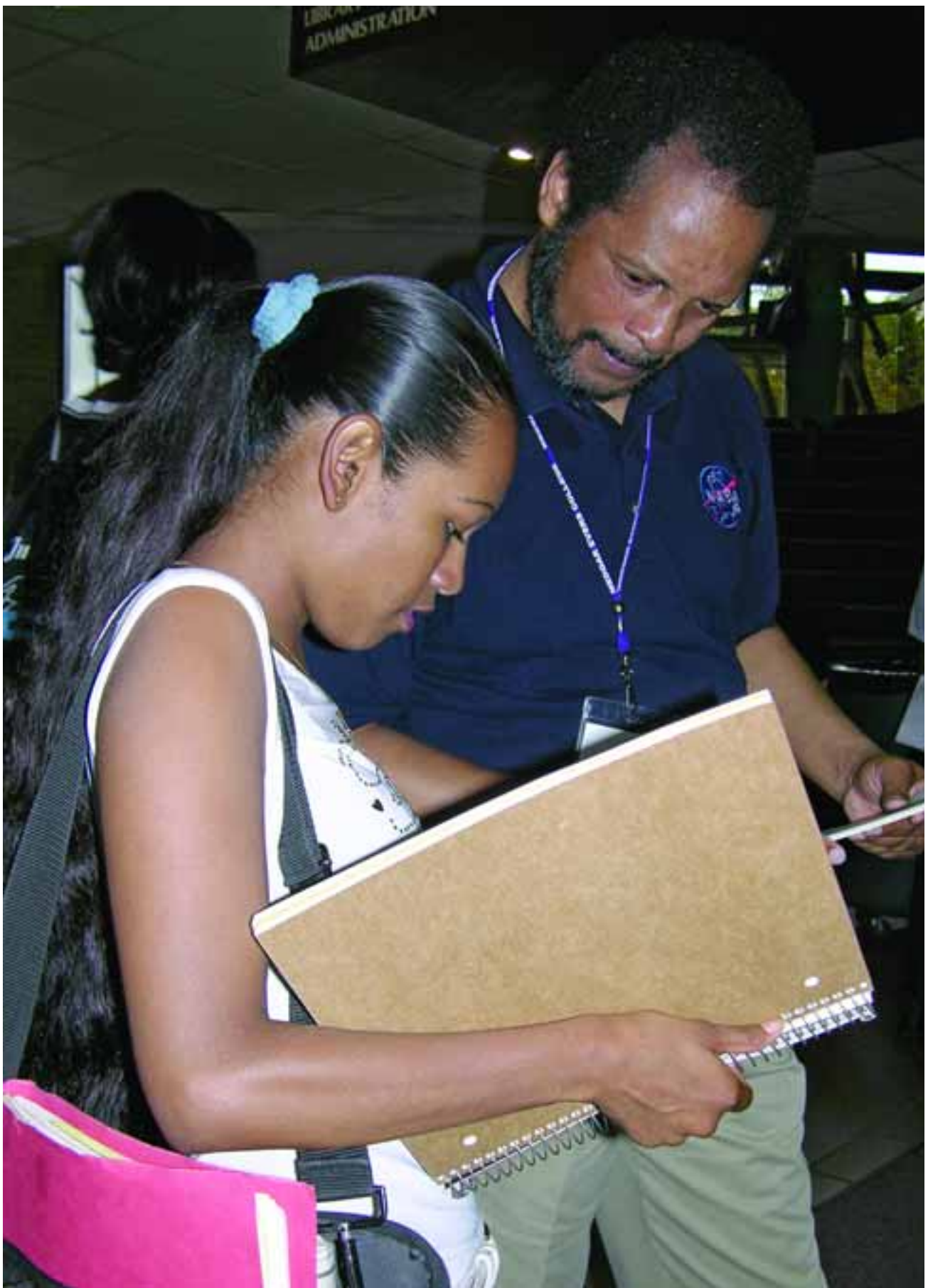
Smith, Lucent CUNY
Office Assistant
Library Services
 BS, Medgar Evers College, CUNY

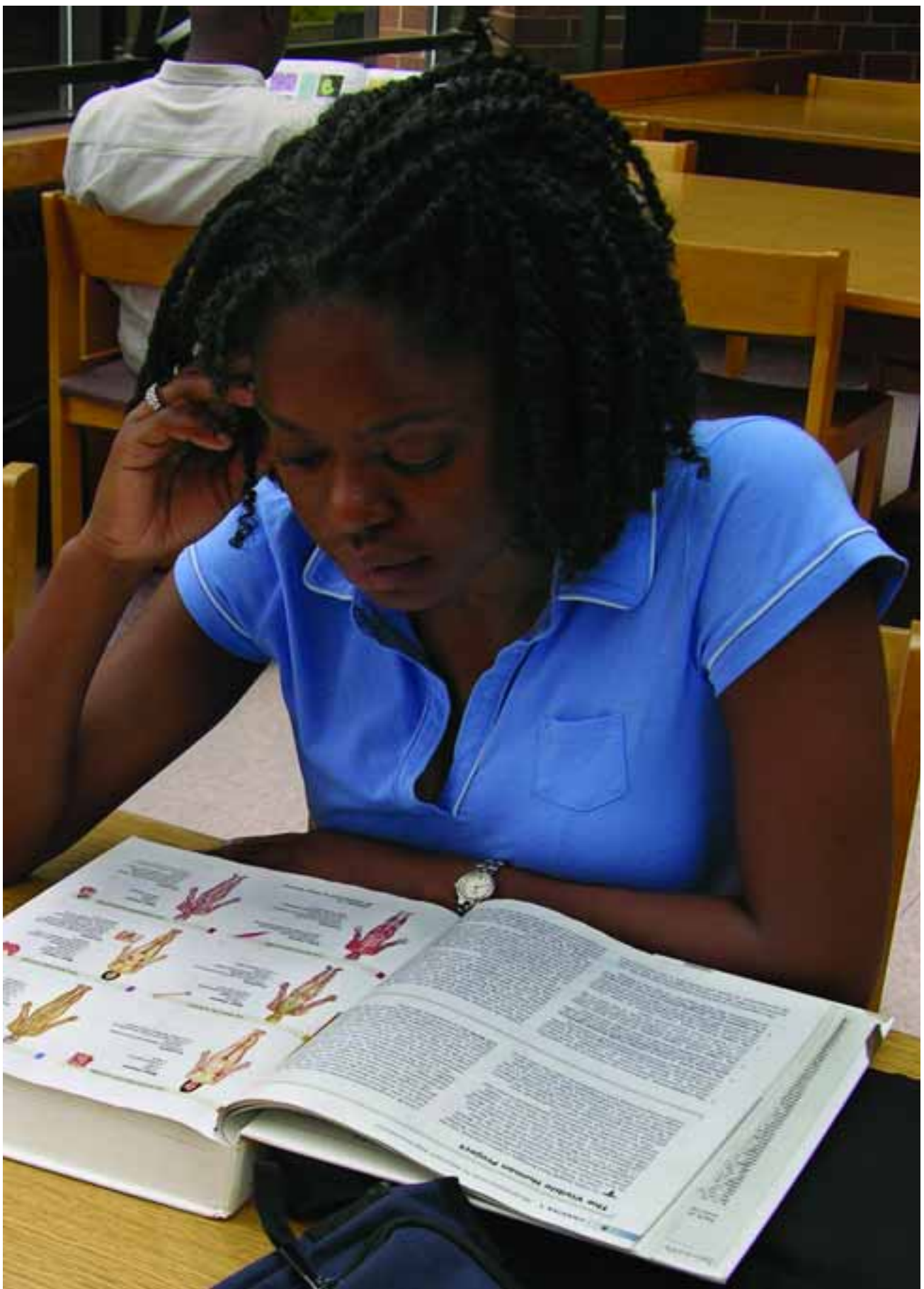
Smith, Sandra D.
Director of Young Borough Center/Young Learning to Work Center
 BS, Troy State University
 M.S.A., Central Michigan University

Smith, Valencia
Computer Information Systems Aide
Office of the Registrar
 AS, Medgar Evers College, CUNY

Smoot, Gary
Information System Assistant I
Office of Administration and Facilities
 AAS, BA, Medgar Evers College, CUNY

DIRECTORY CONTINUES AFTER PHOTOGRAPHS





Softleigh, George

Bursar's Officer

Bursars

AAS, Medgar Evers College, CUNY

BS, Brooklyn College, CUNY

Solomon, George

CUNY Custodial Assistant

Office of Administration and Facilities

Sotillio, Thomas

**Director of Operations for the Office of the Vice President,
School of Professional and Community Development**

Speight, Christine

Administrative Assistant

Testing Center

Speller, Lisa

Financial Aid Counselor/SEEK Coordinator

Office of Financial Aid

BS, Nyack College

Stanley, Marsha

Office Manager,

STEP/PAVE/SYEP, Centers For Youth

School of Professional and Community Development

BS, Medgar Evers College, CUNY

Steele, Christopher

Maintenance Worker

Office of Administration and Facilities

Stewart, Allan

CUNY Office Assistant

Office of the Registrar

Stewart, Anthony

Chief Computer Lab Technician

Academic Computing Center

Office of Academic Affairs

AS, Medgar Evers College, CUNY

BS, New York City Technical College, CUNY

Stewart, Wendy

CUNY Office Assistant

Library and Information Services

AAS, Medgar Evers College, CUNY

Strock, Carren

Assistant to the Provost

Office of Academic Affairs

BA, Brooklyn College, CUNY

Superville, Lisa

Project Director

Liberty Partnerships Program

AA, BS, Saint John's University

Swain-Wiggins, Joanne

Administrative Assistant

Department of Education

AS, New York City Technical College, CUNY

BS, Medgar Evers College, CUNY

Tarver, Beverly

Administrative Assistant

Department of Accounting

Tate, Francis

CUNY Office Assistant

Department of Business Administration

Taylor, Arthur

Vice President

Office of Administration and Facilities

BA, Nasson College; M.S.A., Ed.D (A.B.D.) Fordham
University

Taylor, Rachelle

Director

Alumni Relations

BS, Brooklyn College, CUNY;

M.S., Baruch College, CUNY

Thigpen, Minnie

Campus Peace Officer

Public Safety & Campus Security

Thomas, Beverly

Administrative Assistant

Center for Career Pathway Initiatives

Thomas, Kaemanje

**Director of Central Brooklyn Tech Prep Consortium, School
of Professional and Community Development**

BA., Medgar Evers College, CUNY

M.S., Brooklyn College, CUNY

Thomas, Veronica

CUNY Custodial Assistant

Office of Administration and Facilities

Thompson, Antonio

Director of Operations

Brooklyn Music and Arts Program

BA, New York University

Tracey, Odette
Intake Counselor

Tumminello, Frank
Plumber
Office of Administration and Facilities

Van Tull, Donna
Director
Purchasing
BS, Medgar Evers College, CUNY

Vann, Fola, A
Program Aide, GEAR UP, School of Professional and Community Development

Vialva, Frank
Campus Security Assistant
Public Safety & Campus Security

Waldron-Brown, Sonia
CUNY Office Assistant
Office of Student Affairs
BS, York College, CUNY;
M.S., Brooklyn College, CUNY

Walker-Rodriguez, Anita
Assistant to the Director of SEEK
BA, Queens College, CUNY
M.S.A., Queens College, CUNY

Ward, Samuel
Deputy Director
Flatbush Beacon Center
AS, Essex County College;
BS, Montclair State University

Warren, Takisha
College Assistant
Public Safety & Campus Security

Warrington, Jennifer
College Assistant
Office of Financial Aid

Washington, Clarence
CUNY Custodial Assistant
Office of Administration and Facilities

Watson, Maureen
CUNY Custodial Assistant
Office of Administration and Facilities

Watson, Nilsa
College Assistant
Office of Financial Aid

Weekes, Vera E.
Assistant Director
Caribbean Research Center
B.Sc., University of the West Indies
M.Ed., Baruch College, CUNY

White-Davis, Dr. Gerald
Center for Law and Social Justice
Education Director, Immigration Center
BA, University of West Indies
M.A., Teachers College, Columbia University
Ed.D., Teachers College, Columbia University

White, Marcia
Assistant Bursar, Bursar's Office
BS, Medgar Evers College, CUNY

Wilder-St. Fleur, Linda
CUNY Administrative Assistant
Department of Computer Information Systems

Williams, Andre
Mail Messenger, Reprographics
Office of Administration and Facilities

Williams, Doreen
CUNY Office Assistant
Department of Biology
AAS, BS, Medgar Evers College, CUNY

Williams, Ezra
CUNY Custodial Assistant
Office of Administration and Facilities

Williams, Hassan
City Laborer-A
Office of Administration and Facilities

Williams, Levy
Chief Independent Financial Auditor
BS Saint Peter's College

Williams, Leo
City Laborer-A
Office of Administration and Facilities

Williams, Nan
Dean of Faculty & Staff Relations and Counsel to the President
BA, Howard University
J.D., Columbia University School of Law

Williams, Rhonda
Administrative Assistant
School of Liberal Arts & Education
BA, Medgar Evers College, CUNY
M.S., Brooklyn College, CUNY

Williams, Rosa
College Assistant
Department of Foreign Languages

Williams-Thomas, Leslie
CUNY Custodial Assistant
Office of Administration and Facilities

Willis, Sharron
Academic Advisor
Student Advocacy and Support Services Center
BA, M.S., College of Staten Island, CUNY

Wise, Evelyn
Special Assistant to the Vice President
Office of Administration and Facilities
AAS, Borough of Manhattan Community College, CUNY
Woodworth, Michael
Stationary Engineer
Office of Administration and Facilities

Woolley, Joy
East New York Coordinator
Center for Professional Education

Wymore, Stephen
Interim Director,
Instructional Media Services
Library and Information Services
B.F.A., San Francisco Art Institute

Xu, Paul (Hongmou)
Associate, Information Systems
Office of Administration and Facilities
BS, York College, CUNY

Young, Deborah
Director, Career Management Services
BS, Medgar Evers College, CUNY
M.S., Baruch College, CUNY

Young, Lisa
Executive Secretary to the President
Office of the President
AS, Medgar Evers College, CUNY

Yungelson, Igor
CUNY Oiler, Office of Administration and Facilities



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Directions to Medgar Evers College

BY SUBWAY

The Carroll Street Building

1150 Carroll Street - 718 270-6003

Take the number "2" train to President Street. Exit the station at President Street and Nostrand Avenue. Walk one block east to Carroll Street and Nostrand Avenue. Cross the street and turn right. The entrance to the building is 20 feet on the left hand side.

The Bedford Avenue: B - Building

1650 Bedford Avenue - 718 270-4998

Take the "2, 3, 4, or 5" train to the Franklin Avenue Station. Exit the station at Eastern Parkway and Franklin Avenue. Walk 3 blocks south to Crown Street and Franklin Avenue. Cross the street and enter the college through the parking lot.

The Bedford Avenue: S - Building

1637 Bedford Avenue - 718 270-5030

Take the "2, 3, 4, or 5" train to the Franklin Avenue Station. Exit the station at Eastern Parkway and Franklin Avenue. Walk 3 blocks south to Crown Street and Franklin Avenue. Walk up Crown Street to Bedford Avenue, the S-Building is to your left.

BY BUS

Number 49 on Bedford or Rodgers Avenues to Carroll Street.

Number 44 on Nostrand or New York Avenues to Carroll Street.

Number 45 along St. John's Place to Nostrand Avenue.

All above buses to 1150 Carroll Street.

To 1650 Bedford and 1637 Bedford Avenue, walk one block north from Carroll Street.

BY CAR

From Manhattan

FDR Drive to Brooklyn Bridge

Stay in middle lane on the Bridge and cross Tillary Street. Continue to Adams Street and make a left turn onto Atlantic Avenue. Make a right turn onto Washington Avenue from Atlantic Avenue. Make a left turn onto Eastern Parkway from Washington Avenue. Make a right turn onto Bedford Avenue from Eastern Parkway. Drive down four blocks to the college.

From Queens

Take the Interboro Parkway to Brooklyn and exit at the Bushwick Avenue exit. Make a right onto Bushwick Avenue. Make a left turn onto Eastern Parkway from Bushwick Avenue. Make a left turn onto Bedford Avenue from Eastern Parkway. Drive down four blocks to the college.

From Westchester, Bronx

Take the Whitestone Bridge to the Whitestone Expressway South. Exit at the Interboro Parkway and follow the directions from Queens.



MEDGAR EVERS COLLEGE

**The City University of New York
1650 Bedford Avenue
Brooklyn, New York 11225**