

# QUEENSBOROUGH COMMUNITY COLLEGE

## 2015-2016 COLLEGE CATALOG

QUEENSBOROUGH  
COMMUNITY COLLEGE



718.281.5000 • [www.qcc.cuny.edu](http://www.qcc.cuny.edu)  
222-05 56th Avenue, Bayside, NY 11364-1497

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*Students with questions about these policies and procedures are encouraged to contact the appropriate offices. (Please refer to the listing of telephone numbers on the inside back cover of this catalog.)*

## 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 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.*

## STATEMENT OF NONDISCRIMINATION

*It is the policy of The City University of New York and Queensborough Community College to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws. This policy is set forth more fully in CUNY's Policy on Equal Opportunity and Nondiscrimination.*

*Sexual harassment, gender harassment and sexual violence, forms of sex or gender discrimination, are also prohibited at CUNY. This policy is set forth fully in CUNY's Policy on Sexual Misconduct.*

*It is also the University's policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are victims of domestic violence/stalking/sex offenses.*

*Retaliation for reporting or opposing discrimination, cooperating with an investigation of a discrimination complaint, or requesting an accommodation is also prohibited.*

*The following person has been designated at Queensborough Community College to handle inquiries and complaints relating to CUNY's Policy on Equal Opportunity and Nondiscrimination:*

*Josephine Pantaleo, Chief Diversity Officer  
Administration Building, Room 309  
[jpantaleo@qcc.cuny.edu](mailto:jpantaleo@qcc.cuny.edu)  
(718) 631-6391*

*The following person has been designated at Queensborough Community College to handle inquiries and complaints relating to CUNY's Policy on Sexual Misconduct:*

*Mary Jane Shaw, Title IX Coordinator  
Administration Building, Room 413  
[mshaw@qcc.cuny.edu](mailto:mshaw@qcc.cuny.edu)  
(718) 281-5755*

## FREEDOM OF INFORMATION LAW NOTICE

*Requests to inspect public records at the college should be made to the Records Access Officer, Lois Florman, Esq., who is located in the Administration Bldg., Room 410, 718-631-6243. Public records are available for inspection and copying by appointment only. You have the 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.*

## ACCREDITATION

*Queensborough Community College is accredited by the Middle States Commission on Higher Education. The programs in Computer Engineering Technology, Electronic Engineering Technology and Mechanical Engineering Technology are accredited by ETAC of ABET (Engineering Technology Accreditation Commission of ABET). The program in Nursing is accredited by the National League for Nursing Accrediting Commission. The Business Department programs are accredited by the Accreditation Council for Collegiate Business Schools and Programs.*

ETAC of ABET (Engineering Technology Accreditation Commission of ABET)  
415 North Charles Street  
Baltimore, MD 21201  
410-347-7700  
[www.abet.org](http://www.abet.org)

Accreditation Commission for Education in Nursing, Inc.  
3343 Peachtree Road NE, Suite 850  
Atlanta, GA 30326  
404-975-5000  
[www.acenursing.edu](http://www.acenursing.edu)

Middle States Commission on Higher Education  
3624 Market Street  
Philadelphia, PA 19104  
267-284-5000  
[www.msche.org](http://www.msche.org)

Accreditation Council for Collegiate Business Schools and Programs  
11520 West 119th Street  
Overland Park, KS 66213  
913-339-9356  
[www.accbs.org](http://www.accbs.org)

## A MESSAGE FROM THE PRESIDENT



### DEAR STUDENTS,

Welcome to Queensborough Community College. All of us here at the college are committed to providing you with a quality yet affordable education in a supportive environment. For more than fifty years Queensborough has served students like you, from Queens and the entire New York City region, by providing the strong foundation necessary to begin the pursuit of your academic and career goals.

Queensborough proudly reflects the unique character of the local Queens community, the most diverse county in the United States. We distinguish ourselves from other higher education institutions in America because of that diversity, with nearly equal populations of African Americans, Asians, Caucasians and Latinos. In fact, our students come from more than 140 countries and speak some 84 different languages.

More than 16,000 students are currently enrolled in associate degree or certificate programs, and another 10,000 students attend continuing education programs on our campus. Accredited by the Middle States Commission on Higher Education, Queensborough Community College, through its 17 academic departments, offers transfer and degree programs, including Associate in Arts (A.A.), the Associate in Science (A.S.), and the Associate in Applied Science (A.A.S.) degrees. The college also offers non-credit courses and certificate programs.

Students attend Queensborough primarily as the gateway to transfer to a four-year college or university—and over half of our students transfer to a four-year CUNY college after earning their Associate degree—or to obtain the necessary skills for career advancement.

A key goal of the college is to provide an academic environment that strengthens our students' commitment to their own education, thus making it possible for them to graduate and complete their academic or professional goals in a timely manner.

In the fall of 2013 Queensborough launched the Queensborough Academies, a major academic initiative serving all full-time degree students in all areas of study from admission to graduation. Queensborough is one of only a few community colleges in the country offering such a program on this scale.

Features of the initiative include re-structured academic advisement; extended outreach and intervention strategies; and expanded High Impact Practices such as service learning, writing intensive courses, internships, and educational opportunities at the College's three cultural resource centers: The Kupferberg Holocaust Resource Center and Archives, the QCC Art Gallery and the Performing Arts Center. These enriched learning experiences serve to reinforce classroom teaching and further our students' commitment to their education.

Another hallmark of the college is research. With 58% holding doctoral degrees, our faculty is actively engaged in community college pedagogical research to study and improve the teaching methodologies to further benefit our students. They also conduct research in their academic disciplines, publish their findings and compete internationally in academic forums. The faculty is equally dedicated to the success of their students and encourages them to pursue their own intellectual development.

As an entering student, you are encouraged to think about your future beyond Queensborough—be it to earn your baccalaureate degree or to advance to a professional career. Our supportive faculty and administrative staff will help you to be successful in reaching your educational, social and professional goals. I wish you a rewarding experience while you are with us at Queensborough Community College, and I also wish you much success with the achievement of your goals and dreams in the years ahead.

Warmly,

A handwritten signature in dark ink, appearing to read "Diane B. Call". The signature is fluid and cursive, with a large initial "D" and "C".

Dr. Diane B. Call

*President of Queensborough Community College*

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## All Degree and Certificate Programs

offered by Queensborough Community College are registered by the:

New York State Education Department (NYSED)  
Office of Higher Education and the Professions  
Cultural Education Center,  
Room 5B28  
Albany, New York 12230  
(518) 474-5851

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for New York State-supported financial assistance.

## PROGRAMS OF STUDY

### DUAL/JOINT TRANSFER DEGREE PROGRAMS

	NYSED <sup>1</sup> Code	HEGIS <sup>1</sup> Code	Type of Degree Awarded	Page
QCC/John Jay Dual/Joint Accounting for Forensic Accounting	35361	0502	A.S./B.S.	87
QCC/York Dual/Joint Biotechnology	33990	5604.00	A.S./B.S.	115
QCC/York Dual/Joint Chemistry/Pharmaceutical Sciences	37292	5619.00	A.S./B.S.	116
QCC/QC Dual/Joint Liberal Arts & Sciences in Childhood Education (Grades 1-6)	26404	5649	A.A./B.A.	108-109
QCC/John Jay Dual/Joint Criminal Justice	32344	5505.00	A.S./B.S.	107
QCC/Hunter-Bellevue Dual/Joint Nursing	34693	5208.10	A.A.S./B.S.	97-100
QCC/York Dual/Joint Nursing	36043	5208.10	A.A.S./B.S.	97-100
QCC/School of Professional Studies Dual/Joint Nursing	37062	5208.10	A.A.S./B.S.	97-100
QCC/John Jay Dual/Joint Science for Forensics	32347	5619	A.S./B.S.	117

### TRANSFER DEGREE PROGRAMS

	NYSED <sup>1</sup> Code	HEGIS <sup>1</sup> Code	Type of Degree Awarded	Page
Business Administration	01520	5004	A.S.	88
Digital Art and Design	26677	5012	A.S.	128
Engineering Science	01521	5609	A.S.	118
Gallery and Museum Studies	32248	5610	A.S.	129
Health Sciences	20509	5299	A.S.	102
Liberal Arts and Sciences	01522	5649	A.A.	110-113
Liberal Arts & Sciences (Mathematics & Science)	01523	5649	A.S.	119
Visual and Performing Arts (Concentrations: Art, Art History, Dance, Music, Theatre Arts)	81303	5610	A.S.	130-132

### CAREER DEGREE PROGRAMS

	NYSED <sup>1</sup> Code	HEGIS <sup>1</sup> Code	Type of Degree Awarded	Page
Accounting	01524	5002	A.A.S.	89
Computer Engineering Technology	01528	5105	A.A.S.	119-120
Computer Information Systems	01527	5101	A.A.S.	90
Computerized Architectural and Industrial Design <sup>2</sup>	01531	5303	A.A.S.	121
Electronic Engineering Technology	01532	5310	A.A.S.	122-123
Internet and Information Technology	25539	5105	A.A.S.	124
Management (Concentrations: Marketing and Real Estate-Insurance)	01525	5004	A.A.S.	91
Massage Therapy	27307	5299	A.A.S.	103
Mechanical Engineering Technology	01533	5315	A.A.S.	125
Medical Office Assistant	32494	5214	A.A.S.	104
Music Production	83188	5399	A.A.S.	133
Nursing	01513	5208.1	A.A.S.	97-100
Office Administration & Technology	01526	5005	A.A.S.	92
Telecommunications Technology	21057	5310	A.A.S.	126
Telecommunications Technology: Verizon <sup>3</sup>	20318	5310	A.A.S.	

### CERTIFICATE PROGRAMS

	NYSED <sup>1</sup> Code	HEGIS <sup>1</sup> Code	Type of Degree Awarded	Page
Computer Information Systems (Options: Computer Programming, Microcomputer Applications Software)	79418	5101		93
Health Care Office Administration: Managing, Coding and Billing	27290	5214		94
Medical Office Assistant	81316	5214		105
New Media Technology	25538	5105		126
Office Administration Assistant (Options: Corporate Office Administration, Legal Office Administration, Accounting/Office Administration, Health Care Office Administration)	81027	5005		95

<sup>1</sup> The NYSED and HEGIS Codes indicate the number under which each program has been officially registered by the New York State Education Department.

<sup>2</sup> Title and program changes pending.

<sup>3</sup> Program being phased out.

# COLLEGE CALENDAR 2015-2016

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## Fall Semester 2015

### **AUGUST 26, WEDNESDAY**

Last day for 100% tuition refund.  
Payment due for Registration through August 26.

### **AUGUST 27, THURSDAY**

Fall 2015 semester begins.

### **SEPTEMBER 2, WEDNESDAY**

Last day to ADD a class. Last day for 75% tuition refund.  
Last day to drop without WD<sup>1</sup> grade.

### **SEPTEMBER 3, THURSDAY**

WD<sup>1</sup> grades begin for dropped classes.  
*Instructor verification of enrollment BEGINS.*

### **SEPTEMBER 5–7, SATURDAY–MONDAY**

College closed – No classes scheduled.

### **SEPTEMBER 9, WEDNESDAY**

Last day to drop for 50% refund.  
*Instructor Verification of Enrollment ENDS.*

### **SEPTEMBER 10, THURSDAY**

Classes follow a Monday Schedule.

### **SEPTEMBER 13–15, SUNDAY–TUESDAY**

No classes scheduled.

### **SEPTEMBER 16, WEDNESDAY**

Last day for 25% refund. Last day to drop without a W<sup>1</sup> grade.  
*Last day to file Plan/Curriculum Change for Fall 2015.*

### **SEPTEMBER 17, THURSDAY**

Withdrawal period begins W grade issued.  
Use CUNYfirst account to withdraw from classes.

### **SEPTEMBER 22–23, TUESDAY–WEDNESDAY**

No classes scheduled.

### **SEPTEMBER 25, FRIDAY**

Classes follow a Tuesday Schedule.

### **OCTOBER 12, MONDAY**

College Closed – No classes scheduled.

### **NOVEMBER 9, MONDAY**

Last day to WITHDRAW from classes with W<sup>1</sup> grade.  
Use CUNYfirst account to withdraw from classes.

### **NOVEMBER 26–29, THURSDAY–SUNDAY**

College closed – No classes scheduled.

### **DECEMBER 14, MONDAY**

Last day of regularly scheduled classes.

### **DECEMBER 15, TUESDAY**

Reading Day

### **DECEMBER 16, WEDNESDAY**

Departmental Uniform Finals Day

### **DECEMBER 17–23, THURSDAY–WEDNESDAY**

Final Exams – Day, Evening & Weekend classes

### **DECEMBER 23, WEDNESDAY**

Last day for removal of INC<sup>1</sup> grades from  
the Spring 2015 term. End of Fall 2015 term.

### **DECEMBER 24–25, THURSDAY–FRIDAY**

College closed.

### **DECEMBER 31, THURSDAY**

College closed.

There are two conversion days in Fall 2015. Monday classes will be held on Thursday, September 10, 2015;  
Tuesday classes will be held on Friday September 25.

**Due to an approved calendar variance from the University there are NO CLASSES on Sunday September 6.**

<sup>1</sup> See section on Academic Standing/Grades for a complete explanation of WD, W, WN and INC grades.

**This DRAFT issued by the University may change.  
See the Web site for up-to-date information: [www.qcc.cuny.edu/Registrar](http://www.qcc.cuny.edu/Registrar)**

## **Winter Session 2016**

### **JANUARY 1, FRIDAY**

College Closed – No classes scheduled.

### **JANUARY 3, SUNDAY**

Last day to drop for 100% tuition refund.

Last day to drop without a grade of WD<sup>1</sup>

Use CUNYfirst account to withdraw from classes

### **JANUARY 4, MONDAY**

Classes Begin – Winter 2015. Last day to add a class.

Last day 50% refund. Drop period begins – grade of WD<sup>1</sup>

assigned to students who officially drop a class. *Instructor Verification of Enrollment Rosters available on CUNYFirst.*

### **JANUARY 6, WEDNESDAY**

Last day to drop without a W grade.

### **JANUARY 7, THURSDAY**

Withdrawal period begins W grade issued.

Use CUNYfirst account to withdraw from classes.

### **JANUARY 8, FRIDAY**

Last day 25% refund. *Instructor Verification of Enrollment due to Registrar to assign WN<sup>1</sup> grades.*

### **JANUARY 18, MONDAY**

College closed – no classes scheduled.

### **JANUARY 19, TUESDAY**

Last day to withdraw from classes with a W<sup>1</sup> grade.

Use CUNYfirst account to withdraw from classes

### **JANUARY 25, MONDAY**

Final Exams – last day of classes.

Commencement

<sup>1</sup> See section on Academic Standing/Grades for a complete explanation of WD, W and INC grades.

**This DRAFT issued by the University may change.  
See the Web site for up-to-date information: [www.qcc.cuny.edu/Registrar](http://www.qcc.cuny.edu/Registrar)**

## Spring Semester 2016

**JANUARY 28, THURSDAY**

Last day to drop for 100% tuition refund Spring 2016

**JANUARY 29, FRIDAY**

Spring 2016 semester begins

**FEBRUARY 4, THURSDAY**

Last day to add a class. Last day to drop for 75% tuition refund.  
Last day to drop classes without a WD<sup>1</sup> grade.

**FEBRUARY 9, TUESDAY**

Classes follow a Friday Schedule.

**FEBRUARY 11, THURSDAY**

Last day to drop for 50% refund  
Use CUNYfirst account to withdraw from classes

**FEBRUARY 12, FRIDAY**

College is closed - No classes scheduled

**FEBRUARY 15, MONDAY**

Presidents' Day - College is closed

**FEBRUARY 18, THURSDAY**

Last day to drop for 25% tuition refund  
Last day to drop classes without a W<sup>1</sup> grade  
Use CUNYfirst account to withdraw from classes  
*Last day to file Plan/Curriculum Change for Fall 2015.*

**FEBRUARY 19, FRIDAY**

Course Withdrawal period begins – grade of W<sup>1</sup> assigned to students who officially drop a class.

**MARCH 23, WEDNESDAY**

Classes follow a Friday Schedule.

**MARCH 25–27, FRIDAY–SUNDAY**

No classes scheduled

**APRIL 11, MONDAY**

Last day to withdraw from classes with a W<sup>1</sup> grade  
Use CUNYfirst account to withdraw from classes

**APRIL 22–30, FRIDAY–SATURDAY**

Spring Recess - No classes scheduled

**MAY 15, SUNDAY**

Last day of Sunday classes.

**MAY 18, WEDNESDAY**

Last day of day/evening classes.

**MAY 19, THURSDAY**

Reading Day

**MAY 20, FRIDAY**

Departmental Uniform Finals Day

**MAY 21, SATURDAY**

Regularly scheduled Saturday classes meet.  
Last day of classes Spring 2016

**MAY 22–28, SUNDAY–SATURDAY**

Final Examinations

**MAY 28, SATURDAY**

Last day for removal of INC<sup>1</sup> grades - Fall 2015  
End of Spring Term

**MAY 30, MONDAY**

Memorial Day - College is closed

**JUNE 3, FRIDAY**

Commencement

There are two conversion days in Spring 2016. Friday classes will be held on both Tuesday, February 9, and Wednesday March 23, 2016.

<sup>1</sup> See section on Academic Standing/Grades for a complete explanation of WD, W and INC grades.

**This DRAFT issued by the University may change.  
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# PROFILE OF THE COLLEGE

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## The Mission of the College

Operating within the framework of The City University of New York, Queensborough Community College is committed to fostering a collaborative, learning-centered community. The College is dedicated to academic excellence and to the development of the whole individual in an environment that promotes intellectual inquiry, global awareness, and lifelong active learning. Queensborough is committed equally to open-admission access for all learners and to academic excellence within an environment of diversity. In the service of these goals, Queensborough utilizes the close integration of academic and support services and a focused attention to pedagogy. The College offers post-secondary associate degree and certificate programs that prepare students for careers and for transfer to four-year institutions of higher learning. Queensborough provides its students a variety of opportunities to enrich themselves intellectually and socially and to develop the knowledge and skills necessary for success.

Recognizing that learning is a dynamic and collaborative process, the College offers comprehensive, multi-layered academic programs that serve as a framework for students to become active, responsible partners in their intellectual pursuits. Providing a rich general education core aimed at enhancing students' critical thinking and decision making skills, and utilizing effective learning strategies, the College offers many options to students for achieving their academic and career goals. A community that values the diversity of its members, Queensborough strives to individualize the college experience through meaningful collaboration among students, faculty and staff. The College features a highly qualified faculty with excellent scholarly credentials, well-planned curricula and developmental course work, strong and closely integrated academic and student support services, and the use of innovative pedagogy, including educational technology. To help ensure excellence in teaching and learning, Queensborough engages in on-going assessment of its academic offerings and support services, promotes research on community college pedagogy, and supports scholarly accomplishments and professional advancement among its faculty and staff.

In response to evolving community needs, Queensborough also offers non-credit courses and certificate programs and other activities. These provide community residents with accessible and affordable educational, recreational and job training opportunities, and help individuals and businesses and other institutions respond to changes in technology and the economy. The College takes a leadership role in providing access to arts and culture to enrich the quality of life for the community at large.

## Educational Goals and Objectives

In May 2007 the Academic Senate of the College adopted the following revised statement of Educational Goals and Objectives for students earning the Associate degree.

### EDUCATIONAL GOALS

Students graduating with an Associate degree will:

- for transfer programs: meet requirements for successful transfer into upper division of baccalaureate programs
- for career programs: demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their field

### EDUCATIONAL OBJECTIVES

To achieve these goals, students graduating with an Associate degree will:

1. communicate effectively through reading, writing, listening and speaking
2. use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
3. reason quantitatively and mathematically as required in their fields of interest and in everyday life
4. use information management and technology skills effectively for academic research and lifelong learning
5. integrate knowledge and skills in their program of study
6. differentiate and make informed decisions about issues based on multiple value systems
7. work collaboratively in diverse groups directed at accomplishing learning objectives
8. use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes
9. employ concepts and methods of the natural and physical sciences to make informed judgments
10. apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts

**At Queensborough Community College, we:**

- ***Celebrate the art and science of teaching and learning,***
- ***Nurture the growth of the individual student in a supportive environment, and***
- ***Establish an atmosphere of mutual respect and understanding.***

## Programs of Study

The College offers seventeen **Associate degree** curricula in the liberal arts and sciences and fourteen in career and pre-professional areas. It also offers five specialized **Certificate programs**, as well as an extensive range of noncredit community service programs. Courses are offered during the day, evening, and weekends in the fall and spring semesters. Day and evening classes are held during summer session, and limited course offerings are available in January.

**Transfer programs**, which also include **Dual/Joint Transfer degree programs**, are designed for students who plan to continue their education beyond the Associate degree level. Queensborough's transfer programs are equivalent to the first two years of study in a senior college. Graduates of these programs are prepared to enter a senior college at the junior class (third-year) level.

**Career programs** provide the academic foundation and specific training to students who plan to begin or advance in employment immediately after graduation.

The curricula with the largest enrollments are:

- Liberal Arts and Sciences (A.A.)
- Business Administration (A.S.)
- Criminal Justice (Dual/Joint A.S./B.A. degree program with John Jay College of Criminal Justice)
- Health Sciences (A.S.)
- Liberal Arts and Sciences (A.S.)

All graduates of Queensborough are eligible to transfer to a senior college within The City University to continue their education. Transfer agreements are also in place with SUNY and many other colleges in the metropolitan area.

## The College President

The College administration is headed by Dr. Diane B. Call, who was appointed President of Queensborough Community College in January 2013. Dr. Call, whose career spans three decades at Queensborough and The City University of New York (CUNY), has held positions that have encompassed virtually all major areas of administration and academics at Queensborough.

As Provost, Dr. Call led the Academic Affairs Division in creating a student-centered learning environment in collaboration with the faculty and Student Affairs colleagues through curriculum and pedagogical innovations, academic enrichment activities such as undergraduate research, as well as instructional support and student service programs. Among her many outstanding achievements are programs for the recruitment and retention of faculty and a faculty development program for their engagement in a variety of teaching modalities, high impact activities, e-learning, academic leadership and pedagogical research in community college teaching. Her partnership with Student Affairs led to the implementation of

the Freshman Academies for all full-time, first-time freshmen, and the establishment of an assessment protocol to measure the success of the initiative on student learning outcomes.

Under President Call's leadership the Freshman Academies were significantly expanded to The Queensborough Academies, beginning in the fall of 2013. The Academies offer every full-time student personalized student support services based on academic interests and future goals, throughout their academic career at Queensborough. Each of the five Academies—Business; Health Related Sciences; Liberal Arts; Science, Technology, Engineering and Mathematics (STEM); and Visual and Performing Arts (VAPA)—provide comprehensive learning opportunities and activities, along with personalized guidance from an Academy Adviser.

An important component of The Queensborough Academies are high impact learning experiences such as service learning, writing intensive courses, internships, and educational opportunities at the College's three cultural resource centers, The Kupferberg Holocaust Resource Center and Archives, the QCC Art Gallery, and the Performing Arts Center. These enriched learning experiences serve to reinforce classroom teaching and deepen students' commitment to their education.

Dr. Call holds a Doctor of Education degree in College and University Administration, a Master's degree in Community College Administration and a second Master's degree in Student Personnel Administration, all earned from Teachers College, Columbia University. Additionally, she holds a Certificate in Curriculum Development from Harvard Graduate School of Education.

Dr. Call was an Adjunct Professor at Long Island University, C.W. Post, Graduate School of Education and an Adjunct Associate Professor at Queensborough Community College, Department of English. Her academic credentials, along with her publications and research presentations at academic conferences on at-risk students, gained her the rank of Full Professor in Student Personnel Services in 1994, having acquired tenure in 1978. In her years at Queensborough, Dr. Call instituted the Instructional Support Services Center and Learning Lab and has led Admissions Services; Skills Assessment Testing; Academic Advisement; the Freshman-Year Program; College Discovery; and CSTEP. She consolidated Tutorial Services and the Writing Center, substantially increasing the number of students served.

Dr. Call has served as a member of the Strategic Planning Steering Committee of the College of Aeronautics (now Vaughn College); a Consultant to the United States Department of Education, Higher Education Programs' Division of Institutional Development; and Consultant to the New York City Public Schools on Health Occupation Vocational Programs. She served on the CUNY Welfare Advocate Council and was a Project Participant for *Change and the New Jersey Community College: the Faculty Perspective*, The Center for Community Colleges, Teachers College, Columbia University.

## The Faculty

Queensborough has a superior and highly qualified faculty. Every member of the full-time faculty holds an advanced degree or its equivalent. 57% hold the doctorate, as compared to the national average for community colleges of 13%\* and nearly 22% hold additional professional licenses. In addition to their academic expertise, those who teach in the career-oriented areas – business, the health sciences, and the technologies – have had practical experience in their fields as well. Those who teach in the creative and performing arts are, in many instances, professionals in the fine arts, dance, and theater arts. The full-time faculty numbers approximately 400 and the adjunct faculty approximately 532 as of fall 2015.

\* Source: American Association of Community Colleges

## Center for Excellence in Teaching and Learning (CETL)

**Library Building, Suite 314, (718) 281-5161, FAX (718) 281-5273, [www.qcc.cuny.edu/CETL](http://www.qcc.cuny.edu/CETL)**

The Center for Excellence in Teaching and Learning (CETL) enhances teaching effectiveness across the College by bringing faculty from all disciplines into contact with innovative instructional practices. CETL hosts faculty development seminars and workshops as well as the New Faculty Institute; acts as a resource center for research among the faculty; awards Pedagogical Challenge Grants annually to selected faculty research projects; and oversees the faculty development and management of High Impact Practices. By promoting teaching grounded in evidenced-based best practices and publication grounded in the Scholarship of Teaching and Learning, CETL facilitates not just faculty excellence but also student success. The Center for Excellence in Teaching and Learning reinforces a campus climate where excellence in teaching flourishes and is recognized.

## The Campus

Queensborough Community College was established in 1959 on the 34-acre site of the former Oakland Golf and Country Club in Bayside, a picturesque residential neighborhood in northeast Queens. The College consists of 14 major buildings, including an astronomy observatory, recital hall, professional sound recording studio, art and dance studios, photography and digital art laboratories, both an 875-seat professional performing arts theater and the intimate “Shadowbox” theater. In addition, the Engineering Technology learning laboratory supports students as they train to become skilled at using 3-D printers and computer drafting software. 3-D technology enables local manufacturers to produce parts that are currently developed overseas. The skills students obtain at Queensborough ensure that they are prepared for employment opportunities in areas such as the automotive, construction and home appliance industries. The heart of the College is the Kurt R. Schmeller Library Building, where students and faculty can learn to access today’s information environment, including a carefully selected collection of print and online materials, home to the Academic Computing Center, the Campus Writing Center and Student Learning Center.

The QCC Art Gallery adds another dimension to campus life. The Gallery hosts major exhibits and a Juried Student Exhibition each year. Its permanent collections of African Art, Pre-Columbian Art and Asian Art mirror the diversity of the student body.

The Kuperberg Holocaust Resource Center and Archives graces the entrance to the campus as a symbol of the college’s commitment to educate current and future generations about the ramifications of unbridled prejudice, racism and stereotyping.

The Student Union contains facilities for student recreation as well as the Student Activities Office and offices for the Student Government, student clubs, the Veterans Center, the student newspaper, and the yearbook.

The QCC Testing Center and the CUNY Language Immersion Program are conveniently located in the Y2 Building near the Q27 bus stop. Additional service facilities on campus include the Health Services Center and a day care center for children of QCC students.

Robert F. Kennedy Hall houses a fitness center, gymnasium, and near Olympic-sized aquatic center. There are also tennis courts and a professional-quality track.

Queensborough offers both online academic advisement and online registration to its students, and provides wireless access to the Internet throughout most of the campus. Laptops are available through the Library for student use, and many faculty members utilize Blackboard and the Web to provide online course materials. A Cyber-Café is a feature of the Student Union building.

The Q27 bus, a popular mode of transport for students and staff, stops directly on the campus; and the Q30 stops across from the main entrance.

## Cultural & Community Connections

Queensborough Community College continues to function as an important community resource by serving the educational, professional and cultural needs of the general community with its cultural programs, Kupferberg Holocaust Center, QCC Art Gallery, and Queensborough Performing Arts Center (QPAC). The college also continues its cooperative role in the immigrant community with the Port-of-Entry program and Center for International Affairs, Immigration and Study Abroad.

### QUEENSBOROUGH PERFORMING ARTS CENTER (QPAC)

*Humanities Building  
Box Office, Library Building, 1st floor,  
718-631-6311, [www.visitQPAC.org](http://www.visitQPAC.org)  
Susan Agin, Executive and Artistic Director*

The Queensborough Performing Arts Center (QPAC) is a creative catalyst for promoting the arts to students and residents of Queens and greater New York City. Through its rich menu of arts programming and educational services QPAC serves more than 95,000 people each year. Throughout its 50-year history, it has successfully produced over 1200 performances in its intimate 875-seat theater. The cornerstone of the Performing Arts Center is the Professional Performing Arts Series, which was created to bring a higher level of accessible world-class entertainment to the community at large. There is tremendous variety in the Series' cross sectional programming so that all the diverse populations of Queens and the College can be represented.

QPAC is strongly committed to expanding public access to the arts for everyone – working families, younger generations and seniors, but particularly for our students at Queensborough. The Performing Arts Center is a learning laboratory that provides many cultural and artistic opportunities to the College's students. Faculty integrate the center and its resources in a number of creative ways, into the courses they teach, deepening and enriching student learning in the process. Students, who attend events at QPAC in conjunction with a class, do so for free!

QPAC is also used by the College for its nursing school graduations, citizenship ceremonies, new student orientations, honors convocations, theater productions, music concerts, talent shows and dance performances. In addition, local schools, non-profit organizations and other community groups depend upon the space for theatrical presentations, concerts, graduations, dance recitals, rehearsals, seminars, competitions, cultural performances, lectures and seminars. For more information and for a schedule of events contact the Box Office at **718-631-6311**. Like us on **Facebook** (Queensborough Performing Arts Center-QPAC) or follow us on **Twitter** (@visitQPAC). Tickets for upcoming performances can be purchased on-line 24 hours a day, seven days a week at [www.visitQPAC.org](http://www.visitQPAC.org)

### QCC ART GALLERY

*Oakland Building, 718-631-6620, [www.qcc.cuny.edu/artgallery](http://www.qcc.cuny.edu/artgallery)  
Dr. Faustino Quintanilla, Executive Director*

Housed on the grounds of Queensborough Community College, the QCC Art Gallery is a vital educational and cultural resource for the College, the Borough of Queens, and the surrounding communities. Located in the historic 1920s Oakland Building, formerly the Club House for the Oakland Country Club, the QCC Art Gallery reopened on October 24, 2004, following an extensive renovation project. The resulting state-of-the art facility maintains the original architectural elements of the building.

As a complement to the College Library, the Gallery has a research library, which serves as fertile ground for intellectual stimulation, while documenting the growth and development of the Permanent Collections. It contains a significant collection of African research material, exhibition catalogs, and an interactive library providing access to works of art and the voices of their creators, as well as relevant commentaries from critics and historians. The Art Gallery Library's holdings are listed in the online catalog for all CUNY libraries and in WorldCat. Books do not circulate.

Reflecting the full range of ethnic diversity of both the College and community, the Gallery presents quality exhibits and publications of local, national, international, and historical interest, thus broadening the appreciation and understanding of art and artist-as-interpreter. Some of the more memorable exhibitions are: *An American Odyssey: Debating Modernism 1945-1980* (2004); *Andy Warhol: Graphic Works* (2006); *Picasso Printmaker: A Perpetual Metamorphosis* (2008); *Shangaa: Art of Tanzania* (2013); *Powerful Arts of Cameroon: The Amadou Njoya Collection* (2014); and *Jozsef Jakovits* (2014).

Although most recognized for African Art, the QCC Art Gallery's Permanent Collection encompasses a variety of traditional art including Pre-Columbian and East Asian ceramics. The Gallery also holds a vast collection of modern and contemporary works by accomplished artists such as John Coplans, Gustav Klimt, Sol Lewitt, Louise Nevelson, Kenzo Okada, Richard Pousette-Dart, and Man Ray.

### THE HARRIET AND KENNETH KUPFERBERG HOLOCAUST RESOURCE CENTER AND ARCHIVES (KHRCA)

*Administration Building, Room 202, 718-281-5770,  
[www.qcc.cuny.edu/khrca](http://www.qcc.cuny.edu/khrca)  
Dan Leshem, Ph.D., Executive Director*

The mission of the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives (KHRCA) is to use lessons of the Holocaust to educate current and future generations about the ramifications of unbridled prejudice, racism and stereotyping. It seeks to encourage an awareness of and appreciation for the value of diversity in a pluralistic society. The Kupferberg Center's mission is inspired by the belief that young people who are taught how to manage inter-group conflicts and promote peaceful relations will ultimately become more culturally sensitive adults, in a society which values each and every human life.

To assist in achieving this goal, the KHRCA, in collaboration with a vast number of social and governmental organizations, has developed a life skills program that trains our students to understand and react to protect the most vulnerable members of society.

In its 9,000-square-foot building, The Kupferberg Holocaust Resource Center and Archives serves as a learning laboratory to Queensborough students, and houses an extensive and expanding collection of books, documents and audio-visual materials for use by students, teachers, scholars, community groups and other interested parties. The Holocaust Library's holdings are listed in the online catalog for all CUNY libraries and in WorldCat. The collection's circulating books; interactive, permanent exhibits; and, customized rotating exhibits pay tribute to the stories, artwork and histories of local Holocaust survivors and the families of those who were lost during the second world war.

The KHRCA conducts several annual internship programs, training students and community members in the history and present-day realities of life for survivors of the Holocaust, sexual slavery, and hate crimes. Having received a prestigious and highly competitive Challenge Grant from the National Endowment for the Humanities in 2012, the KHRCA is now able to offer annual symposia on human rights issues that resonate with the global diversity of Queensborough's student body and beyond. The Kupferberg Holocaust Resource Center and Archives also maintains an extensive program of films, lectures, and panel discussions on campus each year in collaboration with local schools, religious institutions, and civic and professional organizations

Interactive, permanent exhibits and customized rotating exhibits hold the tributes, stories, artwork and histories of local Holocaust survivors.

The Kupferberg Holocaust Center conducts an annual internship program, training students and community members to interview and document Holocaust survivors' testimonies and has recently added an Asian Social Justice Internship Program. Having received a prestigious and highly competitive Challenge Grant from the National Endowment for the Humanities in 2012, the Kupferberg Holocaust Center is now able to offer annual symposia on human rights issues which resonate with the global diversity of Queensborough's student body and beyond. The Kupferberg Holocaust Center maintains an extensive outreach program that brings speakers, films and panels to local schools, religious institutions, civic and professional organizations.

### **CUNY CENTER FOR HIGHER EDUCATION**

The CUNY Center for Higher Education is a collaborative project of Queensborough Community College, the CUNY School of Law and CUNY's Office of Admissions Services, and is located at 39-07 Prince Street in Flushing, Queens.

A mainstay of the CUNY Center is the availability of English language instruction. The Port-of-Entry program offers an intensive 180-hour per semester program for international students and immigrants planning to move on to future academic

or professional pursuits. The Queens Civics Collaboration of CUNY, funded by the State of New York, Department of Education, provides English language courses with an emphasis on the history, government and culture of the United States.

The Queensborough Community College division of Pre-College, Continuing Education, and Workforce Development also offers a wide variety of day and evening classes for job preparation.

### **IMMIGRATION SERVICES**

The mission of the Center for International Affairs, Immigration and Study Abroad is to serve all immigrant students enrolled in the College, their families and members of the Queens community regardless of their immigration status. The Center will inform these individuals about United States immigration laws and their rights as immigrants, and refer them to the appropriate resources. For more information please call 718-631-6611.

### **QCC LITERACY PROGRAM**

#### ***Kitty Bateman, Director***

The QCC Literacy program offers free English language instruction to adult immigrants. Students register in person and attend at least six hours of instruction each week. Generally, a course runs for 150 instructional hours throughout the course of a year. Classes are organized by level: advanced beginners, intermediate-level students and advanced students. In addition to learning reading, writing, speaking and listening, students work in the department's computer lab where they have access to word processing and the internet. All courses focus on a theme which is chosen by the students and their respective teachers. Classes also participate in trips to the library, museums and other venues of public interest. The program is funded by a grant from The City of New York and The New York State Department of Education. Classes are offered at the College and at the CUNY Center for Higher Education, 39-07 Prince St., Flushing. For more information visit the website at [www.qcc.cuny.edu/freeESL](http://www.qcc.cuny.edu/freeESL)

## **Enrollment Options**

### **eLearning (ONLINE) COURSES AT QUEENSBOROUGH**

The College offers online courses, which use the Internet for lectures, assignments, labs and tests. There are two forms of online courses: Fully online (asynchronous), in which the majority of the course is taught online; and partly online (blended or hybrid), which involves both online and traditional classroom education. Some fully online courses require on-campus orientation and/or completion of the Student eLearning Readiness Program ([http://www.qcc.cuny.edu/qccOnline/eLearningInstitute/eLearning\\_Readiness/](http://www.qcc.cuny.edu/qccOnline/eLearningInstitute/eLearning_Readiness/)).

To participate effectively, students must have experience browsing the Web, storing and retrieving computer files, using email, and sending and receiving attachments via email. They

must be disciplined, self-directed, and prepared to spend a significant amount of time for each online course.

Different online courses are offered each semester; check the Queensborough Web site ([www.qcc.cuny.edu/QCCOnline/classes.html](http://www.qcc.cuny.edu/QCCOnline/classes.html)) or the CUNYfirst semester schedule of classes to see current course offerings.

**All eLearning courses, whether partly online (PNET) or fully online (FNET), require that students have regular access to a computer with an Internet connection.**

## EVENING AND WEEKEND STUDY

In addition to pursuing classes during the daytime hours, students may choose the opportunity to attend part-time or full-time evening and/or on weekends. Students may take courses as matriculated or nondegree students. Requirements for Associate degree and certificate programs are outlined on the programs of study pages. Nondegree students who wish to pursue a degree or certificate may change their status at any time by following the procedures outlined in the Admissions section.

The College strives to provide a range of support services for evening and weekend students, including advisement, career counseling, and a variety of cultural and social activities.

## WEEKEND PROGRAM IN LIBERAL ARTS & SCIENCES

Students also have the option of attending part-time in the “weekend-only” Associate degree program in the Liberal Arts and Sciences. Students pursuing this degree program may complete all requirements in the weekend-only format, which includes Friday evening classes and Saturday and Sunday classes. Requirements for completing this Associate degree are the same as they are for the day or evening session.

## SUMMER/WINTER SESSION

The Summer/Winter Sessions offer students the opportunity to accelerate their studies or to make up deficiencies. Classes are held in the day and evening and are open to both degree (matriculated) and nondegree (nonmatriculated) students. Many courses are offered on an intensive schedule to accommodate those who wish to complete their studies in a minimal period of time.

**Students enrolled in another college (visiting students) who wish to attend a summer or winter session at Queensborough** are advised to obtain permits from their colleges in advance of registration to ensure that the course credits they take will be recognized by their home institutions. They should file for admission to the Summer or Winter Session as early as possible, and they should bring proof of their MMR immunization to admissions. Check QCC Web site for latest information and online application.

The listing the courses offered, fees, and registration information is available online using the CUNYfirst schedule of classes.

## UNIVERSITY SKILLS IMMERSION PROGRAM

The University Skills Immersion Program (USIP) at Queensborough Community College, a six-week, tuition-free program during July and August, enables incoming students who have been accepted into a degree program to satisfy remedial needs prior to the beginning of classes in the fall semester. Supplemented by an array of tutoring services, this program offers a full complement of remedial courses and workshops in reading and writing (including ESL), and college algebra. Although the summer program is free, students are responsible for any expenses related to travel and textbooks. All remedial classes meet four days a week Monday to Thursday. No classes are held on Fridays. Some evening classes are available. Selection of specific sections of summer offerings will be made on the basis of availability and enrollment.

## Graduation Information

As of June 2014, 60,833 students have graduated from Queensborough Community College since 1962. Of the full-time freshmen who entered in 2010, 26.2% graduated within four years. Currently, the three programs that grant the most degrees are Liberal Arts and Sciences (A.A.), Business Administration (A.S.), and Criminal Justice (A.S.)

Additional information is available at the Office of Institutional Research and Assessment Web site ([www.qcc.cuny.edu/OIRA/](http://www.qcc.cuny.edu/OIRA/)).

## Alumni Association

The Queensborough Community College Alumni Association (QCCAA) is a nonprofit 501(c)(3) organization that was formed by Queensborough alumni with the College to support and promote the interests and welfare of Queensborough Community College of The City University of New York, its students and the community.

- New graduates are given a one-year complimentary membership in the QCCAA. The membership year goes from July 1 to June 30 of each year. With a donation of \$25 or more to the QCC Fund, Inc. / Alumni Association, you become a member of the Alumni Association for one year.
- An application for membership in the QCCAA can be made online at [www.qcc.cuny.edu/alumni-friends](http://www.qcc.cuny.edu/alumni-friends), by mail or in person at the Alumni Relations Office.
- The full membership of the Alumni Association elects its governing body, the Alumni Cabinet, on a bi-annual basis each June. Any current member can be nominated for the Cabinet. Cabinet members subsequently elect the officers. Cabinet members and officers serve two 2-year terms.

The QCCAA invites all alumni to join them to coordinate events and reunions and to support the College’s goals for scholarships and programs for Queensborough students. For further information, go to the website: [www.qcc.cuny.edu/alumni-friends](http://www.qcc.cuny.edu/alumni-friends). Also join us on Facebook at Queensborough Community College.

## Department of Public Safety

*Library Building, 3rd Floor, (718) 631-6320, 6384*

### OVERVIEW

The Department of Public Safety is committed to providing a safe and secure environment for students, faculty, staff and visitors to Queensborough Community College, CUNY. The Department maintains and promotes respect for the individual rights and dignity of all persons and continually attempts to instill public confidence by maintaining a high degree of professionalism, dedication and expertise in the delivery of the service it provides.

The Public Safety Department is located on the 3rd floor of the Library Building and is responsible for all campus security and public safety concerns. Campus Peace Officers are sworn law enforcement officers with arrest powers, receiving their authority from Section 2.10, sub.79 of the Criminal Procedure Law (CPL) of the State of New York. The department also employs several Campus Security Assistants (CSA's), as well as contract guards who assist the department in its functions. These non-sworn officers are registered and trained in accordance with the provisions of the New York State Security Guard Act.

### HOW TO REPORT A CRIME OR OTHER EMERGENCY

Red security telephones have been installed in corridors throughout the campus. The phone will automatically dial the Public Safety Department when the handset is picked up. These phones should only be used in emergencies. The Department can also be reached from campus phones by dialing ext. 6320 or 6384 or from an outside phone at (718) 631- 6320/ 6384. **The department also urges all members to program their cell phones with the Public Safety number, 1-718-631-6320, to facilitate contact during emergencies.**

Incidents can also be reported by responding directly to the Public Safety Office located on the 3rd floor of the Library Building.

When reporting a crime or incident please provide as much information as possible to include:

- Details of what happened
- Specific location
- Identity and/or description of person(s) involved
- Date and time of incident
- Be as *specific* as possible when giving any information to the Department of Public Safety (i.e. description of person (s), vehicles (s), locations, directions of travel, etc.)

The Public Safety Department should be notified immediately of any threat to the safety and security of any member of the College community. Such reports may include criminal matters, medical emergencies, disturbances, fires, and damage to personal or college property, equipment or buildings.

An immediate investigation will be conducted into the details of such reports. Written reports are kept on file in the Public Safety Office and copies are distributed to the appropriate Campus departments. If deemed appropriate, the Department will also notify the New York City Police Department for its appropriate action and/or response. The Department of Public Safety maintains a close professional relationship with the members of the NYPD's 111th Precinct regarding matters of mutual concern effecting members of the campus community both on and off campus.

### DEPARTMENT OF PUBLIC SAFETY SERVICES

The Public Safety Department serves the College 24 hours a day, 7 days a week, year round. Uniformed officers patrol the campus by vehicle, on bicycle and by foot to handle emergencies, address safety and security concerns and perform enforcement duties.

Constant radio communication is maintained with all Public Safety units on campus so that on-site assistance can be summoned immediately and, if deemed necessary, off-site emergency assistance can be requested.

The department can also assist members of the college community in many non-emergency situations to include building and room openings, direction assistance, vehicle problems, referral information, etc.

If security concerns exist, the department will also, upon request, provide an **Escort Service** to members when traveling from one campus location to another.

In order to promote a safe and secure environment, department members on patrol, conduct a continuous inspection of campus facilities and grounds, reporting to the appropriate campus department(s) light outages and other areas in need of maintenance or repair.

The Annual Security Report and Annual Crime Statistics are available by accessing the Department of Public Safety's website at <http://www.qcc.cuny.edu/publicsafety> or the Department of Education's website at <http://www.ope.ed.gov/security/search.asp>. Copies are also available upon request in hard-copy format by responding to or contacting the:

**Office of Public Safety**  
**Queensborough Community College**  
**222-05 56th Avenue**  
**Bayside, New York 11364**

### CUNY ALERT

Students, faculty and staff are encouraged to join CUNY Alert to receive text, voice or email notifications of campus emergencies or weather-related closings. Sign-up is a simple process at [www.cuny.edu/alert](http://www.cuny.edu/alert).

# PRE-COLLEGE, CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT

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**Library Building, Room 118P • Telephone: 718-631-6343 • Fax: 718-281-5538**

The office of Pre-College, Continuing Education and Workforce Development offers both fee for service programming for adults and children as well as some grant and contract programs. Approximately 200 courses are offered during the school year and during the summer that focus on Professional and Workforce Development, Preparatory and Remedial Skills, Kids and Teens Enrichment and test prep programming, and Adult Personal Enrichment courses. Quite notable are the array of occupational certifications in the healthcare arena such as EMT, IV, Phlebotomy and EKG Technicians, Patient Care and Hemodialysis Technicians, Medical Assistants, Certified Nursing Assistants, and Home Health Aides. In addition, we offer programs in Accounting, Bookkeeping, Tax Prep administration, Computers, Real Estate, Personal Trainer and several others.

Grant and contract provided programs for occupational Training include:

- The NYC Small Business Services agency has contracted with our office to provide occupational training for adults to become certified Medical Assistants and Home Health Aides.
- The Martin Van Buren High School has subcontracted with us to provide healthcare, business technology and engineering college and non-credit programming.

Our immigrant population is served through ESL and language arts programming to improve their oral and written communication skills. We also serve over 300 children year round in our Chinese Academy through Mandarin and Pynchon language classes including Chinese cultural programs.

Other young people are served through the Kids and Teens College with enrichment, service learning and internship programming in the sciences and arts. Included in our roster of off-campus offerings is the After School Academy, in Douglaston, Queens which provides K-5th grade students with enrichment programming from 3 to 6 pm daily.

Adult enrichment programs include courses such as Books and Brunch, History Seminar Series, Computer for all levels including Web Development and Graphic Design, Dance classes, Art, and Mind and Body classes, such As Reiki, Yoga and Meditation, and Tai Chi, Zumba, and Swimming, as well as Motorcycle and Defensive driving programs. We also offer adults the new High School Equivalency (HSE) Preparatory program (formerly GED).

The Career Direct program provides students from select Career Degree and Certificate Programs with in-depth career advisement and access to enhanced employment resources. Our dedicated team of career specialists provides customized assistance in preparing, guiding, and supporting each student served with internship/volunteer and employment opportunities.

Additionally, there are over 500 vocational and enrichment programs offered online. Workforce vouchers are accepted, and there are scholarship opportunities to lessen the financial burden. Courses are offered on campus, online, at the CUNY Center for Higher Education in Flushing, and remotely in theatres, museums and galleries in NYC.

## PROGRAMS FOR VETERANS

The office has also received approval by the Veterans Administration for 16 occupational programs to assist our Veterans reenter the workforce.

## Pre-College Study

### CUNY START

***Y-2 Building, Room 12, 718-281-5368***

CUNY Start is a full-time, low-cost intensive program which provides academic instruction in reading/writing, math, and “college success.” The program enrolls prospective CUNY students who have been accepted to college because they have a high school or GED diploma, but are not ready for college-level work based on their scores on the CUNY Assessment Tests.

Students attend classes 25 hours a week, pay only \$75.00 for the semester, and have the opportunity to retake the CUNY Assessment Tests twice in the same semester, all of which minimizes students’ time in remedial classes and saves financial aid dollars for credit courses.

In addition, in the fall of 2015 a part-time Mathematics course will be offered. Students attend classes 12 hours a week.

### CUNY START COURSE DESCRIPTIONS

**College Math** Building on high school and GED-level math skills, Pre-College Math focuses on more complex topics in algebra. Topics include functions in new settings and the manipulation of expressions. Understanding is maximized through in-depth study of core math concepts in an interactive, supportive learning environment.

**Academic Reading/Writing** Through an interdisciplinary curriculum, students build key reading and writing skills and broaden their general background knowledge. Skill development includes argumentative and analytic writing, and college-level reading and study skills.

**College Success Advisement** All students in CUNY Start participate in a weekly workshop to explore their academic identity and learn about college structures and campus resources. College advisement helps students align their career goals with educational requirements and prepares them for academic achievement and graduation.

Students may only attend one semester of CUNY Start. Past students have shown significant skill gains when they re-test; many have bypassed required remedial coursework entirely.

## CUNY LANGUAGE IMMERSION PROGRAM (CLIP)

***Y-2 Building, Room 2, 718-281-5460***

CLIP is a full-time, low-cost English-as-a-second-language program (25 hours a week) for students who are at a low proficiency level in English based on their CUNY freshman placement test scores in reading and writing. These are students whose scores are too low for regular placement into Academic Literacy courses or whose listening and speaking skills are not proficient enough to allow them to take college courses successfully. The purpose for attending CLIP, therefore, is to bring their language proficiency up to the level of Academic Literacy students, thereby preparing them for entry into college. There are morning, afternoon and evening sessions.

English is taught through a sustained content-based approach. In other words, each teacher chooses a theme (for example, The Game of Survival: Knowledge vs. Experience) based on a college subject, such as history or literature, and develops a curriculum for teaching English through an exploration of that academic theme. In this way, students not only get an intensive exposure to academic English but also develop their critical thinking skills, which are very much needed for successful college study. In addition students are given college knowledge: study skills, time management skills, test-taking strategies and computer skills. Lastly, they are given an orientation to the Queensborough campus.

The following categories of students are eligible to attend CLIP:

- Entering freshmen who have been accepted by any branch of CUNY.
- Freshmen who have not completed more than one or two semesters at any CUNY college and who have failed the same ESL course one or more times.
- Students who have been academically dismissed from a senior college in CUNY due to failing the same ESL course twice.

Students may remain in the program for a maximum of one year or three cycles.

## COLLEGE NOW

***W Building, Room 118, 718-631-6605***

College Now is an educational program that offers high school students college preparatory and college-level courses. High school students will be identified and recommended by their College Now high school liaison, teachers, and/or other personnel. Based on their Regents grades and SAT scores students will be informed of their eligibility for various College Now courses. Beginning in the freshman year in high school and throughout the senior year, students will participate in foundation courses (non-credit skills courses) or college-level courses given at their high schools, or, in some cases, on the college campus. These courses are offered tuition free to the students and are held before or after the regular school day, and on Saturdays. Students who are initially required to take college foundation courses will have the opportunity to progress to credit-bearing classes. Students taking College Now courses may receive ID cards and use the facilities of QCC. All classes taken through the College Now program will be documented on an official transcript on file at Queensborough Community College and in the Central Office of The City University of New York. (See "College Now Courses" in the Academic Departments & Course Descriptions section for more course information)

## COLLEGE FOCUS

***W Building, Room 118, 718-631-6605***

College Focus helps high school seniors avoid remedial coursework at QCC and serves those that have not achieved the required Regents scores for college-level courses. Through College Focus, seniors can become exempt from remediation and qualify to enroll in core college credit courses. Students enroll in either an ELA or a Math course that Builds their academic skills and prepares them to pass The CUNY Assessment Tests in Reading, Writing and Math. Students who pass the Assessment Tests qualify to take a college credit course upon entry.

## CONNECT2COLLEGE

***Library Building, Room 118P, 718-631-6343***

Connect2College (C2C), formerly Career Clusters, will provide opportunities for junior and senior high school students to earn college credits and credits toward high school graduation. Unlike the former Career Clusters, all disciplines are offered from STEM to Humanities and the Liberal Arts. Students are also introduced to the college campus through college tours and on-site events. C2C will be administered via the Office of Pre-College, Continuing Education & Workforce Development.

## AFTER SCHOOL ACADEMY

***Library Building, Room 118P, 718-631-6343***

The After School Academy (ASA) is an offsite after-school program for Pre-K to fifth grade students. ASA students participate in robust academic enrichment that seamlessly integrates academic programs within an innovative framework of STEAM and the Common Core Standards. The students have the opportunity to complete their homework, and have a snack in a safe, fun environment. Small class sizes provide personalized attention in which students can flourish. The ASA has partnerships with Queensborough's Academic Service Learning which affords the ASA students amazing opportunities to learn yoga, physics, health, music, and nutrition from our Queensborough students.

## AT HOME IN COLLEGE

***W Building, Room 118, 718-631-6605***

At Home in College is a college transition program, funded by the Robin Hood Foundation, that works with high school seniors from over 60 NYC schools. The immediate goal of the program is to increase the college enrollment and retention rates of these students and ultimately their college graduation rates. The program offers students transition math and English courses intended to prepare students for the CUNY Assessment Tests and success in college credit courses; fee waivers for the CUNY application; college access activities; a Bridge to College summer program and advisement and other assistance during the first year of college.

## PORT OF ENTRY LANGUAGE DEVELOPMENT PROGRAM

***Science Building, Room 108, 718-281-5410  
Fax 718-281-5069***

The Port of Entry Program was established in 1980 as an intensive development program to provide international students and new immigrants with the language skills, knowledge and experience necessary to succeed in higher education and professional careers in the United States. Students actively participate in the mastering of language skills and are taught by experienced faculty specializing in teaching English as a Second Language and using modern techniques and the latest materials.

The Port of Entry Program is offered three times each year – in the fall, spring and summer. Classes are held on campus in Bayside and at the Flushing site, 39-07 Prince Street, Second Floor, Flushing, NY 11354. In addition to the regular day program, a non-intensive and flexible-hour program is offered to suit the needs of those who have limited time to study English because of work or family. Both programs are fee-based.

The intensive program consists of:

- a total of 198 hours a semester (4.5 hours a day, 18 hours a week for 11 weeks)
- day classes, Monday to Thursday, morning or afternoon session
- different levels of instruction, including intensive TOEFL tutorial and pre-college preparation.
- intensive practice in writing, reading, speaking and listening skills
- 1-20 forms issued to qualified overseas students to apply for student visa to study abroad
- college admission, immigration counseling and cultural activities
- a "TOEFL" waiver for admission to Queensborough Community College for these students who successfully complete and pass the TOEFL class
- scholarship for TOEFL student

The non-intensive program consists of:

- a total of 44 hours a semester (4 hours a week for 11 weeks)
- evening and weekend classes
- classes at the Flushing site only – convenient to public transit
- elective courses focused on fluent speaking and better grammar/writing skills
- instruction for those who want to improve their overall language skills and get better jobs

## **BUSINESS TECHNOLOGY EARLY COLLEGE HIGH SCHOOL (BTECH)**

*Library Building, Room 118P, 718-281-5643,*

BTECH is a new 9-14 school that opened in September 2014. Queensborough Community College has partnered with the NYC Department of Education and the multinational software corporation, SAP, to form this six year program. The curriculum focuses on business technology and, within the six years, students will earn their high school diploma and an A.A.S. degree in either Computer Information Systems or Internet Technology. Students will also participate in internships and be mentored by SAP employees. The school is located in Queens Village, NY.

## **21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER (21<sup>ST</sup> CCLC)**

*Medical Arts Building, Room MC 34, 718-281-5574*

The 21st CCLC is a New York State Education Department funded three year grant which serves both high school and middle school students in Queens. Currently serving Martin Van Buren High School, Humanities and the Arts High School, IS 226, and IS 192, students are offered a combination of college courses, enrichment and college readiness programs three semesters a year; after school development courses at the middle schools; and Saturday participation in the Liberty Partnerships/Project PRIZE programs. The objective of the program is to advance students' academic standings through college and enrichment offerings while improving their behavioral performance and college readiness skills

## **LIBERTY PARTNERSHIPS/PROJECT PRIZE**

*Medical Arts Building, Room MC 34, 718-281-5331*

The Liberty Partnerships Program, Project PRIZE, administered by the New York State Education Department, links the College with middle and high schools in the Queens community. It identifies students at risk of dropping out of school and, through various support services, increases their motivation to graduate, pursue post-secondary education and/or meaningful employment. Project PRIZE offers an Afterschool, Summer and Saturday component. The Saturday and Summer components are held at the College. Services provided include academic workshops such as math, literacy, science, test preparation, and tutoring in all subjects. Students receive college and career preparation, mentoring services, individual and family counseling and can also attend enrichment workshops such as chess, graphic design, and drama.

### CUNY 2020

Queensborough Community College is one of eight lead CUNY colleges to be awarded grant funds to serve the college and the community by connecting academic excellence with entrepreneurship and local economic development in the fields of healthcare and advanced manufacturing.

The first of the two grant initiatives to be led by Queensborough is The Center for Allied Healthcare Education and Workforce Development, which was awarded \$10 million dollars to establish a healthcare clinic and training center in Northern Queens in partnership with Urban Health Plan, Inc., a federally qualified community health center. The 19,000 square-foot facility will provide training programs and clinical rotations for nursing students as well as continuing education students who are preparing for careers such as Phlebotomists and Medical Assistants, one of the fastest growing allied healthcare professions in New York City. The training center will also provide classes in health information technology, a component of healthcare administration absolutely essential to the future of healthcare management. The partnership will expand access to healthcare related educational opportunities through Queensborough's articulation and dual/joint programs with York College, the School of Professional Studies and Queens College.

Urban Health Plan will provide quality primary and specialty care health services for this underserved community in an affordable, comprehensive and high quality manner through performance advancements of innovative best practices. In addition, the CUNY School of Law will provide free legal services and online healthcare educational opportunities to the community. And lastly, the award will allow Queensborough to upgrade the biotechnology laboratory on campus with state of the art equipment to serve our degree students. These students will also participate in research projects at the Urban Health Plan site. The initiative expects to add over 700 jobs over three years, with 600 of these job positions filled by graduates entering the workforce in professions related to allied healthcare education, a focus of the Regional Economic Development Council. Denise Ward, Vice President, Pre-College, Continuing Education and Workforce Development is the Project Investigator and Director.

Additionally, Queensborough was awarded a \$1.5 million dollar grant to plan and implement an Advanced Manufacturing for Economic Development initiative. This project will create an Advanced Manufacturing Center focused on 3-D printing, to be renovated and equipped within 6 months with 3-D printing equipment. The center will provide workshops and courses to industry, college and high school faculty, and students. Students will gain the skills to design and produce sophisticated components through collaboration with the Queens College Computer Science Department and local high schools, which will create new courses for students to learn sophisticated program and parts processes.

3-D technology enables manufacturers to produce parts locally that are currently developed overseas. As a result, there will be an increased demand for skilled professionals in this emerging technology. Manufacturers will have a steady need of workers for the newly created positions. Stu Asser, Chairperson of the Engineering Technology Department, is the Project Investigator of this award.

# SPECIAL LEARNING OPPORTUNITIES

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## Support and Enrichment Programs

*The services described below have been designed to give students additional academic support and tutoring. Students must apply and be accepted into the ASAP Program.*

### ACCELERATED STUDY IN ASSOCIATE PROGRAMS (ASAP)

***“W” Building, Rooms 110 & 113, 718-631-6680, [www.qcc.cuny.edu/ASAP](http://www.qcc.cuny.edu/ASAP)***

The Accelerated Study in Associate Programs (ASAP) is a successful, exciting program sponsored by The City University of New York that enables eligible students to earn an Associate degree within two to three years. ASAP students experience the benefits of a small college within the nation’s largest urban university system.

In order to be eligible, a student must meet the following criteria at the time of application:

- Be fully skills proficient or have no more than two developmental needs as specified on web site
- Be a New York City resident or be eligible for in-state tuition (as per the CUNY tuition and fees manual)
- Be an entering college freshman or a continuing or transfer student who has earned 15 or fewer college credits prior to the semester of ASAP enrollment
- Have a minimum 2.0 GPA for continuing & transfer students
- Complete the Free Application for Federal Student Aid at [www.fafsa.gov](http://www.fafsa.gov) and the New York State Tuition Assistance Program application at [www.hesc.ny.gov](http://www.hesc.ny.gov) (undocumented students may enroll but pay full tuition)
- Enroll full-time in any curriculum other than Nursing or Childhood Education

The program begins with the ASAP Summer Institute, designed to prepare students for academic success. Each semester an ASAP student must register for at least 12 credits (or equated credits) of coursework and participate in supportive weekly programs to help reach academic and career goals. Students attend some designated classes with a small, connected group of students who share similar interests and drive, taught by faculty who are committed to helping students achieve their full potential. They are registered in convenient, condensed schedules.

Some of the many benefits of the ASAP program include:

- Free monthly MetroCards during the academic year
- A yearly textbook stipend
- Possible free summer or winter classes

- Specialized tutoring, intensive academic advisement and support, career counseling and job placement
- Special registration options that help you get the you need that also fit your schedule
- Special ASAP enrichment activities scheduled throughout the year
- For those students who qualify for and receive financial aid, the ASAP program pays for any tuition and fees not covered by financial aid. For those that do not qualify for aid, they are responsible for all tuition and fees, and receive all other ASAP benefits and supports.

It is the hope of the College and the ASAP staff that by combining academic, social, and financial support, the ASAP program will continue to be a national model for higher education.

### STUDENT LEARNING CENTER

***Library Building, First Floor, Room L-125 - 718-631-6660 [www.qcc.cuny.edu/slc](http://www.qcc.cuny.edu/slc)***

The Student Learning Center is an academic support services facility. It resides at the hub of the campus, the first floor of the Library, adjacent to the Campus Writing Center, College Discovery and the Academic Computing Center. The Center provides students with tutorial assistance in the following disciplines: Arts & Humanities (Art History, Foreign Languages, Music, Speech), Business, Education, Health Sciences, History, Massage Therapy, Nursing, Sciences (Astronomy, Biology, Chemistry, Geology, Physics), Criminal Justice and Social Sciences. With its friendly staff of highly trained tutors, mentors, and other instructional support personnel, the Student Learning Center offers one-on-one and small-group workshops to assist students with their course work.

Student Learning Center tutors and support personnel receive a minimum of 10 hours of in-service training each semester in techniques including facilitating learning style strategies, metacognitive skills, study skills, group dynamics, and the use of educational technology as both a teaching and learning tool. Academic/faculty coordinators also work closely with tutors to ensure that tutors demonstrate strong content-based skills throughout their sessions with students. The facilitators act as liaisons with the respective academic departments and provide support to enhance student learning support needs.

## SPECIAL LEARNING OPPORTUNITIES

With their high degree of professionalism and competence, Student Learning Center support staff enables the students they work with to become more independent, self-regulated learners. Services offered by the Student Learning Center include:

- One-on-one and small-group tutoring assistance for courses in the disciplines below:

Arts and Humanities	Courses in Art History (ARTH), Foreign Languages (LA, LC, LF, LG, LH, LI, LS), Music (MU, MP), and Speech (SP)
Social Sciences, Education, and History	Courses in Criminal Justice (CRIM), Social Sciences (SOCY), Education (EDUC), and History (HI)
Biology, Health Sciences and Nursing	Courses in Biology (BI), Chemistry (CH), Geology (GE), Health Sciences (HE), Massage Therapy (HA), and Nursing (NU)

- Help with problem-solving techniques and note taking strategies for specific disciplines
- Foreign language cultural enrichment sessions
- Workshops to foster academic and personal development including English communication
- Use of the Student Learning Center computer laboratory
- Training in the utilization of technology for academic research
- Learning tools including textbooks, biology models and computers
- Review sessions
- Provision of facilities for special events/lectures hosted by departments/academies

Instructors may refer students to the Student Learning Center or students may stop by the Center on their own. Tutoring sessions are available both by appointment and on a walk-in basis. The Center is open Monday through Saturday, including four evenings a week. Call for specific information.

### THE CAMPUS WRITING CENTER (CWC)

**Library Building, Rm. L-118, 718-631-6663**

**[www.qcc.cuny.edu/write](http://www.qcc.cuny.edu/write)**

The Campus Writing Center, located on the first floor of the Library Building, serves as a college resource providing QCC students with one-to-one, small group, and e-tutoring assistance in all English and writing-related coursework, special preparatory workshops for the CAT-W (exit from remediation in writing) exam, EN-101 early intervention skills workshops and help with all writing-intensive (WI) assignments across the curriculum.

The Writing Center's friendly staff of highly trained tutors and workshop facilitators all receive a minimum of eight hours of in-service training each semester in such techniques as facilitating learning styles strategies, critical thinking skills, study skills, group dynamics, composition theory, and the use

of educational technology as both a teaching and learning tool. They work throughout the semester to create individualized learning plans for each of their students based on students' learning strengths and preferences. The high degree of professionalism between tutors and facilitators fosters an atmosphere in which students can become more independent, self-regulated learners.

Services offered by the Writing Center include:

- One-to-one and small-group tutoring for students in credit-bearing English, writing, and writing-related courses and assignments
- Support for students enrolled in WI sections of courses
- Help with organizing and completing papers, reports and journals for all classes across the curriculum
- CAT-W Writing Exam workshops
- EN-101 Early Intervention Skills workshops
- ATB (Ability-To-Benefit) Writing Exam workshops
- 24-hour online writing assistance and "e-tutoring" with iPASS
- Writing Center "Grammar Clinic" sessions to address students' sentence-level grammatical questions and issues
- Tutoring with laptops in the Writing Center's wireless environment
- Access to a library of textbooks and self-instruction material

Students can be referred to the Writing Center by their instructors, or they can make appointments on their own. Students register for tutoring online at [www.qcc.cuny.edu/write](http://www.qcc.cuny.edu/write). The Writing Center is open Monday through Saturday, including four evenings a week. Call for specific times.

### THE COLLEGE DISCOVERY PROGRAM

**Library Building, Room 440, 718-631-6210**

College Discovery is an educational opportunity program which provides academic, personal, career and financial supportive services to students who qualify. Specific services include academic advisement; tutoring; personal, career and transfer counseling; financial assistance; and student development workshops.

Admission to College Discovery may be requested by responding to questions on The City University of New York's Freshman application. To qualify, applicants must have their high school diploma or equivalent (GED), be residents of New York City, and demonstrate economic need. Those who are provisionally accepted to the program must provide requested documentation to the Financial Services Office to verify their economic eligibility.

Students will be required to attend the Summer Immersion Program in the summer prior to their fall admission if they do not satisfy the University's criteria in reading, writing, and mathematics.

Students who do not need the Summer Immersion Program must take our CD-100 (College Discovery Seminar) course in the summer prior to their fall admission. All students must also complete the ST-100 (Introduction to College Life) course in the fall.

College Discovery students who graduate from the college are eligible to transfer to SEEK programs at The City University of New York's senior colleges. They can also qualify for similar programs at other colleges within New York State.

### **ACADEMIC COMPUTING CENTER (ACC)**

***Library Building, First Floor, Room 117, 718-631-6624***

The Academic Computing Center provides support for a wide array of instructional technologies including a student computer lab, instructional computers, podiums, and tablets; student, faculty and staff workshops; online courseware hosting of videos and academic Websites; and technical consulting for Queensborough's academic community.

The Center's facilities consist of a large student computer lab (Windows and Mac OS), two multimedia classrooms, and a recording studio. In the computer lab, students will find faculty requested application programs that support their course-work. The multimedia classrooms support college workshops and provide venues for teachers to introduce their classes to various educational technologies, including Blackboard and Blackboard Collaborate, and ePortfolios. The ACC staff provides many services including help with audio and video recording, ePortfolio creation, faculty development workshops, individualized assistance for students and faculty, and consulting for all academic technology related purchases.

The ACC installs, maintains and oversees the operation of over 100 fixed and mobile instructional presentation podiums throughout the campus. These podiums provide a computer, VCR/DVD player, projector, speakers, and a touch control system.

At the forefront of the ACC's responsibilities is online Learning Management System (LMS) support for faculty and students using Blackboard, and ePortfolio support using Digication. Online materials are available 24x7 for many courses utilizing Web-enhanced, Partly Online, and Fully Online modalities. Students needing assistance with Blackboard should contact HelpDesk@qcc.cuny.edu, faculty members needing assistance with Blackboard should contact BBSupport@qcc.cuny.edu. Those needing assistance with ePortfolios should contact epSupport@qcc.cuny.edu.

### **COLLEGIATE SCIENCE AND TECHNOLOGY ENTRY PROGRAM (CSTEP)**

***Library Building, Room 440, 718-631-6036  
www.qcc.cuny.edu/cstep***

The Collegiate Science and Technology Entry Program (CSTEP) is a New York State grant funded initiative designed to foster academic excellence for under-represented or economically disadvantaged full-time college students majoring in the STEM fields (Science Technology Engineering Math) or licensed professions (i.e. allied health, social work, etc.) CSTEP offers many services which allow students to achieve their academic and professional goals.

#### **PURPOSE**

The purpose of the CSTEP Program is to increase the number of historically underrepresented and economically disadvantaged undergraduate students who complete pre-professional or professional education programs of study that lead to professional licensure and careers in STEM (Science, Technology, Engineering and Mathematics) or health-related fields. Individuals historically underrepresented in the STEM fields or health-related and licensed professions are Black or African-American, Hispanic/Latino, American Indian or Alaskan Native students who demonstrate interest in, and potential for, a CSTEP-targeted profession.

CSTEP promotes student involvement through various year round activities including:

- Tutoring
- Internship opportunities
- Research opportunities
- Community Service activities on and off-campus
- Faculty and peer mentoring
- Weekly workshop on various topics

These activities help students achieve their full academic and social potential.

#### **BENEFITS OFFERED BY CSTEP INCLUDE:**

- Enhanced academic tracking and career mentoring to assure students success and enable them to make a smooth transition into upper four year colleges and professional programs.
- Academic workshops designed to enhance their studying and networking skills
- Field trips to other colleges and conferences
- Tutoring
- Transfer and career orientations
- Assistance with résumé writing
- Textbooks for their courses (first come, first serve basis)
- Metrocards (earned privilege)
- Laptop loans
- Biology models
- Scientific calculators (first come, first serve basis)

- Lab coats
- Flash drives

### ELIGIBILITY

Students interested in participating in the CSTEP program must meet the following eligibility criteria:

- Enrolled full-time every semester (15 credits or more)
- Be in good academic standing in an approved STEM; licensed profession or health-related undergraduate program of study.
- Be a New York State resident (Student is considered a New York State resident if he or she resides in New York State and has lived in New York State for the last two terms of high school prior to graduation; Or resided in New York State for at least 12 months immediately preceding the first term for which the applicant is seeking acceptance into two CSTEP and has established permanent residence in New York State.)
- Be part of a minority group historically under-represented in STEM (Black or African-American, Hispanic/Latino, American Indian or Alaska Native) and demonstrate interest in, and potential for, a CSTEP-targeted profession.
- Maintain a GPA of 3.0 or above

**NOTE: Students enrolled in the State-funded opportunity programs (HEOP, EOP, SEEK, or College Discovery) are eligible to participate in CSTEP; However, no more than 20 percent of all CSTEP participants can be simultaneously enrolled in an opportunity program.**

### SERVICES FOR STUDENTS WITH DISABILITIES

**Science Building, Room 132, SSD Lab Library L 115, 718-631-6257**

Queensborough Community College takes great pride in the success of all of its students and is committed to providing opportunity and access to individuals with disabilities in all programs offered by the college. The philosophy and mission of Services for Students with Disabilities (SSD) is “to facilitate the academic success of students with disabilities through the provision of appropriate educational supports and settings while nurturing personal development.”

This commitment is consistent with the guidelines in the provision of “reasonable accommodation” set forth by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, including changes made by the ADA Amendments Act of 2008 (P.L. 110-325), which became effective on January 1, 2009.

Students are required to register with SSD before accommodations requests will be considered.

**ADDITIONAL ACADEMIC AND TUTORING SUPPORT IS OFFERED BY SEVERAL ACADEMIC DEPARTMENTS. REFER TO DEPARTMENTAL SECTIONS FOR MORE INFORMATION**

## Academic Achievement and Learning Modalities

### THE HONORS PROGRAM

**Administration Building, Room 503, 718-631-6344**

The Honors Program at Queensborough Community College is an academic program that provides an enriched classroom and an overall intellectual experience to students who have demonstrated high academic achievement. Through various activities Honors scholars have the opportunity to expand their knowledge in areas of particular interest, to distinguish themselves among their peers and to make acknowledged contributions to the intellectual and cultural life of Queensborough Community College. Such activities include enrollment in specialized Honors sections, uniquely established independent studies and research experiences under a professor’s mentorship. Through this program Honors students develop the strong academic and leadership qualities and skills that carry them through to advanced degrees and challenging careers. Honors students have the opportunity to present their work at the annual QCC Honors Conference, and a number of Honors students have also presented their work at professional conferences in their academic discipline. Honors students at Queensborough have found their work enhances their applications for transfer to baccalaureate programs and for competitive scholarships.

Students who are interested in joining the Honors Program or taking Honors classes must meet the following criteria:

- Students may take Honors courses or request an Honors Contract if they have completed a minimum of 9 college credits with a minimum GPA of 3.40.
- Students who wish to take Honors classes but whose GPA is below 3.40 may do so with a recommendation from an individual faculty member or a department chair, as long as they have demonstrated a significant strength in the discipline for which honors enrollment is requested
- Incoming students with a strong high school background may take an Honors class, with special permission from a faculty member, department chair or the director of the Honors Program. Incoming students should present their credentials to the director of the Honors Program.

Honors contract students must take a special Honors Library Literacy workshop. All completed Honors courses are designated as such on the college transcript. To graduate with an Honors certificate a student must have completed a minimum of 12 credits of Honors classes and earned a minimum overall GPA of 3.40. Honors certificate graduates are recognized at the annual commencement ceremony.

### HIGH IMPACT LEARNING EXPERIENCES

Students have the opportunity to participate in a variety of High Impact Learning Experiences, offered in courses across the College. These learning experiences help students fulfill their General Education Objectives and have been shown to enhance student learning outcomes. The High Impact Learning Experiences include Undergraduate Research, Global and Diversity Learning, Writing Intensive classes, Academic Service-Learning, Learning Communities, Collaborative Assignments and Projects, and Common Intellectual Experiences.

**Undergraduate Research** Students learn about different aspects of the research process in a discipline while carrying out actual research as part of a regular course, research course, or internship. Participating Queensborough students have won many awards, published in journals, and presented at national conferences as a result of their undergraduate research experiences.

**Global and Diversity Learning (GDL)** Students learn about global issues and multiple perspectives of viewing the world. The program includes Intercultural Learning, Global Citizenship, Human Rights, and Sustainable Development.

**Writing-Intensive Courses (WI)** Courses are designed to improve students' writing ability through all academic disciplines. Students are taught to produce and revise their writing through the guidance of their professor with additional support available from the Campus Writing Center. Two writing-intensive courses are required to graduate.

**Academic Service-Learning** Students apply classroom knowledge and skills to assist communities. Through reflection, students enrich their learning, become civically engaged, and strengthen communities.

**Learning Communities** A single cohort of students enrolls in two courses in different disciplines that are linked by a theme. This structure assists students in seeing connections between disciplines and enhances student engagement.

**Collaborative Assignments and Projects** Students Working in Interdisciplinary Groups (CAP-SWIG) promotes integrative, collaborative learning across participating classes. Students from courses in different disciplines use technology (usually a wiki) to collaborate and exchange ideas asynchronously, while learning to recognize and apply different disciplinary lenses in their thinking. SWIG assignments move the classes from a teacher-centered to a student-centered space where peers are the audience for learning and dialogue.

**Common Intellectual Experience** The annual campus-wide common intellectual experience is called the Common Read. This program promotes integrative learning across the curriculum through voluntary participation of faculty. The 2015-2016 Common Read text is *Picking Cotton: Our Memoir of Injustice and Redemption* by Jennifer Thompson-Cannino and Ronald Cotton with Erin Torneo.

### INTERNSHIPS

**Library Building, Room 429 and 430, 718-631-6297**

The Office of Career Services at Queensborough Community College encourages students to engage in professional work experiences that complement their curricula. Internship opportunities are available in all major fields of study, including accounting, business, social work, technology, public service and health care. Students have the opportunity to meet with an Internship Coordinator to discuss internships and to receive advisement related to career development. Also available is FOCUS 2, a comprehensive internet program that helps users with career planning.

Students are able to earn credit while participating in an internship by contacting the Cooperative Education Coordinator in the appropriate academic department. All credit-bearing internships must be discussed with and approved by the Coordinator the semester prior to enrollment.

Internships are offered during the fall, spring and summer semesters and may be part-time or full-time, for credit or not for credit. The majority of internships are unpaid but stipends may be offered to compensate for some expenses. One-to-one conferences are available by appointment, to make an appointment, stop by the Office of Career Services or call 718-631-6297.

#### ROGOWSKY INTERNSHIP PROGRAM

Queensborough Community College offers its students an opportunity to participate in CUNY's Edward T. Rogowsky Internship Program in Government and Public Affairs. Students will have an opportunity to volunteer with a city, state, or federal elected official for college credit and gain experience working with their CUNY peers. The program is open to all interested students. For further information, call 718-281-5031 or visit the QCC Web site at [www.qcc.cuny.edu](http://www.qcc.cuny.edu).

#### URBAN STUDIES INTERNSHIP

Students in the Urban Studies Internship Program work at community agencies in such areas as cultural affairs, mental health, environment, recreation, urban government, and educational institutions, depending upon the interest of the student and the availability of positions. These internships are designed to offer the student part-time, on-the-job professional training. Student interns earn three to six college credits per semester for participation. For information call 718-631-6015 or 718-631-6251.

### COOPERATIVE EDUCATION

Cooperative education bridges the gap between the classroom and the world of work by integrating classroom study with related field experience. Students learn about their chosen field of study, gain career experience, and may earn a portion of their college expenses in jobs related to career and personal goals. Queensborough is committed to cooperative education as a means of strengthening the educational program, keeping the curriculum current, identifying new program areas, and increasing community support and involvement.

Courses in cooperative education are currently offered in these areas: Art and Design; Biological Sciences & Geology; Business (Accounting, Computer Information Systems, Management, Office Administration and Technology, and the Certificate Program Computer Information Systems); Chemistry; Engineering Technology; Health Science professions (Environmental Health, Pre-Occupational Therapy, Pre-Physical Therapy, Medical Office Assistant); Journalism; Mathematics and Computer Science; Mathematics teaching; Music Production; Speech and Media Communications; and Urban Studies.

Prior to registering for a cooperative education course, students must first complete an application obtained from the faculty coordinator in the students' field of study.

### INDEPENDENT STUDY

Students at Queensborough Community College may, with the permission of the appropriate department chairperson, take courses offered as independent study. Under this arrangement, attendance in regularly scheduled classes is not required, but the student must complete all course requirements.

### STUDY ABROAD PROGRAM

***Center for International Affairs Immigration and Study Abroad  
Library Building, Room 431, 718-631-6611***

Study abroad programs offer students the opportunity for personal growth and global understanding. Students gain insights into other cultures, develop new perspectives, and learn to reflect on their own culture. Working with universities worldwide, CUNY provides high quality, integrated winter and summer opportunities for Queensborough students. Of special note is the Salzburg Global Seminar, a free one-week study program focusing on international issues in Salzburg, Austria during the Spring Recess. Students who wish to take Study Abroad courses offered by CUNY or apply for the Salzburg Global Seminar should come to the Center of International Affairs, Immigration and Study Abroad in the Library Building, Room 431 for further information.

### CUNY BACCALAUREATE FOR UNIQUE AND INTERDISCIPLINARY STUDIES

***Office of Academic Affairs, Administration Building,  
Room 503, 718-631-6344***

The CUNY Baccalaureate for Unique and Interdisciplinary Studies permits mature and highly motivated students with a clear idea of their education and career objectives to design their own academic programs. It promotes sound educational innovation by allowing the participants, under the guidance of a faculty committee, to pursue a variety of educational experiences. Students are invited to study at the various branches of The City University and encouraged to pursue independent study under the direction of individual members of the faculty. Students may also earn a maximum of 30 credits for nonclassroom work experiences directly related to their programs of study.

All matriculated students in good standing at The City University of New York who have completed at least 15 credits with a 2.50 grade-point average at a senior or community college are eligible to apply for admission. Admission is based on academic background, ability to work in an unstructured situation, the academic validity of the proposed program of study, and faculty recommendations. Approval by the central office of the CUNY Baccalaureate Program is required before admission is granted.

Students who successfully complete the program are awarded the Bachelor of Arts or Bachelor of Science degree by The City University of New York. These degrees are accredited by the Board of Regents of the State of New York. More information is available online at <http://web.gc.cuny.edu/cunyba/>.

# ADMISSIONS

**Admissions Office: Administration Building, Room 210 • Telephone: 718-281-5000 • Fax: 718-281-5189**

Queensborough Community College offers residents of New York City and New York State an opportunity for an educational experience of high quality. As a part of The City University of New York, the College admits students in accordance with the open admissions policy established by the University's Board of Trustees. Under this policy, any applicant who holds a high school diploma, or the equivalent, is eligible for admission to an undergraduate degree or certificate program in the University.

Students may enroll at the College as **Degree** or **Nondegree** students.

A **Degree Student** is defined as one who (a) holds a high school diploma<sup>1</sup> or a recognized equivalent (GED/TASC/Hi SET), and (b) is officially enrolled in a specific curriculum leading to a degree or certificate. Degree students must meet the academic standing requirements of the College and The City University of New York in order to maintain their degree status. Degree students pay lower rates of tuition and, depending on family income, may be eligible for financial aid.

**IMPORTANT: Acceptance as a degree student is conditional until the student submits an official high school transcript to the Admissions Office. The transcript must reflect the date of high school graduation. For GED/TASC/Hi SET recipients, a high school equivalency diploma (GED/TASC/Hi SET) with the score sheet attached is also acceptable.**

A **Nondegree Student** is defined as one who has registered for individual courses but has not yet enrolled in a specific curriculum. Nondegree students must also meet the same academic standing requirements, including placement test requirements, as degree students at Queensborough Community College

#### **PLEASE NOTE:**

- A high school certificate is not acceptable as a substitute for a regular or local diploma.
- An IEP Diploma (Individualized Education Program) is not acceptable as a substitute for a regular or local diploma.
- Students who hold the General Education Development diploma (GED), the Testing Assessing Secondary Completion diploma (TASC) or the High School Equivalency Test diploma (Hi SET) must provide official documentation of their scores with the application. (New York State GED recipients may contact the NYS Department of Education at 518-474-3852 to obtain an official copy of their diploma and transcript of scores.)
- A United States Armed Forces Institute (USAFI) Diploma must be converted to a New York State Equivalency Diploma (GED/TASC/Hi SET).
- Students may pursue a New York State high school equivalency diploma as a nondegree student. See Nondegree Admissions Section.

**Matriculation – A degree student is officially enrolled in a specific program of study, or curriculum, (i.e., working toward a certificate or an Associate degree).**

**Nondegree status – A nondegree student is not enrolled in a specific degree or certificate program. Nondegree students are not eligible for financial aid and pay a higher rate of tuition. They receive a transcript but not an Academic Advisement Summary Form. Such students may apply for degree status. Once a student status is changed officially, courses taken while in nondegree status can be applied to curricular requirements.**

## Types of Applications

Those students who seek to enroll at Queensborough as degree students must file either the Freshman or Transfer application for admission. Students may also apply for **Nondegree Status**, a **Second Degree**, **Change of Status**, or **Readmission** (see the following sections).

### FRESHMEN

Candidates for admission who hold high school diplomas from accredited institutions, including a New York State Equivalency Diploma (GED), the Testing Assessing Secondary Completion diploma (TASC) or the High School Equivalency Test diploma (Hi SET), and who have not yet attended college or any post-secondary institution are expected to file the Freshman application for admission.

New York State residents who are home-schooled must submit a transcript outlining all completed coursework with grades earned, if applicable. In addition, students must submit a letter from the superintendent of their school district confirming that all high school graduation requirements of the district have been met through home-schooling. If the student cannot obtain the letter from the high school district, he/she must take the General Equivalency Diploma (GED), and send a copy of the score report and diploma.

Out-of-state residents must submit a state-issued diploma. If the student has not obtained a state-issued diploma, he/she must take the GED/TASC/Hi SET.

<sup>1</sup> The College reserves the right to deny admission to any student if in its judgment, the presence of that student on campus poses an undue risk to the safety or security of the college or the college community. That judgment will be based on an individualized determination taking into account any information the college has about a student's criminal record and the particular circumstances of the college, including the presence of a child care center, a public school or public school students on the campus.

## TRANSFER STUDENTS

Transfer students are those who have completed course work, or who are currently enrolled, at an undergraduate college or other post-secondary institution. These students must file the Transfer application for admission and may receive advanced standing for completed coursework.

Students now attending another unit of The City University of New York must begin the application process at [www.qcc.cuny.edu/admissions](http://www.qcc.cuny.edu/admissions). There is no filing fee for current CUNY students. All other transfer students pay a \$70 fee at the time of application.

**Please refer to the section, Academic Requirements, for Transfer Students for additional information.**

### PROHIBITION ON SUBMISSION OF FRAUDULENT ADMISSION DOCUMENTS:

*The submission of documents in support of applications for admission (transcripts, diplomas, test scores, references, or the applications themselves) that are forged, fraudulent, altered from the original, obtained under false pretenses, or otherwise deceptive is prohibited and punishable by a five-year bar on applying for admission or five-year suspension from CUNY. A second violation is punishable by a lifetime ban on applying for admission or expulsion from CUNY.*

## APPLICANTS WITH FOREIGN CREDENTIALS AND INTERNATIONAL STUDENTS

Applicants who have been educated outside the United States, including permanent residents, refugees, and students on temporary visas (i.e., F1 student visas), will file the appropriate application (Freshman or Transfer).

To be considered for admission, international students are expected to meet these general requirements:

1. Submit proof of graduation from an accredited secondary school or a foreign equivalent.
2. Present a complete and accurate chronological outline of their previous education and authorized school and/or university transcripts together with a certified English translation.

3. Establish proficiency in English if from a non-English speaking country by submitting the scores of the Test of English as a Foreign Language (TOEFL<sup>1</sup>). Currently, Queensborough requires a minimum of 475 on the written TOEFL exam, 153 on the computer-based exam, 53 on the Internet-based exam, or 5.5 on the International English Language Testing System (IELTS).
4. Review and follow procedures for VISA regulations.

## VISA REGULATIONS

The I-20, which is the Certificate of Eligibility for F1 Nonimmigrant Student Status can be issued for Degree, Certificate and Port of Entry language students. Degree and Certificate students must be registered for 12 or more credits for fall and spring semesters. This may include noncredit remedial courses if required by placement test results. See section on Testing. Port of Entry language students must be registered for 18 hours a week for 11 week sessions.

The Director of the Center for International Affairs, Immigration and Study Abroad will issue an I-20 form after the student has been accepted in a curriculum at the College and the submitted proof of financial support has been approved. International F1 students must attend the College on a full-time basis only. Students residing in the United States under the F-1 immigration status are subject to tuition and fees according to the schedules for Out-of-State students.

**Resident Noncitizens (Permanent Residents)** generally follow the same rules and regulations as U.S. citizens, and are not required to follow the special procedures outlined above.

**Students seeking further information** should contact the Director of the Center for International Affairs, Immigration and Study Abroad at 718-631-6611.

## When to Apply

**Students who want to be assured that their applications will receive first priority** are strongly advised to meet the recommended deadline dates below. Although applications are processed beyond these dates, there is no guarantee of space in many programs. The College will begin to notify students of their admission status for the FALL semester in January, and for the SPRING semester in October.

**Change of Plans?** Students who cannot register for the upcoming semester may file a **Reactivation Form** for the next semester. This form is to be returned to the Queensborough Community College Admissions Office. Students who file for Reactivation early gain an advance start for advisement and registration for the following semester.

<sup>1</sup> TOEFL is given by the Educational Testing Service, Princeton, N.J., at various testing centers here and abroad. Students who may have already taken the SAT (Scholastic Aptitude Test) when they apply to Queensborough or who come from an English-speaking country may submit the SAT scores instead. Students may visit [www.cuny.edu](http://www.cuny.edu) for information concerning the TOEFL examinations.

## FOR EARLY ADMISSION Recommended Admissions Deadlines

Applicant Type	Fall	Spring
Freshman	February 1	September 15
Transfer (Advanced Standing)	February 1	September 15
Nondegree	June 1	December 10
Readmission (Students In Good Standing)	June 1	December 18

**The College may conduct a DIRECT ADMISSION process prior to the start of each semester. Visit [www.qcc.cuny.edu/admissions](http://www.qcc.cuny.edu/admissions) for information and instructions.**

### COMMITMENT DEPOSIT

The Board of Trustees of the City University of New York (CUNY) approved a resolution in June 2010 authorizing colleges in CUNY to require a non-refundable commitment deposit of \$100 of all new undergraduates. The deposit must be paid by May 1 for the Fall semester and December 15 for the Spring semester.

Submitting the deposit before the stated deadline date will give students an early advisement and registration appointment date so they can arrange a schedule of classes best suited to them.

This non-refundable deposit will be credited towards the student's tuition if they enroll at Queensborough. For more information about the commitment deposit, visit [qcc.cuny.edu/FutureStudents](http://qcc.cuny.edu/FutureStudents).

### DEFERRING ADMISSION

After admission, students may defer admission for up to one year for any of the following reasons:

- work
- travel
- military service
- religious study
- to pursue a special opportunity

Applicants may **NOT** defer admission to complete post-secondary education at another college or university within or outside the United States. To defer admission and reserve a spot for the following year, an applicant must pay the \$100 Commitment Tuition to the college. Applicants will not need to re-apply or pay an additional application-processing fee.

### HOW TO APPLY AS A DEGREE STUDENT

Candidates for admission as Freshman or Transfer are urged to begin the admissions process online at [qcc.cuny.edu](http://qcc.cuny.edu). Applicants who do not have access to a computer may use the computers in Admissions:

Office of Admissions  
Administration Building, Room 210  
TEL: 718-281-5000

The appropriate filing fee must accompany the application for admission. The fee can be paid with a credit card, money order or check.

#### FRESHMEN

The application fee for freshmen is \$65.00.

Official transcripts should be sent to:

University Application Processing Center (UAPC)  
P.O. Box 350136  
Brooklyn, NY 11235-0001

#### TRANSFER STUDENTS

The application fee is \$70

Official transcript(s) should be sent to:

University Application Processing Center (UAPC)  
P.O. Box 359023  
Brooklyn NY 11235-9023

**PLEASE NOTE: Failure to file the appropriate application may affect a student's admission status. File ONE application only.**

## Academic Requirements for Transfer Students

1. Successful Transfer applicants will be in good academic standing at their current or former institution and will have achieved a minimum cumulative GPA of 2.0 or better on a 4.0 scale.
2. Transfer students who have earned less than a 2.0 GPA may be considered for admission on an individual basis. Please contact the Office of Admissions for information on submitting an admission's appeal.
3. Students interested in pursuing Nursing at Queensborough Community College must first be admitted to the College and must complete the Pre-Clinical sequence with a minimum GPA of 3.0. For additional requirements please see "Nursing" under *Programs of Study in Health Related Sciences* in this Catalog or [www.qcc.cuny.edu/nursing](http://www.qcc.cuny.edu/nursing).
4. Students taking courses at other institutions who have not yet earned college credit will be admitted on the same basis as beginning freshmen. Transcripts will be reviewed when final grades are received, and a determination on the admissions status will then be made.
5. Students attending nondegree-granting institutions (such as schools of nursing, business institutes, etc.) will be considered for admission if they hold a high school, GED, TASC or HI SET diploma.
6. College credit for courses taken elsewhere will be granted **ONLY** for courses that are:
  - a. applicable toward the student's chosen curriculum at Queensborough, and
  - b. completed at the undergraduate<sup>1</sup> level at an accredited degree-granting institution with a minimum grade of C. (D grades are accepted from other CUNY colleges.)
7. **Transfer of International Credits:** Upon acceptance for admission, students seeking transfer credit for courses completed at a college or university outside of the United States must contact the academic chairperson of each department at Queensborough for a decision on the award of college credit. An English translation of the official transcript(s) for college-level work taken abroad must be submitted along with any supporting information, such as official course descriptions or syllabi. Only grades of 'C' or better (or their equivalent) are accepted. For more information, go to [www.qcc.cuny.edu/futurestudents/transfers](http://www.qcc.cuny.edu/futurestudents/transfers)
8. Credit for courses accepted for transfer may be found on a student's CUNYfirst account.
9. Transfer students pursuing an Associate degree may NOT receive more than a total of 30 transfer credits from institutions previously attended; no more than 15 credits are accepted toward a certificate program at Queensborough.
10. Transfer students must also meet requirements for the CUNY Assessment Tests. (Refer to the Testing section.)
11. All degree transfer students admitted as of fall 2005 will be required to successfully complete two (2) credit-bearing Writing Intensive (WI) courses in order to receive the Associate degree.<sup>2</sup>

### TRANSFER CREDIT FOR US MILITARY VETERANS

As of January 2010, Queensborough Community College will grant transfer credit to US military veterans as follows: Upon submission of appropriate documentation, veterans will be waived from health and physical education degree requirements and will be granted one transfer credit as PE-540 (Introduction to Physical Fitness). Veterans may receive up to 30 transfer credits based on evaluation of their military transcripts and/or official DSST examination scores. All transfer credit for military service will be based on specific equivalencies, as determined by each academic department chair (or designee), between courses offered at the College and documented experiences on ACE transcripts or from DSST examination scores.

**NOTE:** Based on enrollment, the Administration reserves the right to modify its Admission Requirements without prior notice to applicants.

<sup>1</sup> Students seeking to transfer credits for advanced level courses should consult Department chairpersons.

<sup>2</sup> Transfer students who receive transfer credit for courses that are WI at Queensborough may apply for waivers to the WID WAC Committee.

**Curriculum** – *A student's major field or program of study at Queensborough. To earn an Associate degree or a certificate, students must satisfy College requirements and all requirements for the particular curriculum in which they are enrolled. (The plural of curriculum is curricula.)*

## PROGRAM CODES FOR ADMISSION

Freshmen, and transfer students with foreign credentials and International Student applicants are asked to indicate on their applications the program they wish to enroll in at Queensborough Community College. Each program is identified by a code number assigned by the University Application Processing Center (UAPC). The code numbers for Queensborough's programs are noted below.

## TRANSFER CURRICULA

The following curricula are designed for students who plan to continue their studies at a four-year college or professional school. These curricula are equivalent to the first two years of study at a senior college.

### DUAL/JOINT DEGREE PROGRAMS

	QCC Program Abbreviation	UAPC Codes	
		Day	Evening
<b>Dual/Joint A.S./B.S. Accounting for Forensic Accounting<sup>1</sup></b> .....	AF	0902	3902
<b>Dual/Joint A.S./B.S. Biotechnology<sup>2</sup></b> .....	BY	0979	3979
<b>Dual/Joint A.S./B.S. Pharmaceutical Sciences<sup>2</sup></b> .....	CHY	0916	----
<b>Dual/Joint A.A./B.A. Liberal Arts and Sciences in Childhood Education (Grades 1-6)<sup>3</sup></b>	LE	0911	3911
<b>Dual/Joint A.S./B.A. Criminal Justice<sup>1</sup></b> .....	CJ	0980	3980
<b>Dual/Joint A.A.S./B.S. Nursing<sup>4</sup></b> ..	NS	0947	3947
<b>Dual/Joint A.S./B.S. Science for Forensics<sup>1</sup></b> .....	SF	0990	3990
<b>ASSOCIATE IN ARTS (A.A.)</b>			
<b>Liberal Arts and Sciences</b> .....	LA	0937	3937
<b>Weekend Program Liberal Arts and Sciences</b> .....	WE	6937	6937

<sup>1</sup> A.S. Degree Component of the QCC/John Jay College Dual/Joint Degree Program.

<sup>2</sup> A.S. Degree Component of the QCC/York College Dual/Joint Degree Program.

<sup>3</sup> A.A. Degree Component of the Queensborough Community College/Queens College Dual/Joint Degree Program.

<sup>4</sup> A.A.S. Degree Component of the Queensborough Community College/Hunter-Bellevue School of Nursing, York College and School of Professional Studies Dual/Joint Degree Programs.

### ASSOCIATE IN SCIENCE (A.S.)

<b>Business Administration</b> .....	BT	0908	3908
<b>Digital Art and Design</b> .....	DA	0917	3917
<b>Engineering Science</b> .....	PE	0924	3924
<b>Health Sciences</b> .....	HS	0991	3991
<b>Environmental Health Science<sup>6</sup></b> ..	EH	0953	3953
<b>Gallery and Museum Studies</b> .....	AM	0963	3963
<b>Liberal Arts and Sciences (Mathematics and Science)</b> .....	LS	0939	3939
<b>Visual and Performing Arts (Concentrations: Art, Art History, Dance, Music, Theatre Arts)<sup>6</sup></b> .....	FA	0951	3951

## CAREER CURRICULA

These curricula combine preparation for a career with a firm grounding in general education. Graduates are prepared to enter jobs in business, health sciences, industry, or government immediately after graduation. Although career curricula are not primarily designed to prepare students for transfer to senior institutions, many graduates do continue their studies and earn their baccalaureate.

### ASSOCIATE IN APPLIED SCIENCE (A.A.S.)

	QCC Program Abbreviation	UAPC Codes	
		Day	Evening
<b>Accounting</b> .....	BA	0902	3902
<b>Computer Engineering Technology</b>	CT	0996	3996
<b>Computer Information Systems</b> ...	DP	0920	3920
<b>Computerized Architectural and Industrial Design</b> .....	DD	0919	3919
<b>Electronic Engineering Technology</b>	ET	0923	3923
<b>Management</b> .....	BM	0973	3973
<b>Mechanical Engineering Technology</b>	MT	0942	3942
<b>Massage Therapy</b> .....	TM	0982	3982
<b>Medical Office Assistant</b> .....	MA	0943	3943
<b>Music Production</b> .....	MP	0952	3952
<b>Internet and Information Technology<sup>6</sup></b> .....	EM	0927	3927
<b>Nursing (pre-Clinical)</b> .....	NP	0947	3947
<b>Office Administration and Technology</b>	BS	0936	3936
<b>Telecommunications Technology</b> .	TC	0981	3981
<b>Telecommunications Technology: Verizon (Verizon employees only)<sup>5</sup></b>	TX	0981	3981

<sup>5</sup> No longer offered.

<sup>6</sup> Pending NYSED approval.

## CERTIFICATE PROGRAMS

The following programs offer students the opportunity to acquire professional skills in a specific field. Students accepted in certificate programs have degree status.

	QCC Program Abbreviation	UAPC Codes	
		Day	Evening
<b>Computer Information Systems (Options: Computer Programming, Microcomputer Applications Software)</b>	BD	0910	3910
<b>Health Care Office Administration: Managing, Coding &amp; Billing.....</b>	BH	0943	3943
<b>Medical Office Assistant.....</b>	MO	0943	3943
<b>New Media Technology.....</b>	EN	0927	3927
<b>Office Administration Assistant (Options: Corporate, Legal, Accounting, Health Care).....</b>	AT	0936	3936

### THE FACULTY COMMITTEE ON ADMISSIONS

The Faculty Committee on Admissions is composed of members of the instructional staff and two non-voting members: the Director of Enrollment Management, Admissions and the Director of Enrollment Management, Financial Services. This Committee:

- a. formulates and recommends to the Academic Senate standards governing admission and readmission for degree (matriculated) and nondegree (nonmatriculated) students;
- b. considers and decides on appeals for matriculation in accordance with Board of Trustees policies.

## Nondegree Students

Students may attend Queensborough Community College as nondegree students. The nondegree status differs from that of a degree student for the following reasons:

- Although students receive college credit for coursework, they are not officially enrolled in a program of study leading to the Associate degree or certificate.
- Nondegree students pay a slightly higher rate of tuition and are not eligible for financial aid.

These students may file an application online at [QCC.cuny.edu](http://QCC.cuny.edu), and are encouraged to apply as early as possible. There is a \$65 filing fee, which is added to the student's bill at the time of registration.

Please note that certain courses require satisfactory completion of the CUNY Assessment tests in reading, writing, and mathematics before registration will be permitted. Non-degree students must satisfy all course prerequisites.

Often nondegree students are those who are interested in taking one or more courses without committing to a degree. Two categories of students must register as nondegree students:

1. sabbatical teachers
2. students pursuing a New York State Equivalency diploma in the college's 24-credit program

## SABBATICAL TEACHERS

Each semester, the College enrolls teachers on study sabbatical into a variety of courses, ranging from *Computers in Society, Astronomy and Space Physics, Historical Geology to Immigration and Ethnic Groups in American History*.

***Sabbatical teachers apply as nondegree students and are invited to participate in early registration by mail. It is recommended that prospective students speak with a representative of the Department of Education regarding the guidelines for a study sabbatical prior to their registration at Queensborough.***

Contact the Admissions Office at 718-281-5000 for more information.

## STUDY FOR AN EQUIVALENCY DIPLOMA

Prospective students who do not hold a high school diploma or the equivalent may qualify for the New York State Equivalency Diploma by enrolling in Queensborough as a **Nondegree Student** and following the steps outlined below:

1. Take the **CUNY Act Assessment Tests** in reading, writing, and mathematics and successfully complete all remedial courses where required
2. Complete a prescribed credit distribution (see table below) in order to earn the New York State high school equivalency diploma. A total of 24 credits are required, as follows:
  - Six credits in English language arts including writing, speaking and reading (literature)
  - Three credits in mathematics
  - Three credits in natural science
  - Three credits in social science
  - Three credits in humanities
  - Six credits in career and technical education and/or foreign languages.
3. To change status to a degree student, students must complete the "Change of Status" form, available in the Admissions Office, and submit the official New York State Equivalency Diploma to the Admissions Office.
4. In order for credits to be applied to an approved degree or certificate program, students must attain a cumulative grade-point average (GPA) of at least 2.0 (or C).

Forms for certification of the 24 college credits needed for the equivalency diploma are available in the Admissions Office (Administration Building, Room 210).

## DISTRIBUTION REQUIREMENTS

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• <b>Career/Technical/<br/>Foreign Languages<br/>6 credits</b></li> <li><i>Career/Technical</i><br/>Nutrition<br/>Home Economics<br/>Family and Consumer<br/>Studies<br/>Studio Art<br/>Theatre Design<br/>Computer Technology<br/>Computer Science<br/>Introduction to<br/>Physical<br/>Education (lecture<br/>only)<br/>Health Education<br/>First Aid/CPR</li> <li>or</li> <li><i>Foreign<br/>Language</i><br/>Includes Sign<br/>Language</li> </ul> | <ul style="list-style-type: none"> <li>• <b>English<br/>Language Arts<br/>6 credits</b></li> <li>English<br/>Composition<br/>English Literature<br/>Speech<br/>Creative Writing</li> <li>• <b>Humanities<br/>3 credits</b></li> <li>Literature<br/>Foreign Languages<br/>Art History/Art<br/>Appreciation<br/>Music/Music<br/>Appreciation<br/>Theatre<br/>Philosophy<br/>Religion</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Mathematics<br/>3 credits</b></li> <li>Math<br/>Calculus<br/>Statistics<br/>Business Math<br/>Technical Math</li> <li>• <b>Natural Science<br/>3 credits</b></li> <li>Biology<br/>Chemistry<br/>Physics<br/>Earth Science<br/>Geology<br/>Botany<br/>Zoology</li> <li>• <b>Social Science<br/>3 credits</b></li> <li>History<br/>Sociology<br/>Psychology<br/>Economics<br/>Political Science<br/>Labor Sciences</li> </ul> |
|--|---|---|

## CHANGE OF STATUS FOR NONDEGREE STUDENTS

Nondegree students may apply for degree status in an A.A., A.S. or A.A.S. or certificate program by filing a change of status application, available from the College's Admissions Office. To be considered for matriculation, nondegree students need to:

- Complete at least 6 credits at QCC
- Achieve a minimum GPA of 2.0 (C)
- Submit official copies of all previous high school and college transcripts to the Admissions Office for evaluation.

### PLEASE NOTE:

- a. ***For Fall change of status, only records and grades on file by June 1 are considered for evaluation. Summer session grades at Queensborough are not considered.***
- b. ***For Spring change of status, only records and grades on file by January 10 are considered. Winter session grades are not considered***

Transfer credits for work completed at other institutions will be granted to non-degree students filing for a change of status only after a review of official transcripts, and only for those courses completed with a grade of C or better from another college (or a grade of D or better from another CUNY college). Refer to the section on Transfer Admissions for related information.

**IMPORTANT: Students who apply for a change of status after the recommended deadline date stated for the Fall or Spring semester may not receive a transfer credit evaluation before registration for that semester.**

## CANDIDATES FOR A SECOND DEGREE

Students who have received an Associate degree from Queensborough Community College may apply for a second degree from the College. Second degree applicants must file a transfer application. Some applicants may be required to pay the \$70 application fee.

Students who have obtained an Associate or baccalaureate degree from an accredited college since leaving Queensborough must submit official transcripts of all college study to the Admissions Office. Transcripts will be reviewed for transfer credit consideration, and such credit will be determined according to the guidelines outlined in the Transfer Students section. Students for a second degree are required to complete a minimum of 30 credits toward the Associate degree at Queensborough. Contact the Admissions Office for applications and additional information.

***See requirements for a Second Degree or Certificate.***

## READMISSION TO QUEENSBOROUGH

Students in good academic standing, whether in degree or nondegree status, and having no prior financial balance who have not attended the College for one or more semesters must file Request for Readmission, available online at [www.qcc.cuny.edu/admissions](http://www.qcc.cuny.edu/admissions) or at the College's Admissions Office. The fee for this application is \$20.00.

Students seeking readmission are strongly advised to meet the recommended deadline dates. For more information please visit [www.qcc.cuny.edu/admissions](http://www.qcc.cuny.edu/admissions).

## READMISSION FOLLOWING DISMISSAL

Students who have been academically dismissed from the College, whether in a degree or nondegree status, and who have had a break in attendance and now wish to return to the College must appeal to the Faculty Committee on Admissions by filing the Readmission Application. **For these students, readmission is not automatic.** All requests are reviewed by the Dean of Enrollment Management and/or the Faculty Committee on Admissions. An explanation describing the reasons for the appeal is required on the application. The appeal may include any documentation in support of the appeal, such as (a) transcripts from colleges attended other than Queensborough and (b) letters from a physician in support of any medical reasons for the appeal. Students may also submit other pertinent information important to their appeal.

The Readmission Application may be mailed or brought personally to the Admissions Office (Administration Building, Room 210). Students will be advised in writing by the Faculty Committee on Admissions regarding their appeal for readmission and any specific academic provisions required by the Committee.

## The Next Step to Registration

### TESTING REQUIREMENTS FOR ENTERING STUDENTS

All entering freshmen and non-CUNY transfer students may be exempt from the CUNY Assessment Tests in Reading, Writing and Mathematics based on scores of the SAT or ACT examinations and/or scores of certain New York State Regents examinations, and/or previous college credit. Please refer to the catalog section on **TESTING AND PLACEMENT** for additional information.

### REQUIRED IMMUNIZATIONS

**Before registration** all students must have an immunization record on file with Queensborough's Health Services Office, Room MC-02.

New York State Public Health Law 2165 requires students, born on or after January 1, 1957, attending colleges and universities to demonstrate proof of immunity against measles, mumps, and rubella (MMR).

Complete immunization consists of a) two full sets of MMR vaccines or b) a lab report (titers) indicating immunity.

Students must either a) submit a copy of their immunization record from high school, another college, or their doctor (students must obtain the copies because medical information is not automatically transferred with scholastic records from other schools) and/or b) arrange for free vaccines with the Health Services Office (718-631-6375). Failure to comply with this requirement will result in cancellation of their registration.

Students must also sign a **Meningitis Acknowledgement Form**, which must be on file with the Health Services Office, before they can register. According to Public Health Law 2167, established by the New York State Department of Health, students at all post-secondary colleges and institutions to acknowledge receiving information about meningitis.

## Military and Veterans Services

**Office of Military and Veterans Services (MVS)**  
**Library Building, Room 421, 718-281-5767**

Our goal is to assist Military members, Veterans, and dependents by providing services with the utmost amount of professionalism, integrity, and courtesy. You have sacrificed your time for the betterment and security of our nation, and we are extremely grateful for that. Now let us serve you.

Please visit our website at [www.qcc.cuny.edu/veterans](http://www.qcc.cuny.edu/veterans) for information regarding the application and registration process. If you have any questions or concerns please contact the Office of Military and Veterans Services at [VeteransServices@qcc.cuny.edu](mailto:VeteransServices@qcc.cuny.edu) or 718-281-5767.

### MILITARY, VETERAN, DEPENDENTS APPLICATION AND REGISTRATION

Student-Veterans, military members, and their dependents are eligible for a commitment fee waiver and priority registration, once they have been accepted to Queensborough. Only the military service member can utilize the application fee waiver. Any student claiming military status for any benefit must show proof of service to the Office of Military and Veterans Services, and meet any necessary eligibility requirements.

### VA BENEFITS

Queensborough Community College is an approved institution for veterans, disabled veterans, and children of deceased or disabled veterans.

In order to utilize your education benefits from the Department of Veterans Affairs (VA) students should bring a copy of their discharge papers (VA form DD-214) to the MVS. All students under this category are encouraged to apply for their benefits online at [www.gibill.va.gov](http://www.gibill.va.gov) as soon as possible via the "Application for VA Educational Benefits" (VA form 22-1990). We encourage you to stop by the MVS on campus for assistance with this process. **All NEW VA benefit students are required to meet with a Veterans Advisor before they can be certified at QCC.**

For the most up-to-date information about VA educational benefits please contact the VA at 1-888-GI-BILL-1 or 1-888-442-4551, or visit [www.gibill.va.gov](http://www.gibill.va.gov).

Students must notify the certifying official in the MVS of all changes in their credit load in order to ensure their benefit eligibility. Students may contact the MVS for assistance with issues regarding pending deployments or activations.

**IMPORTANT NOTE: *Grades of WU and WN, may have an impact on some VA benefits programs, students must ensure that they make the appropriate schedule changes to avoid debt issues to the VA and/or QCC.***

*Transfer credit For US Military Veterans see page 30.*

*Refunds for military service see **Tuition and Fees**.*

# TESTING AND PLACEMENT

Testing Office: Temp II Building • 718-631-6358 • Fax: 718-631-6687 • E-mail: [testing@qcc.cuny.edu](mailto:testing@qcc.cuny.edu)

In order to assist students in meeting their academic goals, The City University of New York has instituted various types of tests that are administered at different stages of students' collegiate careers.

## TESTING INCLUDES:

1. ***The CUNY Assessment Tests (CAT) in Reading, Writing and Mathematics for incoming students and non-CUNY transfer students***
2. ***Exit from Remediation testing***

## Placement for New Students

The CUNY Assessment Tests (CAT) are given to incoming freshmen and non-CUNY transfer students to assess their readiness for college-level course work at Queensborough. Testing consists of three sections: Writing, Reading and Mathematics. The results of these tests are used for purposes of placement, and do not affect the student's admissions status.

The CAT consists, of a paper-and-pencil writing test and a reading and mathematics test taken on a computer. A satisfactory score on one or more tests permits students to enroll in credit-bearing courses. The CUNY Assessment Test in Math comprises four sections: numerical skills/pre-algebra, algebra, college algebra and trigonometry. In order to be placed into college-level, credit-bearing math courses at Queensborough, students must achieve certain minimum score on the algebra section of the math test, irrespective of passing scores and certain exemptions. The "advanced math" portion of the math test consists of the college algebra and trigonometry sections. Scores on these sections, in conjunction with scores on the other sections or math exemptions, are used to determine credit-bearing math course placements. Examinees who achieve high scores may be able to skip one or more math courses.

The CUNY Assessment Test in Writing (CATW) is a 90 minute paper-and-pencil exam that requires examinees to write a short essay in response to a prompt. The CUNY Assessment Tests in Reading and Math are computerized examinations taken in the Testing Services Center. These tests are multiple-choice. The Testing Office, located in the Testing Services Center, offers CUNY Student Information Guides for those who wish to learn more about the types of questions encountered in the reading, writing and mathematics tests. These guides contain sample questions that may be used for test preparation.

All assessment tests are to be taken prior to registration for the first semester at Queensborough. Remediation must be successfully completed before students may move into most credit-bearing courses. Therefore, it is essential that remedial or preparatory course work, if it is needed, begin in the student's first semester at Queensborough.

Students receive notification of a test date following their admission to the College, or they may call the Testing Office to arrange for an appointment. The writing test is a one-and-a-half-hour examination and the un-timed computerized reading and math placement tests (together) take approximately two-and-a-half hours to complete. Please note that some students take an hour or less and others take over three hours. Students are encouraged to work at a pace that is comfortable for them. The entire testing process takes an average of four to five hours. Students must submit photo identification in order to be admitted to a testing session.

## EXEMPTIONS TO THE CUNY ASSESSMENT TESTS

Some students, based on previous testing and/or college attendance, may be exempt from one or more of the CUNY Assessment Tests. The scores outlined below are considered as valid indicators of proficiency in reading, writing and mathematics. Two types of exemptions exist for entering freshmen:

### • Satisfactory SAT/ACT scores

A score of 480 or above on the Verbal section of the Scholastic Assessment Test (SAT) or a score of 20 or above on the Verbal section of the ACT exempts students from the CUNY Assessment Test in Reading and Writing.

A score of 500 or above on the Mathematics section of the SAT or 21 or above on the math section of the ACT exempts students from the pre-algebra and algebra sections of the CUNY Assessment Test in Mathematics. Students exempted from these two sections (pre-algebra and algebra) are still required to complete the advanced math (college algebra and trigonometry) sections of the math test.

### • Satisfactory Scores on New York State Regents Examinations

Entering students who have earned a grade of 75 or higher on the English Regents examination do NOT have to take the CAT in Reading and Writing.

Effective for freshman and transfer admission for Fall 2012 and thereafter, applicants may demonstrate proficiency in mathematics by scoring an 80 or higher on the New York State Regents examinations in Integrated Algebra, or Geometry, or Algebra 2 & Trigonometry, and by successfully completing each course in the three-course Regents sequence: Integrated Algebra; Geometry; and Algebra 2 & Trigonometry.

## EXEMPTIONS FOR TRANSFER STUDENTS

There are three ways for non-CUNY transfer students to show competency in reading, writing and mathematics, and be exempted from assessment testing.

### 1. TRANSFER OF COLLEGE CREDIT

Until October 1, 2008, all non-CUNY transfer students who had completed or had in progress 45 or more credits from a non-CUNY, regionally accredited college in the United States (or from a college or university outside of the United States in which the language of instruction is English) were exempted from assessment testing.

As of 10/1/2008, this blanket exemption was discontinued, and a new policy took effect stating that transfer students can satisfy the University's admissions requirements for mathematics by earning a grade of "C" or better in a credit-bearing mathematics course worth three or more credits from an accredited college in the United States. All transfer applicants may meet the University's skill requirements in reading and writing by earning a grade of "C" or better in freshman composition, its equivalent, or a higher-level English course worth three or more credits. Mathematics and English courses must be from accredited institutions for the exemption to be considered. This exemption provision applies both to students seeking to transfer from a CUNY Associate degree program and to students applying from an institution outside of CUNY.

### 2. PRIOR COMPLETION OF A BACHELOR'S DEGREE

Students with a Bachelor's degree from a regionally accredited college in the United States, or from an accredited college or university outside of the country in which instruction is conducted in English, are exempted from assessment testing.

**NOTE: Students with college credit and/or a Bachelor's degree from an accredited institution outside of the United States where the language of instruction is NOT English are required to take all three CUNY Assessment tests prior to academic advisement and registration.**

### 3. SATISFACTORY SCORES ON SAT/ACT/NYS REGENTS EXAMS

Transfer students may show proof of readiness for college-level course work by submitting satisfactory scores, as outlined above.

## TESTING REQUIREMENTS FOR ENTERING CUNY TRANSFER STUDENTS

It is the responsibility of entering CUNY transfer students to ensure that the results of CUNY Assessment Tests taken at the previous CUNY college and/or proof of exemptions are submitted to the Testing Office prior to academic advisement and registration. For additional guidance, contact the Testing Office at 718-631-6358 or e-mail the Office at: Testing@qcc.cuny.edu.

## OTHER PLACEMENT SCREENING FOR ENTERING STUDENTS

### SPEECH PLACEMENT

The Department of Speech Communication and Theatre Arts administers the Speech Placement Test during advisement and registration periods. Students can also arrange for speech testing by contacting the Speech Department at 718-631-6633.

***Students in degree programs must complete any required remedial speech courses before graduation.***

### FOREIGN LANGUAGE PLACEMENT

Students may continue in a foreign language previously studied or start a new language of their choice. All students planning to take foreign language classes need to be placed at their proper level by the Department of Foreign Languages and Literatures. **Only those placements made by the Department of Foreign Languages are considered valid.**

Prior to registering in a foreign language class, students must fill out a language placement questionnaire. After reviewing this questionnaire, a foreign language adviser will determine the class a student must take. Students interested in taking any level of Chinese classes (including the beginning level) must contact the Department of Foreign Languages at 718 631 6259 or mlin@qcc.cuny.edu.

**Note: The Foreign Language questionnaire is available in the Department of Foreign Languages office, H217, or in the Office of Academy Advisement, L434.**

Students who have already taken a foreign language class may register online for the next course in the foreign language sequence. Students with prior studies in foreign languages not taught at Queensborough Community College should contact the chairperson of the Department. For specific instructions about the placement process please contact the Department office in room H217 of the Humanities Building.

**The CUNY reading placement, math placement, reading exit and math exit tests are administered in the Testing Services Center. In this center, testing personnel will assist students in the use of COMPASS, a user-friendly testing program. This program only requires minimal typing of student information (e.g., name, Social Security number) and basic mouse use. During testing hours, students will have unlimited time to take their tests.\***

**\* Note: On some testing dates, students may have test times limited; however, such limits will still provide ample time to complete the examination at a relaxed pace.**

## Remediation

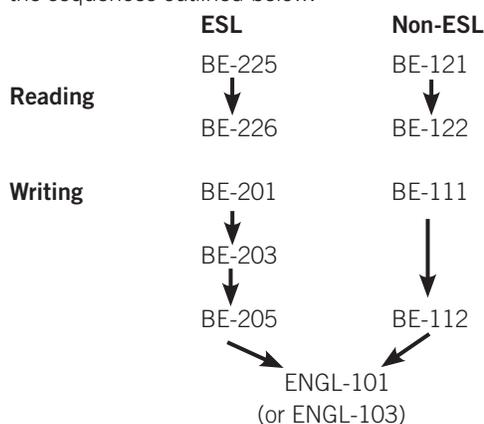
### UNDERSTANDING THE SEQUENCE OF REMEDIAL COURSEWORK

Entering students often need to complete college preparatory courses prior to their entrance into many credit-bearing courses, including such foundation courses as English and Mathematics. Placement into these remedial or developmental courses is based upon student performance on the CUNY Assessment Tests (CAT) in Reading, Writing and Mathematics. These courses have been designed to give students the preparation needed for the successful pursuit of college-level work.

Students whose placement test results indicate that they need remediation should begin to take remedial course work as soon as they enter the college.

### ACADEMIC LITERACY COURSES

The remedial courses offered by the Department of Academic Literacy are intended to develop proficiency in English as a Second Language (ESL), reading, and writing and are taken in the sequences outlined below:



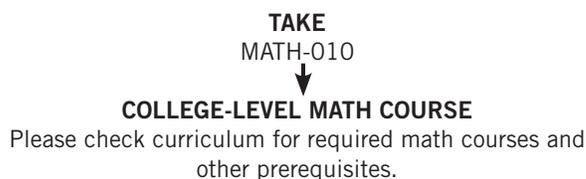
**Please Note:**

- Once a student is placed into remedial courses, the student must complete the sequence. If there are special circumstances, the student may consult with the chair of the Academic Literacy Department.
- Beginning in Fall 2000, students must pass the Exit from Remediation Exams in order to take college-level courses.
- Beginning Spring 2014, if remedial students receive a grade of "R" two times in BE-112, BE-122, BE-205 or BE-226, they cannot enroll in these courses again. Instead they must register for a repeater's workshop.

**The Accelerated Learning Program (ALP)** is offered by the Academic Literacy and English Departments at Queensborough Community College in the fall and spring terms. ALP allows students still in need of passing the CATW/ACT to take ENGL-101, a course that is credit-bearing and that fulfills a general education requirement. ALP classes are a little smaller than other classes, creating a strong class community and allowing students a lot of time to work one-on-one with their instructor. In addition, ALP students have two opportunities during the semester to take the CATW/ACT, in order to ensure that students have a passing grade in ENGL-101 and have passed the CATW/ACT by the end of the semester. In the ALP model at Queensborough, students with only one remedial need in reading or writing can enroll concurrently in an upper level writing (BE-112/205) or an upper level reading (BE-122/226) course and a linked ENGL-101 course. For more information on ALP, please visit our website: [www.qcc.cuny.edu/alp](http://www.qcc.cuny.edu/alp).

### MATHEMATICS COURSES

The remedial courses offered by the Department of Mathematics and Computer Science follow this sequence:



**NOTE:**

- Math-119 meets the Math requirement for the A.A. degree in Liberal Arts and Sciences and the A.S. degree in Visual and Performing Arts.
- It is STRONGLY advised that students planning to transfer to Queens College take MA-119 prior to transferring.
- Students planning to transfer into business programs at Baruch College are strongly advised to complete MA-119 and MA-121 (if required), and MA-440 and MA-441.

In all cases, students are strongly advised to check the course requirements for their specific program of study to ensure that, upon completion of the college-preparatory sequence, they enroll in the appropriate college-level mathematics course. *Please refer to course descriptions for more information.*

## EXIT FROM REMEDIATION

Placement in remedial coursework is intended to build a strong foundation for successful pursuit of a college degree.

In order to ensure that students have attained the required level of proficiency from these classes, CUNY instituted Exit from Remediation testing.

As stated, readiness for college-level work is measured by students' performance on the CUNY Assessment Test in Reading, Writing and Mathematics.

Based on these test scores, students who need preparatory classes are placed in a level of remediation. Specific remedial courses are designed to assist students who speak English as a second language. Other courses address deficiencies in basic writing, reading and mathematics skills.

When students complete the highest level of remedial coursework, they are then scheduled to take the appropriate Exit from Remediation test.

Passing the required exit test ensures placement in credit-bearing courses, including ENGL-101 and ENGL-102, gateway courses to the college degree. This CUNY policy applies to degree and nondegree students.

Students who do not pass the required Exit Test may enroll in test-preparation workshops offered through the Academic Literacy Learning Center and the Campus Writing Center. They may then re-take the required exit test. For additional information, contact the Testing Office at 718-631-6358.

## GRADUATION REQUIREMENTS AND TESTING AT QUEENSBOROUGH COMMUNITY COLLEGE

Students who enrolled prior to the implementation of the CUNY Assessment Tests in Reading and Writing must have either passed or been exempt from the CUNY Writing test (CWAT), and the CUNY Reading Test (CRAT). In order to graduate from Queensborough all other students must prove competency in Reading and Writing through one of the following:

- Taken and passed the CUNY Assessment Tests in Reading and Writing.
- Taken appropriate remediation and passed the appropriate Exit from Remediation test(s).
- Been exempt from taking the CUNY Assessment Tests, e.g. test scores and/or performance on New York State Regents examinations.

Further, those students seeking to transfer to a CUNY senior college must additionally exhibit proficiency in mathematics by either passing the COMPASS Math Assessment test and/or the CUNY Math Assessment Test (CMAT) or showing proof of exemption from this test.

## THE CUNY PROFICIENCY EXAMINATION (CPE)

As of November 22, 2010, the CUNY Proficiency Examination (CPE) was discontinued for all students in the City University of New York.

## ACCOMMODATIONS BASED ON DISABILITIES

For all tests, accommodation requests will be reviewed to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008 (ADAAA). Students must contact the Office of Services for Students with Disabilities in Science Building, Room 132 or 718-631-6257 before accommodations can be granted.

**FOR MORE INFORMATION, VISIT [WWW.CUNY.EDU/TESTING](http://WWW.CUNY.EDU/TESTING)**

## Tutoring for Test Success

Students are advised to participate in workshops and tutorials.

### For more information

contact the

Academic Literacy Learning Center (718-281-5709)

Campus Writing Center (718-631-6663)

and the Math Learning Center (718-281-5364)

# ACADEMIC ADVISEMENT BY ACADEMY & REGISTRATION

## Academy Advisement

**Office of Academy Advisement: Library Building, Room 434**  
**Telephone: 718-631-6329 • Fax: 718-281-5114**

Queensborough Academies offer degree students a cohort experience centered on their fields of study. Through ongoing outreach and coordinated academic and student support services, representing a partnership between Academic Affairs and Student Affairs, the Academies environment nurtures the growth of the individual student, and fosters a commitment to learning, as well as a sense of community. Students will be affiliated with one of five Academies based on their chosen program of study: Business; Health Related Sciences; Liberal Arts (including Education and Criminal Justice); Science Technology Engineering and Mathematics; or Visual and Performing Arts.

### ACADEMY ADVISEMENT CENTERS:

- Business Academy Advisement Center: A-405A
- Health Related Sciences Academy Advisement Center: M-326
- Liberal Arts Academy Advisement Center: L-434
- STEM (Science, Technology, Engineering & Mathematics) Academy Advisement Center: S-124
- VAPA (Visual and Performing Arts) Academy Advisement Center: H-337

The Queensborough Academies experience features: intentional advisement, high impact activities and instructional practices, student support services, and the use of technology tools for enhanced communications, self-service, and interventions for students identified as at risk. Advisement is organized in a caseload model, led by Academy Advisers. Students affiliated with ASAP, College Discovery, International Student Services, Services for Students with Disabilities, CSTEP, and Military & Veterans Services will be served by an adviser in these programs. Faculty Coordinators, affiliated with each Academy will serve as cross-disciplinary liaisons to the academic departments and to the Center for Excellence Teaching and Learning in support of faculty development and academy-based activities.

The purpose of Academy-based Academic Advisement is to assist students in the development of meaningful educational plans that are compatible with their life goals. Academy advisement includes, but is not limited to, the selection of specific courses that best meet students' educational goals, both short and long term, and aid in dealing with such related areas as career goals, motivation, study skills, time-management and advanced study. The ultimate responsibility for making decisions about educational plans and life goals rests with the individual students. The Academy Adviser will assist students to identify and assess alternatives and the consequences of their decisions.

## ONLINE ADVISEMENT

The College online advisement system (DegreeWorks) is available to students, faculty/staff to use during the advisement process. The Queensborough degree audit system allows students to take a proactive approach towards their educational planning. It provides up-to-date information regarding their degree requirements and encourages better planning for course selection. Students can access the degree audit system through the CUNY Portal. For further information, please visit the website of the Registrar, or Academy Advisement.

### ORIENTATION COURSES FOR NEW STUDENTS

The Department of Student Affairs offers orientation courses for incoming students which provide an important introduction to college life. To learn more, see STUDENT AFFAIRS or call the Counseling Center at 718-631-6370.

## Office of the Registrar

**Registrar's Office: Administration Building, Room 104**  
**Telephone: 718-631-6212 • Fax: 718-281-5041**

The Registrar is responsible for maintaining and managing the academic records of all current and former students – from the time of their admission to graduation and thereafter. One of the main functions of The Registrar is to ensure that a student has finished the necessary requirements for completion of their degree or certificate. The Registrar is the certifying officer of the college and is mandated to preserve the college, state and federal regulations governing the college and university.

The Registrar's Office primary functions are:

#### • REGISTRATION; CHANGE OF CLASSES and WITHDRAWALS

The Registrar serves the Queensborough population by assisting students in using the CUNYfirst online student database to register, as well as adding/dropping and withdrawing from classes. This online system, CUNYFirst, may be used securely through any internet access. The Registrar's office provides self-service assistance and computers for students to access these CUNYFirst functions.

#### • TRANSCRIPTS AND CERTIFICATION OF ATTENDANCE

The Registrar sends by mail, for a university fee of \$7.00 (for Non-CUNY institutions), an official transcript of a student's academic record to another institution (or third party) provided the student has given proper authorization. Student copies of transcripts are mailed directly to students (see section re: Family Rights of Privacy Act on release of information). Students may also print student copies of their transcript through their CUNYFirst account. The Registrar issues verification of enrollment certificates for reasons of health insurance, employment or to show proof of academic standing for enrollment in another institution.

- **CHANGE OF CURRICULUM/PLAN**

The Registrar accepts signed forms from matriculated/degree students to change a curriculum/plan. These forms must be signed by an Academy Advisor. An electronic system is now (Fall 2014) in a pilot program for use by students on-campus for future use by the entire campus.

- **DEGREE WORKS**

- **STUDENT ACCESSIBLE DEGREE AUDIT SYSTEM**

The Registrar maintains the DegreeWorks system which establishes graduation requirements for students in an online data base available to the college community through the CUNY portal.

- **E-PERMIT FOR DEGREE STUDENTS**

Approve and issue E-permits and permits for matriculated students to attend another CUNY or non-CUNY college.

- **NEW YORK CITY and STATE RESIDENCY**

The Registrar reviews documents of Continuing Students for proof of New York City and State residency; students who are residents qualify for a lower tuition rate.

- **SCHEDULING**

Maintain and distribute the college's schedule of classes, which appears on the college's website. The Registrar also Schedules rooms for college classes and special events.

The office's goal is to provide students, faculty and staff of the college with the best possible service in support of the teaching and learning missions of the college.

## Transfer Services

*Administration Building, Room 119,  
718-631-6670 • Fax: 718-281-5114*

Your future success is our goal. Are you ready to graduate? The goal of this office is to provide outreach to all students who are about to graduate or transfer out from Queensborough Community College, especially those who are contemplating transferring to other institutions of higher learning. For example, you may be a student who wants to continue your education at another two-year institution, or you may wish to transfer to a four-year college in CUNY, SUNY or at a private institution. You may also be looking for a school with the appropriate career related curriculum. This is the office that will assist you.

Academy Advisers and the Office of the College Transfer Coordinator will assist students who wish to continue their academic career beyond Queensborough Community College and are planning to transfer. These offices provide guidance as students transfer to other colleges within CUNY, the State University of New York (SUNY), and other public and independent colleges and universities.

Transfer agreements (alternatively known as articulation agreements) are agreements between Queensborough Community College and four-year colleges and universities that maximize transfer credit to the baccalaureate institution. Transfer agreements between Queensborough and baccalaureate colleges list specific requirements at Queensborough that are equivalent to the first two years of study at the baccalaureate-granting college or university.

# ACADEMIC STANDING

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## The City University of New York Revised Academic Integrity Policy

**ACADEMIC INTEGRITY POLICY AS OF JULY 1, 2011,  
APPROVED BY THE CUNY BOARD OF TRUSTEES ON  
JUNE 27, 2011**

RESOLVED, that The City University of New York Policy on Academic Integrity, as revised, be adopted, effective July 1, 2011.

### CUNY POLICY ON ACADEMIC INTEGRITY

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

#### 1. Definitions and Examples of Academic Dishonesty

1.1. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

1.2. Plagiarism is the act of presenting another person's ideas, research or writings as your own. Examples of plagiarism include:

- Copying another person's actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.

1.3. Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

1.4. Falsification of Records and Official Documents  
Examples of falsification include:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

#### 2. Methods for Promoting Academic Integrity

2.1. Packets containing a copy of the CUNY Policy on Academic Integrity and, if applicable, the college's procedures implementing the Policy, and information explaining the Policy and procedures shall be distributed to all current faculty and, on an annual basis to all new faculty (full and part-time). These packets also shall be posted on each college's website. Orientation sessions for all new faculty (full and part-time) and students shall incorporate a discussion of academic integrity.

- 2.2. All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity and, if applicable, college procedures implementing the policy and the consequences of not adhering to the Policy.
- 2.3. Each college shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. Colleges shall encourage faculty members to use such services and to inform students of their use of such services.

### 3. Reporting

- 3.1. Each college's president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty. The Academic Integrity Officer may be the college's Student Conduct Officer, another student affairs official, an academic affairs official, or a tenured faculty member. Additional duties of the Academic Integrity Officer are described in Sections 4.1, 4.2.1, 4.2.2, 4.3 and 4.4.
- 3.2. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on a Faculty Report Form in substantially the same format as the sample annexed to this Policy and shall submit the Form to the college's Academic Integrity Officer. Each college shall use a uniform form throughout the college, which shall contain, at a minimum, the name of the instructor, the name of the student, the course name and number and section number, the date of the incident, a description of the incident and the instructor's contact information.
- 3.3. The Academic Integrity Officer shall update the Faculty Report Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer of each college shall place the Form in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless the student is exonerated, written decisions on academic integrity matters after adjudication also shall be placed in the student's academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students' academic integrity files.

### 4. Procedures for Imposition of Sanctions

#### 4.1. Determination on academic vs. disciplinary sanction

The Academic Integrity Officer shall determine whether to seek a disciplinary sanction in addition to an academic sanction. In making this determination, the Academic Integrity Officer shall consult with the faculty member who initiated the case and may consult with student affairs and/or academic affairs administrators as needed. Before determining which sanction(s) to seek, the Academic Integrity Officer also shall 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. Prior violations include both violations at the student's current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY colleges and, if so, shall request and be given access to the academic integrity files, if any, at such other CUNY colleges.

The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the Policy; or (iii) academic sanctions are unable to be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student's work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. The college also should consider any mitigating circumstances in making this determination.

#### 4.2. Procedures in Cases Involving Only Academic Sanctions

- 4.2.1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction If a faculty member wishes to seek only an academic sanction (i.e., a reduced grade) 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 Academic Integrity Officer decides to seek a disciplinary sanction. 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. A reduced grade may be an "F" or another grade that

is lower than the grade that the student would have earned but for the violation.

The faculty member shall inform the Academic Integrity Officer of the resolution via email and the Officer shall update the applicable Faculty Report Form to reflect that resolution.

#### 4.2.2. Student Admits to the Academic Dishonesty but Contests the Academic Sanction

In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence. The committee reviewing the appeal shall issue a written decision explaining the justification for the academic sanction imposed.

#### 4.2.3. Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made, at each college's option, by an Academic Integrity Committee established by the college's governance body or by the Student-Faculty Disciplinary Committee established under Article XV of the CUNY Bylaws. Each college's Academic Integrity Committee shall adopt procedures for hearing cases. (If a college opts to use its Student-Faculty Disciplinary Committee for this purpose, that Committee shall use Article XV procedures.) Those procedures, at a minimum, shall provide a student with (i) written notice of the charges against him or her; (ii) the right to appear before the committee; and (iii) the right to present witness statements and/or to call witnesses. Those procedures also shall provide the faculty member with the right to make an appearance before the Committee. The Committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case. Academic Integrity Committees and Student-Faculty Disciplinary Committees, as applicable, shall issue written decisions and send copies of their decisions to the college's Academic Integrity Officer. The Academic Integrity Officer may not serve on a college's Academic Integrity Committee.

#### 4.3. Procedures in Cases Involving Disciplinary Sanctions

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college's Faculty-Student Disciplinary Committee.

If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee's action. 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. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer 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 explained below, the suspected violation was held to be unfounded.

#### 4.4. Required Action in Cases of No Violation

If either the Academic Integrity Committee or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

#### 5. Implementation

Each college, in accordance with its governance plan, shall implement this Policy and may adopt its own more specific procedures to implement the Policy. Colleges' procedures must be consistent with the policy and procedures described in the Policy.

### Attendance Requirements

It is very important that students attend every scheduled class meeting of a course. Absence from class can seriously reduce the student's chances of completing a course successfully. Generally, absences beyond 15 percent of course hours may result in a failure for a course. Lateness to class can be considered as an absence as well. Therefore, excessive lateness may also produce a failing grade. Students needing to miss class on certain days for religious observance are referred to the Student Regulations section of this catalog. Students are responsible for notifying their instructors in advance of an intended absence.

### Graduation Requirements

It is strongly recommended that students regularly review the requirements for graduation. Each program of study defines specific courses and the specific number of credits that must be completed. Students may have accumulated the required number of credits, but still be missing specific courses. To ensure that all program requirements are satisfied in a timely manner, students need to:

- review their program requirements as outlined on their Student Advisement Degree Audit form
- use the degree audit system by first logging in to the CUNY Portal ([www.cuny.edu](http://www.cuny.edu)), and
- meet regularly with an academic or departmental adviser

All candidates for graduation must meet the requirements outlined below:

1. Students must complete all the credit and course requirements for a particular Associate degree or certificate program. Note that the waiving of a specific graduation course requirement does not automatically waive the credit requirement.
2. Students must attain a minimum cumulative grade-point average (GPA) of 2.00 in all courses applicable toward a current degree or certificate program. NOTE: A GPA of 2.75 in courses applicable toward the degree is required for students graduating in the Dual/Joint A.A./B.A. Degree Program in Liberal Arts and Sciences and Childhood Education with Queens College. As of fall 2006, students in the A.A.S. program in Massage Therapy must achieve a grade of C or better in all Biology (BI) and Healing Arts (HA) courses in order to graduate.

3. If students are placed in remedial or developmental courses or workshops, they must pass the CUNY Exit from Remediation exams.
4. Students must complete the minimum residency degree requirements. Students enrolled in a curriculum leading to an Associate degree must complete a minimum of 30 credits toward that degree at Queensborough. Students enrolled in a curriculum leading to a certificate must complete at least 15 credits at Queensborough.
5. Students who enroll in degree programs at QCC as of fall 2005 as first-time freshmen and all transfer students beginning in fall 2005 will be required to successfully complete two (2) credit-bearing Writing Intensive (WI) classes in order to receive the associate degree.

### HOW LONG DOES IT TAKE TO ACHIEVE THE ASSOCIATE DEGREE OR CERTIFICATE?

*Students come to Queensborough with a variety of educational experiences and outside responsibilities. This combination affects the length of time needed to graduate. Associate degree programs at Queensborough are designed to be completed by students in two years of full-time study. (The A.A.S. degree program in Nursing takes longer than four semesters because it is preceded by a one-semester Pre-Clinical Sequence.) Certificate programs take two semesters of full-time study, or one year. In addition, because many students must meet Academic Literacy and/or math requirements before they may take certain required courses in their curricula and because many students attend on a part-time basis, most students take longer than two years to complete their degree requirements. The most recent studies show that graduating students on average complete the Associate program in 3.7 years, and those completing a certificate program do so on average in 1.9 years.*

## Grades

Upon completion of their courses, students receive final grades. A final grade is a letter grade that carries with it a numerical value, as outlined below. These grades and their point values are used to calculate a student's grade-point average (GPA).

		<i>Numerical Values</i>	
<b>A</b>	Excellent	96-100	4.00
<b>A-</b>		90-95	3.70
<b>B+</b>		87-89	3.30
<b>B</b>	Good	84-86	3.00
<b>B-</b>		80-83	2.70
<b>C+</b>		77-79	2.30
<b>C</b>	Satisfactory	74-76	2.00
<b>C-</b>		70-73	1.70
<b>D+</b>		67-69	1.30
<b>D</b>	Passing	64-66	1.00
<b>D-</b>		60-63	0.70
<b>F</b>	Failure	0-59	0.00

The grades of **WU** and **FIN** are computed as an **F** in the GPA and carry a numerical value of 0.00 (see grade of F, above).

**WD** Assigned when student drops a class during the second and third week of regular session and has no impact on a student's GPA.

**WN** Administrative withdrawal assigned to students who did not begin attendance, as reported by instructors after 3rd week of the semester and has no impact on a student's GPA.

**WU** Unofficial Withdrawal Assigned for excessive absences, signifying that the course was not completed.

**FIN** Failure to complete the work for a course in which the INC grade was originally assigned.

The following grades— **AUD**, **INC**, **NC**, **P**, **R**, **CR**, and **W** — and administrative actions— **WA**, **Y**, **Z** and **P** — are not included in the computation of the Grade-Point Average (GPA).

**AUD** Assigned to students who have officially registered to audit a course. Audited courses may not be retaken for credit. Students must request an audit grade at the time of registration or within the first three weeks of the semester by notifying the instructor. The AUD grade does not signify that the course was completed.

**INC** Assigned to students who are doing work of passing quality in a course and who have been granted additional time by the instructor to complete coursework. Whether or not the student is registered at QCC, the INC becomes a FIN grade if the missing coursework is not completed by the end of the semester immediately following the semester in which the INC grade was assigned. The FIN grade is computed into the GPA as an F.

**NC** Assigned to students in remedial courses when the coursework has been satisfactorily completed, but the CUNY Exit from Remediation Test in reading and writing courses in the Department of Academic Literacy has not been passed. Students may not progress to credit-bearing classes before the related CUNY Exit from Remediation Test has been passed. If the student does not satisfy the exit from-remediation requirement within one (1) year, the NC grade becomes an R.

**P** Assigned as passing grade for:

1. Academic Literacy and remedial, noncredit courses
2. Introduction to College Life (ST-100) courses
3. certain cooperative education or field experience courses
4. courses in which credit is given only by special (or proficiency) examination
5. permit courses taken at another institution in which the grade of P was given

**R** Assigned when a student has failed to attain the required level of proficiency in a noncredit, remedial course. Remedial courses must be repeated until the student attains the required level of proficiency. If a student receives a grade of "R" two times in BE-112, BE-122, BE-205 or BE-226, he/she cannot repeat the course. Instead, the student must enroll in a repeaters' workshop.

**CR** Assigned when students have been granted transfer credit. Courses receiving transfer credit are not included in the computation of the GPA.

**CRW** Assigned when students have been granted transfer credit for a writing-intensive course. Courses receiving transfer credit are not included in the computation of the GPA.

**W** (Withdraw) Assigned to students who officially withdraw from a course between the fourth and the eighth week of the semester. The grade of W signifies that the course was not completed. In order to withdraw from a course officially and avoid receiving a grade of WU, a student must file the appropriate form with the Registrar and have the proper approval.

## ADMINISTRATIVE ACTIONS

- WA** Assigned to students who are not in compliance with Public Health Law 2165, requiring proof of immunization against measles, mumps, and rubella. See section on Admissions.
- Y** Year or longer course of study – must continue to completion.
- Z** Temporarily assigned when no grade has been submitted by the course instructor prior to mailing of semester grades or when a grade submitted by the instructor is proved to be invalid.

### PLEASE NOTE:

- Students who receive the grade of INC in a course may not register for that course in the following semester (or until the grade is changed).
- Students with INC grade should contact the appropriate instructor no later than the eighth week of the semester immediately following the one in which the INC was given. (In certain circumstances students may receive an extension of the INC to a subsequent semester, but they **must request** the extension from the instructor **before** the end of the semester.)

## GRADE APPEAL

Students with questions about a grade should first discuss the reasons for the grade with the course instructor. If their concerns are not resolved, then students are advised to consult the chairperson of the department. A formal request for an appeal of a course grade can be submitted in writing, along with copies of all relevant course work, to the departmental chairperson. A committee of three faculty members (other than the course instructor) will review the student's work and make a determination about the appropriate grade. The decision of the departmental appeals committee is final.

## The GPA Required for Graduation

### What is the GPA?

*The GPA, or Grade Point Average, is an ongoing measure of student performance. It is calculated by the Registrar's Office upon completion of each semester. Students must understand how this overall average is computed so that they can wisely monitor their GPA. A minimum cumulative GPA of 2.0 is required for satisfactory academic standing. A minimum GPA of 2.0 in courses needed for the student's curriculum is required for graduation.*

The GPA toward the degree or certificate is computed solely on the basis of those grades earned and credits attempted for courses taken at Queensborough, and those courses taken elsewhere as an official permit student from Queensborough Community College.

- Courses taken at Queensborough before and after matriculation are included
- Courses must be those required for the student's program of study
- Courses not included in specific program requirements can be counted as electives to the extent to which "free" courses are allowed within each program of study
- Transfer credits are **not** counted into the GPA

### COMPUTING THE GPA

The following grades are included in the GPA computation: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, WU, and FIN. P grades are not included. To compute the GPA, multiply the numerical value attached to each letter grade by the number of credits assigned to each course. The product of this multiplication (numerical value of grade x number of credits) determines the quality points for each course. Finally, divide the total number of points earned in all courses by the total number of credits.

<b>GPA = <u>Total Quality Points Earned</u></b>			
<b>Total Credits</b>			
<b>Here is an example:</b>			
Grade	Numerical Value	Credits	Quality Points
A	4.00	2	8.00
A-	3.70	6	22.20
B+	3.30	4	13.20
B-	2.70	2	5.40
C	2.00	3	6.00
C-	1.70	2	3.40
D	1.00	3	3.00
F	0.00	2	0.00
		24	61.20
		<b>61.20 = 2.55 GPA</b> 24	

## Remaining in Good Academic Standing

All students face academic probation or dismissal if they do not maintain good academic standing. Students maintain good academic standing when they demonstrate **Satisfactory Academic Progress** (by meeting the standards for an acceptable grade-point average as shown in the chart below).

Satisfactory academic progress is measured by the achievement of the following minimum GPA in relation to the number of credits attempted.

Number of Attempted Credits	Minimum GPA
0-12.5	1.50
13-24.	1.75
25 and higher	2.00

## Academic Probation

Students are placed on academic probation when their cumulative GPA has fallen below the requirements established for good academic standing. Students placed on academic probation must demonstrate improved academic achievement at the end of the probation semester.

- Since improvement in the quality of their course work is required, students on academic probation may enroll for no more than 13 units/credits including remedial units.
- During the semester on probation, students must also satisfactorily complete any remedial courses that they are required to take.
- Students on academic probation who achieve the required minimum cumulative GPA of 2.0 by the end of the semester will be considered in good academic standing and no longer on probation.
- Those who do not meet the required minimum cumulative GPA but who achieve a GPA of at least 2.00 for the semester will be placed on **Continued Probation** for one semester.
- Those students who do not achieve a semester GPA of 2.00 or above while on Continued Probation will be **academically dismissed**.

## CONTINUED PROBATION

Continued probation serves as a second and final warning to students who have demonstrated some improvement, that they must further improve their academic performance to retain their enrolled status. These students are limited to 13 credits/units including remedial units for the semester, must satisfactorily complete required remedial courses, and must meet the required minimum cumulative GPA of 2.0. Students not meeting all of these conditions by the end of the semester will be dismissed from the College. Students may appeal to the Committee on Course and Standing (see below).

## Academic Dismissal

Students who are academically dismissed may not enroll in any courses at Queensborough or at any other unit of The City University of New York for a period of one semester. Dismissed students are urged to resolve problems that interfere with their studies before applying for readmission. (Refer to the Admissions section for information on readmission procedures.)

## Committee on Course and Standing

The Committee on Course and Standing, a standing committee of the Academic Senate, is responsible for enforcing curriculum and degree requirements, academic standards, and rules as defined by the faculty of the College. The Committee is also empowered to deal with special cases and appeals for deviations from academic rules.

Students have the right to submit appeals to the committee. All appeals must be submitted in writing and be accompanied by such supporting documentation as medical evidence, letters from faculty members, etc. Appeal forms are available at the Registrar's Office and the Queensborough web site ([www.qcc.cuny.edu/registrar/printableForms](http://www.qcc.cuny.edu/registrar/printableForms)) and must be returned to the Registrar's Office (A-104) upon their completion. Decisions of the Committee are made by vote and are forwarded to students in writing.

Students are urged to consult with an academic adviser or a counselor in the Counseling Center before submitting an appeal in order to determine in advance whether their appeals warrant review by the Committee.

### Repeat of Courses

Since 1991, CUNY has followed a policy that allows students to repeat courses and thereby attempt to improve their cumulative GPA. (Please consult the Registrar for information about courses taken before 1991.)

- If a student earns either a failing grade (F or its equivalent) or a D grade in a course and then repeats the course and earns a grade of C or better, the initial F or D will not be counted in the student's GPA, even though the initial grade will continue to appear on the student's transcript. Only the new grade will be counted in the student's GPA.
- No more than 16 credits of failing or D grades may be replaced in this manner. This 16-credit limit applies to all courses taken by a student at any CUNY college.
- The repeated course must be taken at the same college where the student took the initial course.
- Students must notify the Registrar in writing if they do not wish a higher grade, earned through a repeated course, to be substituted for the initial grade of D or F when calculating the cumulative GPA. Students must be enrolled at Queensborough at the time of such notification.
- A "no-repeat" policy applies to courses taken as part of the Nursing Pre-Clinical Sequence.
- A policy on averaging grades for repeated courses which do not fall under the above guidelines is in effect.

### Make-up of Final Examinations

All requests to make up final examinations must be approved by the appropriate instructor or department chairperson. The official request form is available at the Bursar's Office. Requests to make up final examinations should be submitted to the instructor no later than two weeks after the beginning of the following semester.

Students who have received written permission for a make-up examination must pay a required fee of \$15 at the Bursar's office before taking the examination. (The maximum fee for three or more final examinations is \$25.00.) Students may not sit for make-up examinations without the Bursar's receipt.

Make-up examinations are held at a time and place designated by the appropriate department.

### Change of Curriculum

A matriculated student who wishes to transfer from one program to another should meet with their adviser or counselor. An electronic change of curriculum request will be processed by the adviser.

Sometimes the College changes its curricular requirements. When this happens, students in continuous attendance have the option of either conforming to the program requirements in effect at the time they entered Queensborough or the curriculum in effect at the time they are prepared to graduate. (**Note:** The Nursing Department is exempt from this policy as it relates to the required grade as prerequisite for progression in Nursing courses. Grade requirements are stated in the Nursing course descriptions.)

Students not in continuous attendance must follow the curricular requirements in effect at the time they re-enter Queensborough.

## Withdrawal from Courses or from the College\*

Students are expected to complete all courses for which they register. Withdrawal is a **serious** matter and should only be considered after consultation with the instructor and a counselor.

- Withdrawal during the semester can affect academic progress and, if applicable, financial aid eligibility.
- A course which a student officially drops during the first week of the semester (or shorted during the winter or summer sessions) will be deleted from a student's record. A course that is dropped during the 2nd or 3rd week of a semester (or shorted during the winter or summer session) will have a WD (withdrawal drop) grade assigned. This course and grade will not appear on an official transcript.
- If a student never attends a course, a WN (withdrawal no attendance) grade will be assigned by the college after processing the Verification of Attendance from the faculty member. This course and grade will not appear on an official transcript.
- Grades of WD (withdrawal drop) will be replaced by WN (withdrawal no attendance), if so indicated by the Verification of Attendance roster collected from instructors.
- If withdrawal from a course (or from the College) is necessary after the third week of class, students can do so directly using their CUNYfirst account. Without following this procedure, students are not certified as having withdrawn officially from the College or from a course, and will receive the failing grade of WU.
- Official withdrawals must be completed by the deadline date stipulated in the College calendar. This date usually corresponds to the end of the eighth week of class. Refer to College Calendar.
- If students need to withdraw for medical reasons, they must contact the Office of Health Services as the first step in the withdrawal process.
- The Committee on Course and Standing (CCS) will consider requests for withdrawals beyond the official withdrawal date stated in the College Calendar when extraordinary circumstances beyond the control of the student, which can be documented, require the student to withdraw. Appeal forms are available in the Registrar's Office.
- Students enrolled in one or more Nursing courses who are considering withdrawal are advised to first consult the Nursing Department guidelines.

**\*NOTE:** *The last day to officially withdraw is noted on the College calendar for each semester. The deadlines for Summer and Winter Sessions are different and are listed in the college calendar.*

## Additional Ways to Earn Credit Towards Graduation

### CREDIT BY EXAMINATION

#### 1. EXCELSIOR COLLEGE EXAMINATIONS (FORMERLY REGENTS COLLEGE)

Students planning to earn credit through the Excelsior College Examination program should first consult the appropriate department **chairperson** at Queensborough to determine if the College will grant credit for passing that examination. Excelsior College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, and all of its academic programs are registered by the New York State Education Department. Excelsior College examinations are recognized by the American Council on Education (ACE), Center for Adult Learning and Educational Credentials for the award of college-level credit. Now available in 40 subjects, these examinations allow students who have developed college-level competencies outside the formal classroom situation to demonstrate those competencies and receive credit for them. Further information can be obtained from:

Excelsior College  
7 Columbia Circle  
Albany, New York, 12203-5159  
518-464-8500  
<http://www.excelsior.edu>

#### 2. THE ADVANCED PLACEMENT EXAMS (AP)

The Advanced Placement examinations (AP) of the College Entrance Examination Board give outstanding high school students the opportunity to take specially designed college-level courses while in high school. Queensborough Community College will consider student performance in these courses for the possible award of credit and/or credit exemption status. Please contact the Admissions Office for more information.

#### 3. QUEENSBOROUGH DEPARTMENTAL EXAMINATION

A student who wishes to get course credit by departmental examination within the College should first consult with the appropriate departmental chairperson or designee. If the chairperson or designee agrees to offer the examination, the student needs to follow the procedures outlined below:

1. Pay a special examination fee of \$25.00 to the Bursar.
2. Show Bursar's receipt to the chairperson or designee who will then arrange for the date and time the examination will be given.
3. If the departmental examination is passed in a course in which the student is currently registered, a grade of P will be recorded on the final grade sheet at the end of the semester.

4. If the student is not registered in the course and passes the examination, the department will notify the Registrar that the student is to receive a P grade, credit by examination, upon registration for the course. The grade of P does not affect the student's GPA but is counted as "credits attempted."
5. Credits earned by departmental examination are posted on the student's record only after all tuition and fees due for the semester are paid.

Credits completed by departmental proficiency examination are considered to be taken in residence. Such credits are counted toward (a) tuition and fees due for a semester; (b) the identification of a student as part-time or full-time; and (c) the requirement for matriculation of non-degree students.

### Procedures for Obtaining an Official Permit to Attend a CUNY or Non-CUNY College

**To be eligible for a permit, students** must be matriculated and currently in attendance, must be in good academic standing, and must have completed all the required immunizations. Generally, permits are granted only if the course is not available at Queensborough during a given term.

Students will not be issued a permit if they are a non-degree student, a readmitted matriculated student who either is not currently in attendance or who does not need the courses for graduation, or an incoming newly matriculated student who requests a permit for the semester or for semesters preceding his/her effective date of admission.

#### PERMITS TO ATTEND ANOTHER CUNY COLLEGE E-PERMIT THROUGH THE CUNY PORTAL [HTTP://WWW.CUNY.EDU](http://www.cuny.edu)

Students should log into their CUNY portal account and look for the E-Permit icon under Student Applications. Following the E-Permit system, students may request registration at another CUNY college online. The electronic request is sent directly to Queensborough **Registrar's Office** and from there to the appropriate academic department for approval.

Students will receive e-mail notification of the status of their E-Permit request. Students are responsible for following up on the status of the request. Ample time should be allowed for the process to be completed. Students will be contacted by the host college concerning registration instructions. Further information may be obtained from the Queensborough Registrar's Office at 718-631-6212 and on the College website.

#### PERMITS TO ATTEND ANOTHER NON-CUNY COLLEGE

**Pick up the permit application at the office of the Registrar A-104.** Students must obtain academic approval for the courses to be taken on permit by presenting the completed permit form to the appropriate faculty member at the department offering the discipline of the course you wish to take on permit. You should have a current catalog from the Host College to show to the faculty member. The department representative will determine if the course(s) are equivalent to the course(s) offered by the Home College.

After obtaining academic approval bring the Permit Form, along with proof of academic approval to the Registrar's Office. The College registrar will affix the official seal or an authorization stamp to the permit. Take the approved Permit form to the non-CUNY Host College as early as possible prior to registration. It is advisable to determine, in advance of registration at the Host College, what that institution's permit registration practices and policies are.

**Additional Processing** – When the course is completed, arrange for a transcript to be sent from the non-CUNY Host College directly to the Office of the Registrar. There are minimum grade requirements that must be met for courses taken on permit at a non-CUNY college. These are C for undergraduate courses.

**Tuition Payment** – Tuition for courses taken at a non-CUNY college is to be paid to that institution. Please bring with you the non-CUNY Permit form.

#### Courses Credited for the Degree or Certificate

Courses taken at other institutions prior to matriculation at Queensborough may be used to satisfy the course and/or credit requirements for graduation, but are not calculated as part of the student's GPA. College credit is granted only for those undergraduate courses taken at institutions in which a minimum grade of C was earned. However, within the units of CUNY, D grades will be accepted.

Currently enrolled students may be awarded a certificate while pursuing a degree program if they file for the certificate with the Registrar's Office and have completed all required courses in the certificate program with at least a 2.00 GPA. Students who complete a degree program and then complete a related, more specialized certificate program must fulfill all requirements including a minimum of nine credits beyond the degree program.

Course credit is not given for any of the following situations:

- Any course taken at Queensborough which duplicates work successfully completed elsewhere.
- A basic or first course in a subject if taken *after* an advanced course in the same subject has been completed.
- A course taken without completion of the course prerequisites: It is the student's responsibility to ensure that all necessary prerequisites and corequisites for a given course are first completed.

**For information on transfer credits for US military veterans see Admissions—"Academic Requirements for Transfer Students."**

### Requirements for a Second Degree or Certificate

A second degree (or certificate) may be undertaken either concurrently or consecutively at Queensborough Community College only when a significant amount of additional course work in a substantially different field is completed. Each second degree candidate must complete all degree requirements and at least 24 additional credits in the "different field" (not applied to the first degree). If the student holds a degree from another college, however, a minimum of 30 credits taken at Queensborough Community College will be required for the second degree. Please note that students who complete two concentrations or tracks in the same degree program will be awarded only one degree. Ordinarily, students who pursue a degree shall not subsequently be granted a certificate in the same field. However, nothing shall prevent a student from subsequently pursuing a degree in the same field as the one in which he or she has undertaken studies for a certificate. Candidates for a second certificate at Queensborough must complete all certificate requirements and at least 12 additional credits in the second field. Transfer students holding certificates must complete a minimum of 16 credits at Queensborough to qualify for a second certificate.

### Transcript of Record

An official transcript is one bearing the seal of the College and the signature of the Registrar. Official transcripts are not given to students or alumni but are mailed directly to other colleges and institutions and/or employers, as requested by the student. The fee for each official transcript is \$7. An unofficial transcript is designated as "unofficial" or "student copy;" students can view transcripts through the CUNYfirst link. The transcript lists all the students' courses, grades, the GPA, and degrees or certificates earned.

Queensborough Community College has retained Credentials Inc. to accept transcript orders over the Internet. Please go to <https://www.credentials-inc.com/tplus?ALUMTRO002697> to enter your order. If you are uncomfortable placing an order over the Internet, you can call Credentials Inc. at 800-646-1858 to place your transcript request. There is an additional operator surcharge for placing orders over the telephone.

Both official and student copies may be ordered online **for a \$9.00 fee (\$2.00 for CUNY colleges) per copy**. A valid major credit card (Visa, Master Card, American Express or Discover) is required.

Students may find complete instructions on how to order a transcript by checking the link:  
<http://www.qcc.cuny.edu/registrar/orderTranscripts.html>

### Reinstatement from Cancelled Registration

A cancelled registration usually means that the student has an outstanding financial obligation to the College. Students must satisfy this debt with the Bursar's Office and then go to CUNYfirst to re-register. There is no guarantee that students will receive the same courses and class times.

# HONORS AND AWARDS

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## Dean's List

Full-time degree (matriculated) students carrying a minimum of 12 credits who have achieved a grade-point average of 3.3 for a semester are named to the Dean's List. Part-time matriculated students who have accumulated a minimum of 6 credits with a grade-point average of 3.3, are named to the Dean's List. Students must not have earned any grades of D, F, WU, INC, or ABS. This list is published in the Fall and Spring semesters but not in the Summer session. Credits earned while a student is not matriculated (that is, nondegree) are not included in determining eligibility for the Dean's List.

## The Honors Program

See section on *Special Learning Opportunities*.

## Honor Societies

### **ALPHA BETA GAMMA (XI CHAPTER), NATIONAL BUSINESS HONOR SOCIETY**

To be eligible, applicants must be currently enrolled in a business curriculum, have completed 15 or more credits with at least 12 credits in business courses, and have achieved general and business averages of 3.0 or better.

### **ALPHA SIGMA LAMBDA (BETA ETA CHAPTER), NATIONAL EVENING HONOR SOCIETY**

To be eligible, applicants must (1) be in the top 10% of their class in scholarship; (2) have a minimum grade-point average of 3.2; (3) have completed 30 evening credits at Queensborough; (4) have attended Queensborough for a minimum of four regular semesters, excluding summer sessions; (5) have earned 15 credits in liberal arts and sciences, excluding applied science courses (transfer credits may be used to meet this requirement), and (6) not have been awarded any associate or baccalaureate degree.

### **PHI THETA KAPPA (LAMBDA SIGMA CHAPTER), INTERNATIONAL HONOR SOCIETY**

To be eligible for regular membership, applicants must:

1. be enrolled in an Associate degree program
2. have accumulated 15 credits toward that degree
3. have a grade-point average of at least 3.5
4. be of good character and possess recognized qualities of citizenship.

Provisional membership may be granted to first-semester freshmen who present evidence of academic excellence from high school. Students are sent invitations at the beginning of every Fall and Spring Semester letting them know that they are eligible to join based on the above-mentioned criteria. For more information, visit [www.qcc.cuny.edu/PTK](http://www.qcc.cuny.edu/PTK) or stop by the Library Building, Room 412 and speak with Mr. Reynald Pierre-Charles.

### **TAU ALPHA PI (NEW YORK GAMMA CHAPTER), TAU ALPHA PI OF ASEE INC., NATIONAL HONOR SOCIETY FOR STUDENTS IN ENGINEERING TECHNOLOGY PROGRAMS**

To be eligible, applicants must have completed 36 credits with a cumulative grade-point average of at least 3.4 or have maintained a minimum of 3.4 over two semesters.

### **PSI BETA, NATIONAL HONOR SOCIETY FOR STUDENTS IN COMMUNITY AND JUNIOR COLLEGES MAJORING IN PSYCHOLOGY**

To be eligible, applicants must have (1) an overall GPA of 3.0 or higher; (2) completed at least one semester of a psychology course and 12 semester hours of total college credit; (3) at least a B average in psychology courses; (4) a genuine interest in psychology and high personal integrity; and (5) approval by the chapter.

### **KAPPA DELTA PI, INTERNATIONAL HONOR SOCIETY IN EDUCATION**

To be eligible, student applicants must be nominated by a faculty member and must have completed 32 credits with a GPA of 3.0 or higher, have completed EDUC-101 or IS-221, major in elementary or secondary education, intend to continue in the field of education, demonstrate leadership attributes, and provide evidence of significant educational service.

### **WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES & COLLEGES**

Applicants are nominated by members of the faculty on the basis of a cumulative grade-point average of 3.0; minimum of 30 credits completed at the conclusion of every Fall semester; college activity such as participation in Student Government, clubs, publications, athletic teams, committees, etc.; community involvement such as project or program involvement; volunteerism and/or community service; and demonstrated potential for continued development.

## College Awards

### PRESIDENT'S AWARDS

Sponsored by The Queensborough Community College Fund, Inc.:

to the graduating student for outstanding achievement in the Associate in Arts degree

to the graduating student for outstanding achievement in the Associate in Science degree

to the graduating student for outstanding achievement in the Associate in Applied Science degree

### JOHN F. KENNEDY MEMORIAL AWARD

to the graduating student demonstrating outstanding College and community leadership

### MARTIN LUTHER KING JR. MEMORIAL AWARD

to the graduating student who has demonstrated exceptional leadership in promoting racial harmony and appreciation of cultural diversity

***To be eligible for any of the above-listed College awards, applicants can have no more than 15 transfer credits from another institution counted towards their degree from Queensborough and must have filed an application for graduation with the Office of the Registrar no later than three weeks prior to the date of graduation.***

## Special Awards

The EVA Bobrow Alumni Awards

The Incentive Awards

The National Science Foundation

The QCC Women's Club Award

The Sidney Halper Award

## Department of Student Affairs

The Ray Ricketts Memorial Award

The Dr. Sarah Papier Scholarship Award

The CUNY Student Leadership Awards

## Departmental Awards

Each department offers awards that recognize academic achievement in specific areas. Please refer to the departmental pages for information.

# TUITION AND FEES

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Bursar's Office, Administration Building, Room 118, Telephone: 718-631-6265

## Registration and Tuition

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**All tuition and fee schedules are necessarily subject to change without notice, at any time, upon action by the Board of Trustees of The City University of New York, regardless of tuition and fee schedules in effect at the time of registration.**

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All students should note the regulations stated below regarding tuition and fees. For further information, see section on Financial Services.

- **In planning to register for courses, students should be prepared to pay all tuition and fees associated with registration at the time they register.** Failure to make full payment at registration will result in a **nonpayment service fee** and may result in the cancellation of courses. Students should be prepared to pay all of the following:
    1. Student Fees
    2. Tuition
    3. All Non-Instructional or Special Fees, including field trip or other supply charges in courses where such charges are assessed (Note: Students remain liable for fees and special charges even if they withdraw from the College.)
  - **In the event of any increase in fees or tuition charges,** any payments already made to the College are treated as a partial payment and notification will be given of the additional amount due and the time and method for payment.
  - **Students whose accounts are in arrears** will not be
    1. granted grades or degrees
    2. permitted to register for a subsequent semester, **or**
    3. issued a transcript of record
  - **Continuing Education courses and programs** carry special tuition and fees. See the Continuing Education bulletins and announcements issued each semester for detailed information.
- 

**If you do not make full payment on your tuition and fees and other college bills and your account is sent to a collection agency, you will be responsible for all collection costs, including agency fees, attorney fees and court costs, in addition to whatever amount you owe the college.**

**In addition, non-payment or a default judgment against your account may be reported to a credit bureau and reflected in your credit report.**

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## DEFINITION OF A FULL-TIME STUDENT

For purposes of determining tuition only, matriculated degree and certificate students are considered full-time if they are registered for at least 12 credits per semester (or a combination of credits plus equated credits totaling 12 per semester).

## CREDIT LOAD

Students who plan to register for more than 18 credits and/or equated credits must obtain permission from a counselor or faculty adviser prior to the registration period.

**Students on probation** may not register for more than 13 credits and/or equated credits.

**Summer Session students** who plan to register for more than 8 credits and/or equated credits must obtain permission from a counselor or faculty adviser.

## Residence and Tuition

Residents of both New York City and New York State pay the reduced tuition rates listed in the Tuition and Fees section of this catalog. To qualify for these rates, students must show proof that they have resided in the City of New York or the State of New York for at least 12 months preceding the date of their first attendance at Queensborough. **Out-of-City New York State residents are required to show a Certificate of Residence, which is available at their local county offices (see next page).**

Students living outside of New York State and international students pay a higher tuition rate.

## TUITION

### A. NEW YORK CITY RESIDENTS AND NEW YORK STATE RESIDENTS WITH VALID CERTIFICATES OF RESIDENCE

- a. Full-time matriculated students  
(students taking 12 or more credits or equated credits)  
**per semester** ----- \$2,400.00
- b. Part-time matriculated students  
(students taking less than 12 credits or equated credits)  
**per credit or equated credit** ----- \$210.00
- c. Nondegree (nonmatriculated) students  
(regardless of number of credits or equated credits)  
**per credit or equated credit** ----- \$265.00

### 1. New York City Residence Requirement

For purposes of determining resident tuition fee eligibility, students must have lived in New York State during the past year and must have had their principal place of residence in the City of New York for a period of six consecutive months immediately preceding the first day of classes for the semester with respect to which residency determination is made. They must also state their intention to maintain their principal place of residence in New York City permanently.

You may qualify for the NYC rate! You'll need to obtain a Certificate of Residence from your county Treasurer's Office or Department of Finance to qualify. After you've obtained your certificate, please bring the original hard copy to any window at the Office of the Bursar and our staff will help you.

- Your Certificate of Residence is valid for *one Academic Year*.
- You've got 90 days to apply for **a Certificate of Residence: 60 days before the start and 30 days after the start of the semester.**
- If you submit your Certificate of Residence for the spring or summer of any academic year and want to continue classes in the fall, you **MUST** submit a new Certificate of Residence for the fall because it's the start of a *new* academic year.
- If you submit your Certificate of Residence for the *fall semester*, your Certificate of Residence will be valid for that fall, spring and summer as they are all part of one continuous academic year.

## NASSAU COUNTY

- Your Certificate of Residence is valid for one calendar year.
- If you're a *new* student, identify the semester you plan on attending.
- You've got 60 days before the start of the semester, and **all semester long** to apply for a Certificate of Residence!
- If you don't use the certificate for the semester for which it was obtained, it becomes invalid and you'll need to apply for a new certificate.
- If you're a *returning* student and you've already submitted a Certificate of Residence, your certificate is good for one *calendar* year. You can apply for a new certificate one month before your current certificate expires

## 2. Military, Veterans and their Dependents Residency Status

### a. Veterans

Effective June 1, 2015, individuals who are eligible for educational assistance under federal GI bills will be charged the in-city- rate at the CUNY community colleges. This includes individuals who served in active military, naval or air service and members of the National Guard and reservists who meet the requirements for benefits under federal GI bills. A veteran who meets the above eligibility criteria is entitled to the in-state or in-city rate even if he or she is not actually receiving benefits under a federal GI bill.

In order to prove veteran status, a student must provide U.S. Department of Defense Form DD214 or a Certificate of Eligibility from the U.S. Department of Defense or the Veterans Administration.

### b. Family Members of Certain Uniformed Service Members

In certain cases, spouses and dependents of veterans or other uniformed service members are also entitled to educational assistance under federal GI bills. Effective June 1, 2015, spouses and dependents who are eligible for educational assistance under federal GI bills are also entitled to the in-state or

in-city rate. Generally, these are the spouses or dependents of service members who died or were disabled by their service, or to whom the veteran has transferred his/her veterans educational benefits.

In order to prove status as a child or spouse of veteran, the child or spouse must provide a Certificate of Eligibility from the U.S. Department of Defense or the Veterans Administration.

### c. Service Members and Family Members Stationed in New York

Members of the armed forces of the United States on a full-time active duty station in the State of New York, and their spouses and dependent children, who enroll at a CUNY college, shall be charged the in-state tuition rate. Such students shall continue to be charged the in-state rate at CUNY even if they are subsequently discharged from military service.

## 3. Non-Citizen Permanent Residents and Refugees

Non-Citizen Permanent Residents and Refugees who meet the above requirements are eligible for the New York City resident tuition rates. These students must show their Permanent Resident Cards (green cards) or visas at registration.

## B. OUT-OF-STATE RESIDENTS (INCLUDING INTERNATIONAL STUDENTS AND OUT-OF-CITY STUDENTS WITHOUT CERTIFICATES OF RESIDENCE)

- a. Full-time matriculated students  
(students taking 12 or more credits or equated credits)  
**per credit or equated credit** ----- \$320.00
- b. Part-time matriculated students  
(students taking less than 12 credits or equated credits)  
**per credit or equated credit** ----- \$320.00
- c. Nondegree (nonmatriculated students)  
(regardless of number of credits or equated credits)  
**per credit or equated credit** ----- \$420.00

## Special University Fees

**A. CUNY CONSOLIDATED FEE** ----- \$15.00  
*Required of all students, including senior citizens.  
This fee is nonrefundable.*

## B. SENIOR CITIZENS (NEW YORK CITY RESIDENTS)

Registration fee **per semester or session** ----- \$65.00  
New York City residents 60 years of age and over may enroll in undergraduate credit-bearing courses on a space-available basis during open registration for a registration fee of \$65.00 per semester. Although tuition fees and the regular student fee are waived, penalty fees and other special charges a course may carry are applicable. Out-of-City New York State residents must present a valid Certificate of Residence (see left column).

*The Senior Citizen Registration fee, like all other fees, is nonrefundable.*

## Student Fees

Each student must pay a Student Fee according to the schedule outlined below. **The Student Fee is not refundable** in whole or in part and must be paid in addition to tuition and other fees and charges. The Student Fee is determined as follows:

- a. Full-time Students\* **per semester** - - - - - \$64.30
- b. Part-time Students\* **per semester** - - - - - \$28.48
- c. Summer Session (each session) - - - - - \$17.83

**Note on Student Fee:** Students who originally register for 12 or more credits, or a combination of credits plus noncredit remedial hours or credit equivalents, and subsequently reduce their load to less than 12, are still subject to the full-time Student Fee charge and will not be refunded any part of that fee. Students who initially register for less than 12 credits, or a combination of credits plus equated credits or credit equivalents, and then through subsequent additions carry 12 or more credits, or a combination of credits plus equated credits or credit equivalents, are subject to the full-time Student Fee.

\* Full-time and part-time day students who wish a refund of the PIRG (Public Interest Research Group) consumer assistance fee portion included in their student fees may apply to the NYPIRG office on campus in the Student Union Building

## Other Student Fees

*The following fees are nonrefundable.*

### Technology fee:

- Full-time students per semester - - - - - \$125.00
- Part-time students per semester - - - - - \$62.50

### Application fee:

- New Freshmen Students - - - - - \$65.00
- Transfer Students - - - - - \$70.00
- New nondegree Students - - - - - \$65.00
- Late registration - - - - - \$25.00
- Change of program - - - - - \$18.00

### Late payment fee - - - - - \$15.00

**Special examination**—first examination - - - - - \$25.00  
*(each additional examination: \$5.00; maximum: not to exceed \$45 per semester)*

Transcript (per transcript)- - - - - \$7.00  
*Payment for transcripts must be by money order, bank check, or cash. Transcripts to units of The City University of New York are free.*

- Readmission - - - - - \$20.00
- Payment reprocessing (bad check) - - - - - \$20.00
- Duplicate Diploma- - - - - \$30.00
- Duplicate CUNYCard (I.D. Card) - - - - - \$10.00
- Lab & Locker Breakage - - - - - \$25.00 *or cost*
- Continuing Education - - - - - *as stated in Continuing Education Bulletins*

**Note:** Senior citizens pay all noninstructional fees, except the application fee.

## Special Supplies and Service Charges

The following courses each require a **nonrefundable** special supplies or service charge. All special supplies and service charges are subject to approval by the Board of Trustees of The City University.

### ART: AND PHOTOGRAPHY

- ARTS-186 - - - - - \$50.00
- ARTS-286 - - - - - \$20.00

### CHEMISTRY

- CH-102, CH-104, CH-111, CH-121,  
CH-127, CH-151, CH-152 - - - - - \$12.00
- CH-128, CH-251, CH-252 - - - - - \$30.00

### ENGINEERING TECHNOLOGY

- ET-110 - - - - - \$30.00
- ET-210 - - - - - \$30.00
- ET-410 - - - - - \$45.00
- ET-420 - - - - - \$60.00
- ET-510 - - - - - \$30.00
- ET-540 - - - - - \$30.00
- ET-560 - - - - - \$50.00
- ME-260 - - - - - \$25.00

### HEALTH, PHYSICAL EDUCATION, AND DANCE

- HE-101, HE-102, HE-103, HE-104,  
HE-105, HE-106, HE-107, HE-108,  
HE-109, HE-110, HE-111 - - - - - \$5.00
- HE-200, HE-201 - - - - - \$50.00
- PE-520, PE-521, PE-522, PE-543 - - - - - \$5.00

### NURSING

- NU-101, NU-102, NU-201, NU-202 - - - - - \$120.00

**Note:** Senior citizens pay all special supplies and service charges applicable to a course.

### ESTIMATED STUDENT COSTS

In addition to tuition and fees, students should be prepared for other expenses, including:

1. Books and supplies (must be purchased at beginning of the semester): \$650-\$750
2. Transportation: \$600
3. Lunch: \$500

Other expenses to consider include housing, child care and personal expenses.

### Payment Policy

*Registration is not complete until the Bursar has received full payment for all tuition and fees.*

- **Students who have not paid their total tuition and fees by the payment deadline are conditionally registered. These students may have their classes cancelled before the start of the term or incur a late payment fee.**
- Payments by check, money order and cash can be made at the Bursar Office.
- Payments, other than cash, can be dropped into the DROPBOX, located in the lobby of the Administration Building or mailed to:  
Office of the Bursar, A-118  
Queensborough Community College/CUNY  
222-05 56th Avenue  
Bayside, New York 11364-1497
- Payments by Visa, MasterCard, Discover or American Express can be made through a student's CUNYfirst account. Credit card payments are accepted over the web through EDS, the University's third-party credit card processor. Students can link to the EDS website from CUNYfirst where they can view their tuition and fee billing. Prior to the completion of the transaction, students will be informed of a convenience fee charge (effective July 1, 2008). This charge will appear as a separate fee on the payment confirmation and is added to the total cost of the bill. The convenience fee is retained by EDS and is non-refundable even if the college cancels a class. Students will be able to access the EDS website at any time. In addition, EDS will offer e-mail payment confirmations and online viewing capabilities.
- Payments can be made via electronic check. E-check electronically debits a checking or savings account. To pay by e-check, students need to access their CUNYfirst account. Students are required to enter their bank account and bank routing numbers. **There is no convenience fee associated with this payment option.**
- Agency sponsored students who do not present proof of sponsorship (authorization) prior to or at registration will be required to pay all applicable fees and tuition. Only original documents will be accepted. Photocopies or facsimile copies are not acceptable.
- **Tuition Payment Plan – NELNET** This monthly payment plan offers you the opportunity to spread out your payments, interest free, over 6 monthly installments. QCC students are eligible to enroll for an interest free monthly plan for tuition and fees for an enrollment fee of \$40 per semester. To enroll, log into CUNYfirst Self-Service and go to your student Center. Go to Finances and select Enroll/Manage Your Payment Plan. This plan is not available for the summer sessions

### Change of Program and Withdrawal Regulations

A fee of \$18.00 will be charged each time a program change is made after registration is completed. The \$18.00 charge will cover one or more changes made at the same time.

#### A. THE FOLLOWING ACTIONS INITIATED BY THE STUDENT REQUIRE PROGRAM CHANGE FEES:

1. Addition of a course or courses
2. Changing from one course to another
3. Changing from one section of a course to another section of the same course
4. Dropping a course and adding a course

#### B. WAIVER OF CHANGE OF PROGRAM FEE

The change of program fee is not applicable when:

1. The College cancels or withdraws a course, whether or not the student substitutes another course.
2. The College changes the hours of the course, or makes other substantive changes that provide the student justification for a change.
3. The College requests the student to transfer from one section to another section of the same course.
4. The College cancels the registration of the student for academic or disciplinary reasons.
5. The student withdraws from school completely after completion of registration and has actually paid the student fee and/or the necessary special charges.
6. The student drops a course without replacement.

## Refund Policy

**To obtain a 100 percent refund**, a student must drop all their courses before the first day of classes. A student can drop all classes using his/her CUNYfirst account or in person at the Registrar's Office, Administration Building, Room 104.

- Tuition and fees will be refunded 100 percent for those courses which at any time are cancelled by the College.
- Student activity fees are refunded only in cases where the student's registration is cancelled because of withdrawal of courses before the start of the term. Activity fees are not refundable after the start of the term.
- **The application fee, noninstructional fees, and all other fees and special supplies or service charges are not refundable.**
- **Students who do not officially withdraw and do not attend classes will still be responsible for paying tuition and fees.**

Tuition refunds for courses dropped by a student, after a written application for withdrawal has been approved, are made as follows:

### OTHER THAN SUMMER SESSION

Withdrawal from a course before the first scheduled opening date of classes	----- 100%
Withdrawal from a course in order to register at another unit of The City University during that semester	----- 100%
Withdrawal during the first week of the semester	----- 75%
Withdrawal during the second week of the semester	----- 50%
Withdrawal during the third week of the semester	----- 25%
Withdrawal after completion of the third week of the semester	----- none

### SUMMER SESSION

Withdrawal from a course before the first scheduled opening date of classes	----- 100%
Withdrawal after 10% or less of class passed	----- 50%
Withdrawal after 10% to 20% of class passed	----- 25%
Withdrawal after 20% of class passed	----- none

The date on which the written application for withdrawal (change of program form) is received and signed by the Registrar determines the amount of the refund. *Please note that non-attendance in a course does not justify a refund unless the withdrawal form has been received and signed by the Registrar before the end of the third week of the semester.*

## REFUNDS FOR MILITARY SERVICE

Any refund request for Military, Peace Corps or VISTA service must be documented in order to process it. In the case of the Military, a copy of induction or military orders is required.

In order to obtain a grade, a student must attend approximately 13 weeks (5 weeks for Summer Session). The decision regarding eligibility for a grade is made by the faculty. No refund will be made to a student who has been assigned an earned grade, regardless of whether the grade is passing or failing.

In instances where students who are drafted into the Military or are recalled to active duty do not attend for a sufficient time to qualify for a grade, there shall be a 100% refund of tuition and all other fees except application fees.

In instances where students who have enlisted in the Military, the Peace Corps, or VISTA do not attend for a sufficient time to qualify for a grade but continue in attendance within two weeks of induction, refund of tuition and all other fees except application fees will be made in accordance with the following principles:

- Withdrawals before the beginning of the 5th calendar week (3rd calendar week for Summer Session) after scheduled opening date of session – 100% refund
- Withdrawal grades thereafter- 50% refund

## Courses with Remedial Contact Hours or Credit Equivalents

For purposes of determining full-time or part-time tuition charges and financial aid eligibility, the sum of regular course credits or equated credits in remedial courses and certain specified credit courses is determined from the following:

REMEDIAL COURSES	Credits	QCC Tuition TAP Academic/Financial Aid Progress Units
BE-111	0.0	4.5
BE-112	0.0	4.0
BE-121	0.0	4.0
BE-122	0.0	4.0
BE-201	0.0	4.5
BE-203	0.0	4.5
BE-205	0.0	4.5
BE-225	0.0	4.0
BE-226	0.0	4.0
MA-005	0.0	3.0
MA-010	0.0	5.0
SP-005	0.0	3.0
SP-006	0.0	3.0
SP-007	0.0	4.0
SP-020	0.0	3.0

# FINANCIAL SERVICES

*Financial Services Office, Library Building, Room 409 and 411, Telephone: 718-631-6367*

The key to financing a college education successfully is to determine a budget. The student budget is defined as the number of dollars a student needs to attend The City University of New York (CUNY) for one year. It is composed of direct educational expenses (tuition, fees, books) and indirect educational expenses (housing, food, transportation, & some personal expenses). CUNY has established two standard budgets:

1. students living with parents and
2. students living away from parents

Balanced against the student's budget is the Expected Family Contribution (EFC). The EFC is calculated by the need analysis system that is established by Congress. The EFC is defined as the number of dollars that the student and his/her family can contribute towards the budget.

To determine each student's need, the EFC is subtracted from the budget established for that student. The need establishes the maximum amount of dollars that can be awarded from all financial aid programs.

The most common sources of financial aid for students at Queensborough Community College are:

- THE NEW YORK STATE TUITION ASSISTANCE PROGRAMS<sup>1</sup>
  - Tuition Assistance Program
  - Supplemental Tuition Assistance Program
  - Part-time TAP /Aid for Part-time Study
- FEDERAL PELL GRANT PROGRAM<sup>1</sup>
- CAMPUS-BASED FEDERAL AID PROGRAMS<sup>1</sup>
  - Federal Work-Study
  - Federal Supplemental Educational Opportunity
  - Federal Perkins Student Loan
- COLLEGE DISCOVERY PROGRAM<sup>1</sup>
- DIRECT LOANS (formerly federal family education loans)<sup>1</sup>
  - Federal Direct Loans
    - Subsidized Direct Loan
    - Unsubsidized Direct Loans
  - Federal Direct Parent Loan for Undergraduates

<sup>1</sup> Subject to change in Federal and State Laws.

<sup>2</sup> NOTE: Beginning with the 2015-16 academic year, first-time TAP recipients who graduated from a Foreign High School must take and pass an approved ability-to benefit test by the first day of classes for a particular term to be certified for an award for that term.

## The New York State Tuition Assistance Programs

### THE TUITION ASSISTANCE PROGRAM (TAP)

Sponsored by the State of New York, TAP provides tuition assistance for full-time degree (matriculated) students (that is, students enrolled for 12 or more credits and/or equated credits) depending upon the family net taxable income. All students should apply for TAP each year by completing the FAFSA and clicking on the link on the FAFSA Confirmation Page to go to "TAP on the web." Students apply on the New York State Higher Education Services Corporation (HESC) Website. This application starts with the Summer session, continues with the Fall semester, and ends with the Spring semester. New Freshmen and Transfer Students are not eligible for Summer TAP for their first semester.

Students whose applications for TAP are approved will receive an award certificate from HESC, which states the amount of aid. The amount of the TAP award is scaled according to the level of study, tuition charged, and the net taxable income, as well as the number of TAP payments received. **A student enrolled in a two-year program cannot receive more than three years of TAP while completing the program.** If the award certificate is received before that student's tuition bill is due and the student meets all eligibility criteria, tuition will be reduced by the amount stated on this certificate. If the certificate is received after the tuition bill is due, the student will pay the tuition at the time of registration and will be reimbursed later in the school year.

### ELIGIBILITY FOR TAP

To be eligible for TAP, students must:

1. Be a legal resident of New York State (lived in NYS for at least one year prior to the first term for which you are seeking payment)
2. Be a U.S. citizen or an eligible non-citizen
3. Be enrolled in a program leading to a degree
4. Be in good academic standing for NYS programs
5. Have a high school diploma from a U.S. high school, a recognized GED certification, or pass an approved ability-to-benefit test<sup>2</sup>
6. Be enrolled full-time in at least 12 credits that are required for your degree.
7. Meet the NYS taxable income criteria. Dependent students or independent students with tax dependents must have a total family NYS net taxable income of \$80,000 or less. Independent students who are single with no tax dependents must have a total family NYS net taxable income of \$10,000 or less. Independent students who are married with no tax dependents must have a total NYS net taxable income \$40,000 or less.

**IMPORTANT REMINDERS:**

1. To be eligible for a full-time TAP award, a student must register for a minimum of 12 credits and/or equated credits, which must include at least six credits in credit-bearing courses.
- 2. These 12 credits/equated credits must be for course-work that meets the requirements of their specific degree program.**
3. For the first TAP payment, only three (3) credits in credit-bearing courses are required. However, for students who first enrolled in the 2007-08 academic year or after, at least 6 credits in credit-bearing courses must be earned to be eligible for a second TAP payment.
4. Students who withdraw from all courses during a semester will lose eligibility for TAP in the next semester. These credits must be required by the curriculum.

Part-Time TAP is a program available to part-time students who have earned 24 or more credits in two consecutive semesters with an overall GPA of 2.0 or higher and enrolled as a CUNY freshman in Fall 2006 or later. The student applies in the same manner that he or she applies for the APTS award.

**SATISFACTORY ACADEMIC STANDING TO CONTINUE TAP AWARDS**

All students receiving TAP must maintain satisfactory academic standing as determined by New York State. Any student who fails to “pursue a program of study” or to “make satisfactory academic progress,” as defined by the New York State Education Department, will lose TAP eligibility for the following semester. Therefore, students must meet two minimum standards set by the New York State Department of Education:

**NOTE: Please refer to college website for the most to up-to-date charts**

**PURSUIT OF PROGRAM**

Students are required to complete a certain minimum number of credits or equated credits each semester as specified in the chart below:

To be eligible for TAP Award Number	A student must have completed this number of credits or equivalents for the prior semester:
1	0
2	6
3	6
4	9
5	9
6	12

**ACADEMIC PROGRESS**

This requirement means that students must accumulate a specified minimum total number of credits and achieve a specified cumulative grade-point average (GPA) to be eligible for the TAP award number as indicated below.

For all students who first received state aid (TAP/APTS) for the 2010-11 academic year and after, the following chart is in effect:

To be eligible for Award Number	Minimum number of credits earned	Minimum cumulative grade-point average
1	0	0
2	6	1.3
3	15	1.5
4	27	1.8
5	39	2.0
6	51	2.0

For all students who first received state aid (TAP/APTS) in the 2007-08 academic year through 2010-11, the following chart is in effect for the Spring 2011 semester only:

To be eligible for Award Number	Minimum number of credits earned	Minimum cumulative grade-point average
1	0	0
2	6	1.5
3	15	1.8
4	30	2.0
5	45	2.0
6	60	2.0

For all students who first received state aid (TAP/APTS), and all CD students in the 2006-07 academic year through 2009-10, the following chart is in effect:

To be eligible for Award Number	Minimum number of credits earned	Minimum cumulative grade-point average
1	0	0
2	3	.5
3	9	.75
4	18	1.3
5	30	2.0
6	45	2.0

For all students who first received state aid (TAP/APTS), and all CD students in the 2005-06 academic year or prior, the following chart is in effect:

To be eligible for Award Number	Minimum number of credits earned	Minimum cumulative grade-point average
1	0	0
2	0	0
3	6	1.0
4	18	1.20
5	31	2.0
6	45	2.0

**ADA PART-TIME TAP RECIPIENTS**

Education Law section 661(d)(4) provides that for students who are disabled as defined by the Americans with Disability Act of 1990, “the full-time attendance requirement is eliminated. Such disabled students may be in part-time attendance, as defined by the commissioner in order to be eligible to receive payments....”

According to section 145-2.1(a)(4) of the Regulations of the Commissioner of Education, for a student with a disability, “part-time study or attendance shall mean enrollment for at least three but less than 12 semester hours per semester or the equivalent, or at least two but less than eight semester hours per quarter.”

ADA Part-Time TAP recipients must meet all TAP eligibility requirements. Prior to the 2015-16 academic year, good academic standing was determined using the same satisfactory academic progress standard used for Aid for Part-Time Study—that was, for each ADA Part-Time TAP award, a recipient had two semesters to meet the progress standard.

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

**Note: in order for a student to have their TAP eligibility evaluated using the new ADA SAP Standards they must be registered with the Services for Students with Disabilities Office (SSD).**

**PROGRAM: ASSOCIATE PROGRAM**

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

To be eligible for Award Number	Minimum number of credits earned	Minimum cumulative grade-point average
1	0	0
2	0	0
3	6	1.0
4	18	1.20
5	31	2.0
6	31	2.0
7	31	2.0
8	45	2.0

**IMPORTANT STATE NOTES**

1. **Loss of TAP eligibility:** Students who fail to meet the standards of academic program pursuit, academic progress, and/or attendance, will lose their TAP eligibility. In addition, any student who registers for courses without having met these standards will be liable and billed for the full amount of his or her TAP award. Also, any student who registers for courses not required by their curriculum will lose TAP.
2. **Students on probation** or continued probation who make satisfactory academic progress during this probationary period and continue to maintain their academic standing will maintain their eligibility for financial aid.
3. **A repeated credit course** cannot be included as part of a student’s minimum full-time or part-time course load for New York State financial aid purposes except in the following cases:
  1. when the repeated course was previously failed
  2. when the course was previously passed but with a grade too low to be accepted in the student’s curriculum
  3. when a repeated course earns credit each time
4. **A repeated noncredit (remedial) course** cannot be included as part of a student’s minimum full-time or part-time course load for New York State financial aid purposes if the student received a passing grade for that course (i.e., “NC” grade or “INC” grade).
5. **Transfer students** or students making a change of curriculum should review their status with an academic adviser and a financial aid counselor in order to insure their TAP eligibility status.
6. **Waiver Policy:** Students who can demonstrate that exceptional circumstances beyond their control caused them to have a substandard record may be eligible for a one-time undergraduate waiver of TAP regulations. Waivers will be granted in these exceptional cases only when:
  - a. there is a reasonable probability that the student will regain good academic standing
  - b. the student is able to present full documentation
  - c. the waiver is recommended by the Academic Senate Committee on TAP Waivers after the student has met with an appropriate college official
  - d. the waiver is approved by the TAP Waiver Officer. Students who wish to apply for a TAP waiver must make an appointment with the TAP Waiver Officer.

**Please refer to the Office of Financial Services website for the current requirements to receive TAP.**

### AID FOR PART-TIME STUDY (APTS)

The Aid for PART-TIME Study (APTS) program, sponsored by the State of New York, was established to provide tuition assistance for part-time matriculated students. Queensborough students should apply for TAP using the FAFSA and linking to the New York State Higher Education Services Corporation website and complete the Supplement Form available in the CUNYfirst Student Services Center.

### ELIGIBILITY FOR APTS

APTS is not an entitlement program. There are limited resources. The institution (CUNY) selects and determines the individual award amounts. To be eligible, students must:

1. be enrolled as a part-time student in an approved undergraduate degree program in New York State (part-time is defined as at least six [6] but no more than eleven [11] equated credits). **The 6-11 credits/ equated credits must be for course work that is required for the degree.**
2. Meet the NYS taxable income criteria. Students claimed by their parents as a tax exemption or students who claim dependents of their own must have a NYS net taxable income of \$50,500 or less. Students not eligible to be claimed by parents as a tax exemption or who are single with no tax dependents must have a NYS net taxable income of \$34,250 or less.
3. Be a legal resident of New York State (lived in NYS for at least one year prior to the first term for which you are seeking payment)
4. Be a U.S. citizen or an eligible non-citizen
5. Be enrolled in a program leading to a degree
6. Be in good academic standing for NYS programs
7. Have a high school diploma from a U.S. high school, a recognized GED certification, or pass an approved ability-to-benefit test
8. Have a tuition charge of at least \$100 per year
9. Have remaining TAP eligibility

### APTS AWARDS

The money available for all participating institutions is set each year in the State budget. The amount received by a particular college is determined by the school's percentage of the total part-time enrollment at all participating institutions. The number and the amount of awards are determined by the participating institution based on its allocation of funds.

### SATISFACTORY PROGRESS FOR APTS

Recipients must be in good academic standing in accordance with New York State's rules and regulations (GPA must be above 2.00) and must not be in default of a student loan.

## Federal Assistance Plans (TITLE IV)

### FEDERAL PELL GRANTS

Matriculated students attending or planning to attend college on a part-time or full-time basis may apply for this Federal grant program. Students should use the Free Application for Federal Student Aid (FAFSA) and apply online at [www.fafsa.gov](http://www.fafsa.gov). The application starts with the Fall semester, continues into the Spring semester, and ends with the Summer session.

The Federal Processor determines the Expected Family Contribution (EFC). In about two to three weeks after filing, a Student Aid Report (SAR), which contains the EFC, will be sent to the student. If an email address is provided, the information will be sent via email. The information on the SAR is used to determine the student's eligibility for federal aid, including a Federal Pell Grant. If the award is finalized prior to the date the tuition bill is due, tuition and fees will be reduced by the amount of the Pell award. If the award is finalized after the tuition bill is due, the student will pay the tuition and fees when the bill is due and will be reimbursed later in the school year.

### ELIGIBILITY FOR PELL

Eligibility and award amounts are based on need. Congress votes upon the formula used to determine the need each year. Students are notified by the Office of Financial Services about the conditions for receiving PELL payments and how and where these payments can be received. To remain eligible, students must attend classes and continue to make satisfactory academic progress in their chosen program of study.

**NOTE: All students receiving a Federal PELL grant must maintain Satisfactory Academic Progress. In addition, students are limited to a maximum of 12 terms of full-time Pell payments or its equivalent for part-time study.**

**Please visit [www.qcc.cuny.edu/financialaid/reqsForAidFed.html](http://www.qcc.cuny.edu/financialaid/reqsForAidFed.html) for more information.**

### FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)

FSEOG grants are available to exceptionally needy full-time and part-time (at least half-time) students. These grants range from \$200 to \$2,000 annually. Students who complete the FAFSA and are Pell-eligible are automatically considered for SEOG.

**NOTE: All students receiving a FSEOG grant must maintain Satisfactory Academic Progress.**

**Please visit [www.qcc.cuny.edu/financialaid/reqsForAidFed.html](http://www.qcc.cuny.edu/financialaid/reqsForAidFed.html) for more information.**

## FEDERAL PERKINS LOAN PROGRAM (FPKL)

Queensborough Community College participates in the Federal Perkins Loan Program. Applicants may borrow up to a maximum of \$5,000 during their first two years at Queensborough, provided they remain in good standing. Financial need and availability of Federal funds determine the amount a student may receive. No interest is charged during the time the borrower is enrolled as a qualified student. Upon termination of study, or when a student is no longer enrolled at least half-time (minimum of six credits), a period of grace extends for nine months before payments begins at 5 percent simple interest for up to a ten-year repayment period. Application is made through the Office of Student Financial Services by completing the FAFSA and the Supplement Form available in the CUNYfirst Student Services Center.

**NOTE: All students receiving a Federal Perkins Loan must maintain Satisfactory Academic Progress.**  
**Please visit [www.qcc.cuny.edu/financialaid/reqsForAidFed.html](http://www.qcc.cuny.edu/financialaid/reqsForAidFed.html) for more information.**

## FEDERAL WORK-STUDY PROGRAM (FWS)

Queensborough Community College participates in the Federal Work-Study Program. The program enables a qualified student to pursue a degree while holding a part-time job. This employment may be located on or off campus and may take place during the academic year (including vacation periods) and/or during the summer months. Eligibility for this program is based on the financial status of the student and/or his or her family. Recipients are required to maintain Satisfactory Academic Progress. Students must apply on the FAFSA form and complete the Supplement Form available in the CUNYfirst Student Services Center.

**NOTE: All students receiving a Federal Perkins Loan must maintain Satisfactory Academic Progress.**  
**Please visit [www.qcc.cuny.edu/financialaid/reqsForAidFed.html](http://www.qcc.cuny.edu/financialaid/reqsForAidFed.html) for more information.**

## DIRECT LOANS (FORMERLY FEDERAL FAMILY EDUCATION LOAN PROGRAMS)

A student seeking a loan under the Federal Direct Loan program must first complete a Free Application for Federal Student Aid (FAFSA) to determine student eligibility. After completing the FAFSA the student must complete the Direct Loan Request Form available in the CUNYfirst Student Services Center.

## FEDERAL DIRECT LOANS

This program provides low-interest loans totaling up to \$31,000 for “Dependent” students and \$57,000 for “Independent” students to cover undergraduate work. An eligible Queensborough student who is enrolled at least half-time (six credits and/equated credits) may borrow up to a total of \$3,500 for the freshman year and up to a total of \$4,500 for the sophomore year. The amount of the loan will be determined by the student’s Expected Family Contribution (EFC). No payments are required while the student is in school. Repayments begins six months after the student graduates, withdraws, or falls below half-time (6 credits).

### THERE ARE TWO TYPES OF FEDERAL DIRECT LOANS

1. **Subsidized Federal Direct Loan:** The interest on this type of loan is paid by the Federal government while the student is attending college. In addition to the amounts above, students are eligible to borrow an additional \$2,000 Unsubsidized Federal Direct Loan. Students determined to be “Independent” based on the FAFSA are eligible to borrow an additional \$6,000 Unsubsidized Federal Direct Loan. To be eligible for the Subsidized Federal Stafford Loan, the applicant must:
  - a. be enrolled for at least half-time study at an approved institution
  - b. be a United States citizen or a permanent resident alien
  - c. demonstrate satisfactory academic progress
  - d. not be in default on a prior educational loan
  - e. show financial need
  - f. file a FAFSA to determine the Expected Family Contribution (EFC)

### 150% Direct Subsidized Loan Limit

First-time borrowers taking out Federal Direct subsidized loans on or after July 1, 2013 are subject to the 150% Direct Subsidized Loan Limit, which limits the amount of time a student is eligible to borrow subsidized loans to 150% of their published program length. For a student in a two-year program, the maximum amount of time the student can receive a Subsidized Direct Loan is three years.

2. **Unsubsidized Federal Direct Loan:** The interest on this type of loan is paid by the student while he or she is attending school or the interest is added to the loan. To be eligible for the Unsubsidized Federal Direct Loan, the applicant must:
  - a. be enrolled for at least half-time study at an approved institution
  - b. be a United States citizen or a permanent resident alien
  - c. demonstrate satisfactory academic progress
  - d. not be in default on a prior educational loan
  - e. file a FAFSA to determine the Expected Family Contribution (EFC)

### FEDERAL DIRECT PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS)

Parents may borrow up to the total cost of education minus other aid for each dependent child (Federal Work Study, Federal Direct Loans, Federal Perkins Loans, PELL, SEOG).

Students will be measured against the satisfactory academic progress standard at the end of the spring term to determine eligibility for receipt of Title IV financial assistance for the upcoming year.

*Please refer to the Office of Financial Services website for the current requirements to receive Federal Aid.*

### IMPORTANT FEDERAL NOTES

1. **Attempted credits** usually reflect course loads maintained in a student's permanent record at the college.
2. **Accumulated credits** should reflect credits that the student earned toward the completion of the degree program in which the student is enrolled.
3. **Enrollment in remedial courses** will not be included as attempted credits for financial aid.
4. **Withdrawals** recorded on a student's permanent record will be included as attempted credits and will have an effect on the student's capability to meet the appropriate standard. A Retroactive "non-punitive" withdrawal may require that a student repay any assistance received as a result of the student's enrollment at the time of receipt of the student assistance.
5. **Courses with incomplete grades** are included as attempted credits. However, these courses cannot be used as credits accumulated toward the degree since successful completion is the criterion for positive credit accumulation.
6. **Repeated courses** can generally be accepted toward degree requirements once. However, each time a student attempts a course, it is included as part of the attempted credit record. Therefore, repeated courses, regardless of the prior grade, reduce the student's capacity to meet the appropriate credit accumulation standard.
7. **Appeal procedures.** Undergraduate students who do not meet the standard may appeal to the Federal Student Aid Satisfactory Academic Progress Appeals Committee by completing a "Title IV Satisfactory Academic Progress Appeal Form" available on the Office of Financial Services website under "Printable Forms". These appeals are evaluated based on mitigating circumstances resulting from events such as personal illness, injury, personal tragedy, changes in academic program, and the reasonableness of the student's capability for improvement to meet the appropriate standard for the degree program in which the student is enrolled. A successful appeal would result in the granting of a one semester probation period for the student to improve his or her academic record and meet the appropriate standard for the degree program in which the student is enrolled. The student may be given an Academic Plan.
8. **Non-standard admissions situation.**
  - a. **Readmitted students.** Upon readmission after a one year period of non-reenrollment, the student will receive assistance for the terms in the academic year of readmission and will be evaluated for future eligibility at the end of the spring term against the appropriate standard for the degree program in which the student is enrolled. If a student is readmitted after less than one year of non-enrollment, the academic record will be evaluated for satisfactory academic progress under the standards as of the last term of attendance.
  - b. **Transfer students** from colleges inside and outside CUNY shall have their status initialized for purposes of satisfactory academic progress measurement by using the number of credits determined to be acceptable toward the degree as both the students' cumulative attempted credits and cumulative earned credits.
  - c. **Second degree students.** Students enrolling for a second degree shall have their status initialized for purposes of satisfactory academic progress measurement by using the number of credits determined to be acceptable toward the degree as both the students' cumulative attempted credits and cumulative earned credits.

# STUDENT LIFE

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*Student Affairs: Library Building, Room 412 • Telephone: 718-631-6351 • Fax: 718-631-6352*

## Department of Student Affairs

Michel A. Hodge, *Vice President for Student Affairs and Enrollment Management, Chairperson*

### Office Personnel:

Annette Lazaro, *CUNY Administrative Assistant*

Reynald Pierre-Charles, *CUNY Administrative Assistant*

## Philosophy of the Department

The Department of Student Affairs supports the mission of the College to prepare students for transfer to four-year institutions and for entry into the job market by providing a network of quality student support programs and services that are culturally relevant and developmentally appropriate for our diverse, urban student body. The Department is committed to the goals of human development, a lifelong process that encompasses mastery of knowledge, cultural awareness, clarification of values, self-awareness, and refinement.

The Department is committed to student access to higher education both physical and programmatic, and to student success as measured by persistence, goal attainment, academic standing, and personal development.

The Department is concerned with all aspects of student life on campus. Its members participate in a number of services and programs designed to help students achieve academic and personal success. In addition, the Department fosters community involvement and encourages students to be aware of the value of their individual contributions to society.

The Department seeks to foster the growth of a positive sense of identity in all members of the College community and to create a campus climate that contributes to a pluralistic learning experience, celebrates diversity, combats bigotry, and promotes harmony among all people.

***It is the responsibility of each person on campus to speak, act, and live from a perspective of civility.***

***To act with civility is to act with honesty conscious intention clarity of thought clarity of action deep interpersonal respect and personal responsibility.***

***Civility recognizes the importance of diversity and the value of all contributions and works to maintain the dignity and rights of every individual.***

## Goals and Services

The goals of the Department of Student Affairs are three-fold:

- To provide a network of quality student support programs and services designed to help students succeed in the academic programs,
- To facilitate and enrich the educational experience of the College's culturally diverse student body, and
- To encourage the personal, social, and emotional growth of students so as to enhance their individual positive self-esteem and sense of personal dignity while guiding them toward the development of their full potential.

The Department provides opportunities for students to meet their goals through personal and academic counseling, career planning, cultural awareness, value clarification, self-awareness, community responsibility, and the application of interpersonal, organizational, and decision-making skills. Under the leadership of the Vice President for Student Affairs, the Department provides a full range of programs designed to help fulfill these goals.

## ADMISSIONS

***Administration Building, Room 210, 718-631-6236***  
***(See Admissions Section)***

## CAREER SERVICES

***Library, Room 429 and 430, 718-631-6297***

The Office of Career Services is committed to providing comprehensive career advisement and professional development services to all students and recent alumni. The staff educates and advises students about careers and associated curricula of the College and the job/internship search process, assists in the preparation of résumés and all professional correspondence, and works to improve critical interviewing skills through one-to-one conferences, classroom presentations, an interactive website and e-mails. Career Services partners with the Academies of the College, the Introduction to College Life and Strategies for College Success courses, Cooperative Education courses, and other groups including campus clubs to bring the teaching of professional development to the classroom and other venues.

Career Services sponsors a job fair and an internship forum every year, coordinates on-campus recruitment activities by business and non-profit organizations with the departments of the College, and hosts panel discussions and other professional activities throughout the school year.

From the Career Services website, [www.qcc.cuny.edu/careerservices](http://www.qcc.cuny.edu/careerservices), the following useful resources are available, all free to Queensborough students and alumni: FOCUS 2, a self-guided program that helps students to explore and make decisions about their career goals and major area of study; Optimal Résumé, a tool that helps students to create résumés, video résumés, cover letters and portfolios and to practice interviewing and assess skills; and Virtual Job Shadow enabling students to search for internships/jobs and learn about many careers and occupations from professionals in the field. Students are encouraged to seek advisement from Career Services staff as early as freshman year to progress in their career development and achieve the maximum benefit from the office's many resources.

Career Services communicates with students frequently through Tiger Talk. Students are urged to check their Tiger Mail frequently for news of upcoming events and job/internship opportunities.

## COLLEGE DISCOVERY

**718-631-6210** (See section on *Special Learning Opportunities*)

## COLLEGE OPPORTUNITY TO PREPARE FOR EMPLOYMENT (COPE)

**Library, Room 432A, 718-281-5174**

The C.O.P.E. program provides a broad range of support services to QCC students who are receiving public assistance or who meet specific economic guidelines. Assisting students since 1994, the C.O.P.E. program is offered by The City University of New York (CUNY) in conjunction with the New York City Human Resources Administration (HRA) and is geared to help students become successful graduates and find long-term economic self-sufficiency and independence through gainful employment.

Degree-seeking students are furnished with a comprehensive network of academic, economic, employment and governmental support services. The staff provides comprehensive counseling, referral services, advocacy, and assistance with meeting H.R.A. requirements.

C.O.P.E. seeks to inform, motivate, and empower students to avail themselves of the wealth of resources the College and the City of New York can provide. From job placement, resume preparation and career counseling, to academic and tutorial referrals, to registration for Training Related Expenses (TREs), assistance with various forms mandated by the HRA, to disbursements of Free Metro Cards, free interview and employment clothing, and more, C.O.P.E. is a reservoir of informational and hands-on resources.

For more information, students are invited to visit to the COPE office.

## COLLEGE SCIENCE AND TECHNOLOGY ENTRY PROGRAM (CSTEP)

**718-631-6036** (See section on *Special Learning Opportunities*)

## COUNSELING CENTER

**Library Building, Room 422, 718-631-6370**

Counseling is available to students who need assistance with academic decisions, academic advisement, career exploration, personal problems, veterans' counseling, and transfer counseling. Consultations with mental health professionals provide students with an opportunity to discuss all concerns with the assurance of confidentiality. Counselors also teach Introduction to College Life (a mandatory course for all full-time incoming freshmen) and Strategies for College Success. The Counseling office is open Mondays and Thursdays, 8:45 am to 6 pm; Tuesdays and Wednesdays, 8:45 am to 7 pm; and Fridays 8:45 am to 5pm.

Students may also visit [www.qcc.cuny.edu/counseling](http://www.qcc.cuny.edu/counseling).

## FINANCIAL SERVICES

**Library, Room 409, 718-631-6367**

(See section on *Financial Services*)

## HEALTH SERVICES

**Medical Arts, Room MC-02, 718-631-6375, Fax 718-631-6330**

Free walk-in services are provided for students, including first aid, medical assessments and treatments as well as referrals and counseling. Informational literature on a number of health care topics, as well as free or low cost insurance plans are available at the office. Measles, mumps, and rubella (MMR) vaccine is provided free of cost during scheduled clinic times to ensure that students meet the New York State Health Immunization Mandate. The office also collects the response forms for meningitis, which are now required by the New York State Department of Health. In addition, Health Services sponsors the annual Health Fair, Blood Drive and workshops throughout the year on health and wellness.

All students, regardless of credits, must provide proof of two measles, mumps and rubella immunization.

### MEDICAL EXAMINATION REQUIREMENTS

***Nursing students and Massage Therapy students will be advised as to the specific medical information they must submit. Before students register for courses, they should make sure that their immunization records are on file in the Health Services Office of the College, located in the Medical Arts Building, Room MC-02. Dates for receipt of medical forms are as follows:***

Fall Admission:	May 30	All students
Spring Admission:	December 21	UAPC* Freshmen

\* Fall Semester students accepted after August 1 must submit their medical records prior to registration

### **CENTER FOR INTERNATIONAL AFFAIRS, IMMIGRATION AND STUDY ABROAD**

***Library Building, Room 431, 718-631-6611***

The Center for International Affairs, Immigration and Study Abroad aids international students' transition from their home countries to the United States. The office reviews all the immigration and financial documents for students and issues the U.S. Federal Form I-20.

The office also assists with registration issues; academic advisement; immigration issues; processing change of status; off- and on-campus work authorization; cultural, immigration and social integration workshops; peer mentoring; and new student orientation.

In addition to these services for international students, the office operates the Center for Immigration located on campus.

### **LIBERTY PARTNERSHIPS/PROJECT PRIZE**

***Medical Arts Building, Room MC 34, 718-281-5009***  
***(See section on Pre-College, Continuing Education and Workforce Development)***

### **SERVICES FOR STUDENTS WITH DISABILITIES**

***Science Building, Room 132, 718-631-6257***

The Office of Services for Students with Disabilities ensures that students with disabilities have access and the opportunity to participate in classes and activities at Queensborough Community College. The coordination of accommodations, disability-related support services and assistive technology are facilitated through this office. In addition the office strives to promote increased awareness of disability-related issues on campus. It is the responsibility of each student to register with the office of Services for Students with Disabilities in order to be eligible for services.

### **STUDENT ACTIVITIES**

***Student Union Building, 718-631-6233***

Student Activities is primarily concerned with the enhancement of the student's college experience through involvement in extracurricular activities and development of leadership and interpersonal skills. The Student Activities staff seeks to involve students in campus governance and service, stimulating interests and interpersonal communication through a variety of governance, recreational, and personal interest activities. The Student Activities staff works together with the members of the QSA Student Government, including the Student Senate, and more than 30 student clubs and organizations, the *Aurora* yearbook staff, and the *Communiqué* student newspaper staff. The Student Activities staff seeks to broaden student participation at all levels. Students are encouraged to check Tigermail for announcements of upcoming events, as well as the online Student Activities calendar at [www.qcc.cuny.edu/StudentActivities/index.html](http://www.qcc.cuny.edu/StudentActivities/index.html).

### **STUDENT CONDUCT OFFICE**

***Library, Room 418, 718-631-6314***

The Student Conduct Office functions within the Department of Student Affairs. Its mission is to promote student learning through discipline that is innovative and thoughtful and fair to all involved, while safeguarding the integrity of the disciplinary process and furthering the college's mission, values, goals and objectives.

For the most up-to-date information regarding student conduct policies at the college please visit [www.qcc.cuny.edu/sco](http://www.qcc.cuny.edu/sco) and for The City University of New York (CUNY) [www.cuny.edu/about/administration/offices/sa/policies](http://www.cuny.edu/about/administration/offices/sa/policies):

### **TESTING SERVICES**

***Testing Services Center, Room 430, 718-631-6358***  
***(See section on Testing and Placement)***

### **TRANSFER SERVICES OFFICE**

***Administration Building, Room 119, 718-631-6670***

The goal of this office is to provide outreach to all students who are about to graduate or transfer out from Queensborough Community College, especially those who are contemplating transferring to other institutions of higher learning. For example, you may be a student who wants to continue your education at another two-year institution, or you may wish to transfer to a four-year college in CUNY, SUNY or at a private institution. You may also be looking for a school with the appropriate career related curriculum. This is the office that will assist you.

## Student Rights and Responsibilities

At Queensborough the rights and responsibilities of students have been formally developed within the framework of the Constitution and the Bylaws of the Board of Trustees of The City University of New York, as well as the Bylaws of the Academic Senate and the Bylaws of the Faculty of the College. Queensborough students actively participate in the formulation of rules and procedures governing student activities. Student membership on the Academic Senate and every major College committee allows for student representation and has an impact on virtually every aspect of College life vital to undergraduates.

### ACADEMIC QUALIFICATIONS FOR INVOLVEMENT IN STUDENT GOVERNMENT OR OTHER STUDENT CLUBS, SERVICES, ORGANIZATIONS, AND PUBLICATIONS

Elected positions in Student Government include President, Executive Vice President, Administrative Vice President, Programming Vice President, Treasurer, President Pro-Tempore, Parliamentarian, and Executive Secretary. To be eligible to run for an elected position, or to hold an elected or appointed position<sup>1</sup>, students must meet the following academic qualifications:

- Must be a registered student at Queensborough Community College
- Must be matriculated at Queensborough Community College
- To serve as SGA President must have a minimum cumulative GPA of 2.5.
- For all elected positions other than SGA President must have a minimum cumulative GPA of 2.25 to run for an elected position or a GPA of 2.0 to be named to an appointed position, and must maintain a minimum cumulative GPA of 2.0 while holding office.
- Must have completed a minimum of 12 college credits and/or equated credits to petition for an elected position
- Must carry a minimum of 12 college credits and/or equated credits while holding office (students documented with disabilities may be enrolled for a minimum of six [6] college and/or equated credits)
- Must not hold office for more than four semesters (not necessarily consecutive semesters)

<sup>1</sup> Any member of the QSA may run for an elected position except those who have resigned or been impeached from a QSA office in the past.

- Must have completed and earned passing grades (i.e., A, B, C, D) in at least 50 percent of the credits for which he/she registered the prior semester at Queensborough Community College, but no fewer than three credits. If more than 50 percent of the credits attempted are either F, W, WU, INC, ABS, etc., he/she is no longer eligible to hold office in the QSA.

To run for the elected positions of Vice President for Part-time Students and Vice President for Evening Students in the QSA Student Government, a student must meet the following academic qualifications:

- Must be a registered student at Queensborough Community College
- Must be matriculated at Queensborough Community College
- Must have a minimum cumulative GPA of 2.25 to run for an elected position, and must maintain a minimum cumulative GPA of 2.0 while holding office
- Must have completed a minimum of twelve (12) college credits and/or equated credits to petition for an elected position
- Must carry a minimum of six (6) college credits and/or equated credits while holding office
- Must not hold office for more than four (4) semesters (not necessarily consecutive semesters)
- Must have completed and earned passing grades (i.e., A, B, C, D) in at least 50 percent of the credits for which he/she registered the prior semester at Queensborough Community College, but no fewer than three credits. If more than 50 percent of the credits attempted are either F, W, WU, INC, ABS, etc., he/she is no longer eligible to hold office in the QSA.

**Any student who finds that he or she is subject to disciplinary action** should read the section “Student Disciplinary Procedures,” which gives a detailed summary of rights and procedures. All discipline matters should be referred to the Office of the Vice President for Student Affairs, who will adjudicate and/or mediate disciplinary actions. In any disciplinary proceeding, due process is assured.

**PLEASE NOTE:** See *Policies & Regulations* for rules and regulations governing certain academic policies, student conduct on campus, and parking regulations. For issues of Academic Integrity, see *Academic Standing*.

### CLUBS AND ORGANIZATIONS

Co-curricular activities play an important part in the total college experience of many Queensborough students. Independent and creative thinking is fostered by these activities and participation helps to develop initiative, responsibility, leadership, poise, and loyalty to the College. More than 30 different clubs and organizations are active on campus, including student government and political, social, religious, and special interest groups. All look forward to welcoming new members.

#### CLUBS

Architecture Club  
African Student Union  
Asian Society  
Biology Club  
Business Society  
Chemistry Club  
Chi Alpha Christian Club  
College Discovery Club  
CSTEP Club  
Drama Society  
Foreign Language Society  
Forensics and Debate Society  
Future Teachers Society  
Haitian Club  
Hillel Club  
IEEE Club  
International Business Club  
International Student Club

M.A.L.E.S.  
Math Club  
Mock Trial Association  
Music Society  
Muslim Student Association  
Newman Club  
Queensborough Bridge  
Research Club  
Queensborough Student  
Veterans Association  
Robotics Club  
S.O.U.L.  
Student's Health Club  
Student Nurses Association  
(SNA)  
Student Publication Club  
Trinbago Club  
Tutor Club

#### ORGANIZATIONS

Student Organization for the Disabled  
NYPIRG

### STUDENT PUBLICATIONS

The primary purpose of the various student publications is to encourage journalistic skills and stimulate dialogue in the College community. On campus, these include *Communiqué*, the student newspaper, and *Aurora*, the student yearbook. The staff of each publication elects its own editor. Copies of the *Communiqué* are available on the newspaper racks located throughout campus or online at <http://www.qcc.cuny.edu/Communique>.

### THE QUEENSBOROUGH STUDENT ASSOCIATION

The Queensborough Student Association is organized to give students a substantial voice in the affairs of the College, particularly in those areas that affect their academic, cultural, and social welfare.

The Student Association has primary responsibility for student events. It coordinates programs, participates in shaping policies and student regulations, charters new organizations, and recommends the allocation of student activities fees.

The Activities Program Council, a subsidiary board of the Queensborough Student Association, sponsors social and cultural programs.

### THE QUEENSBOROUGH COMMUNITY COLLEGE STUDENT ACTIVITIES ASSOCIATION, INC.

The Queensborough Community College Student Activities Association, Inc., is a not-for-profit corporation incorporated in the State of New York to promote the educational, cultural, and social activities of students and faculty at Queensborough Community College. The College Student Activities Association is responsible for the supervision and review of budgets generated by student activity fees. These budgets support Student Government, athletic and recreation programs, tutoring services, and cultural programs.

The corporation consists of thirteen members who serve as its Governing Board. They are selected annually as follows: Three members of the administration of the College are appointed by the President of the College; three members of the faculty are appointed by the President from a group of six faculty members elected by the faculty in accordance with College regulations; six student members, including the student government president, four elected students, and one elected student representing evening students, are elected directly to the Board. The chairperson of the Governing Board is the President or President's designee.

### THE QUEENSBOROUGH COMMUNITY COLLEGE AUXILIARY ENTERPRISE ASSOCIATION, INC.

The Queensborough Community College Auxiliary Enterprise Association, Inc., is responsible for the oversight, supervision, and review of College auxiliary enterprises such as the performing arts program, QCC bookstore, food service facilities, parking revenues, and other income-generating services. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises are developed by the auxiliary enterprise budget and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.

The membership of this association consists of eleven members who serve as its Board of Directors. They are selected annually as follows: Three members of the administration of the College are appointed by the President of the College; two members of the faculty are appointed by the President and chosen from four faculty members elected by the faculty in accordance with College regulations; the five student members include the student government president, three elected students, and one elected student who represents evening students. The President serves as chairperson of the Board and President of the Association.

### SINGLE STOP

**Library, Room 432A, 718-631-6347**

Students often face the challenge of having to choose between college or life demands. The Single Stop office is here to connect students with social services and resources to overcome these obstacles. Single Stop staff members can answer questions for students interested in receiving public benefits and for those already receiving benefits.

We are here to advocate and assist you through the process. We also provide FREE financial counseling, legal assistance, and tax preparation right here on campus.

Come on in and take advantage of these free services!

- Benefit Screening – in 15 minutes we can determine what benefits you may be eligible for: Food Stamps, health insurance, utility assistance, child care assistance, and more.
- Financial Counseling – by appointment, meet with a financial coach to discuss the following: budget/savings, how to apply for credit, how to repair/rebuild your credit to name a few. Come on in and let's get you financially prepared for your future.

- Legal Assistance – by appointment, meet with an attorney for any of the following issues: Housing, Consumer Law, problems with Disability Benefits, Divorce/Family law, and if you were wrongfully denied any NYC Public Benefits. A simple consultation may cost you a lot of money, why pay when it's free.
- Health Insurance – the Certified Application Counselor (CAC) can assist you in applying for free to low cost health insurance through the NY State of Health, the Official Health Plan Marketplace. Come to the Single Stop office for a pre-screening. Your health is important to us.
- Tax Preparation – certified tax preparers are on site during tax season (January – April). They're trained to get the maximum amount of refund for YOU and your immediate family. You earned it; we will help you claim it.

### BOOKSTORE

The Queensborough Community College Bookstore, the largest CUNY Barnes & Noble Bookstore, located in the W Building, maintains a complete stock of all required and recommended textbooks and paperbacks. The Bookstore services the campus with coffee and snacks in a relaxed lounge setting and an outdoor picnic area. In addition, students can purchase bestseller and discounted books, a complete line of stationery, QCC apparel, Queensborough rings, and other such items.

### FOOD SERVICES

There are two food service facilities on the Queensborough campus for students (faculty and staff are also welcome). The hours of operation of these facilities are listed in the *Registration Guide and Schedule of Classes*. The hours of operation for the Fall and Spring semesters are usually as follows:

#### ***Metro Café (Science Building):***

Monday – Thursday	7:30 a.m. – 8:30 p.m.
Friday	7:30 a.m. – 2:30 p.m.
Saturday	7:30 a.m. – 2:00 p.m.

#### ***Tiger Bites Pizzeria (Student Union, Lower Level):***

Monday – Thursday	11:00 a.m. – 4:00 p.m.
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There is also a Starbucks Cafe at the entrance of the Queensborough Library serving coffee, snacks and assorted prepackaged sandwiches.

# LIBRARY

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Jeanne Galvin, *Chief Librarian*

**Professors:** Jeanne Galvin, Devin McKay

**Associate Professors:** Sheila Beck, Barbara Bonous-Smit, Susan Sciammarella, Constance Williams

**Assistant Professors:** William Blick, Peijun Jia, Mi-Seon Kim, Sandra Marcus, Neera Mohess

**Lecturer:** Jung Cho

**Senior College Laboratory Technicians:** Luk Ka (Lawrence) Chan

**College Laboratory Technician:** Danny Li

**Adjunct Faculty & College Laboratory Technicians** currently number 11.

## FOR LIBRARY INFORMATION...

Office of the Chief Librarian 718 631-6220

Reference 718 631-6241

Circulation 718 631-6227

## HOURS:

Monday through Thursday 7:30 a.m. to 8:45 p.m.

Friday 7:30 a.m. to 5:45 p.m.

Saturday 10:00 a.m. to 3:45 p.m.

Sunday 10:00 a.m. to 2:45 p.m.

Changes in this schedule should be expected during Intersession and Summer sessions. An online calendar with exact hours is provided on the Library Web site: <http://www.qcc.libguides.com/libraryhome>. Schedules also may be obtained at the Circulation Desk and are posted at the main entrance on the second floor.

## Nature and Purpose

The Kurt R. Schmeller Library seeks to provide a central focus for the scholarly and intellectual life of the Queensborough community by offering a wide range of services, resources, educational activities and learning spaces. The Library maintains collections in a variety of formats, including print, online and multimedia resources. Library resources and services support the curriculum, help students develop information competencies and provide assistance for faculty research.

## Resources

Library users have access to a carefully selected collection of reference and circulating books. The growing e-book collection is accessible on and off campus. Library users have access on site to a small collection of print periodicals. Most of the library's periodical collection is available online. In addition to scholarly and popular periodicals, access is provided to many newspapers, including *New York Times Digital Edition*, *Wall Street Journal* and *Chronicle of Higher Education*. Media databases provide online access to sound recordings, film, music scores and artwork. The Reserve Desk supplies textbooks, including the large Barnes and Noble collection, along with specific course readings. Computer workstations provide online access to the Kurt R. Schmeller Library holdings as well as to the library collections at other CUNY campuses. Internet access is also available. In addition, the Library maintains a collection of audiovisual material for instructional support, consisting of CDs, DVDs, and audio and videocassettes.

## Location

The Library is housed in a four-story building in the center of the campus. The entrance is located on the second floor. Reference books, reserve books, new books, and the art and music circulating collections are located on the second floor. The service desks (Reference, Circulation and Reserve) are also found on the second floor. Most Library faculty and staff have office space on the second floor. Two silent study rooms are available. Reference service is also available on the third floor. The third floor houses the circulating collection (except music and art), a computer classroom for library instruction, and group learning space. Computer workstations on the second and third floors provide access to the CUNY library catalog (CUNY+) as well as e-books, online periodicals, databases and Microsoft Office. Less frequently used library materials are housed in a basement storage area and can be retrieved as needed.

## Services

- The Library Web site (<http://www.qcc.libguides.com/libraryhome>) provides information regarding all aspects of Library service.
- Reference librarians assist students, faculty, and staff in the location and use of circulating and reference books, as well as electronic databases, and appropriate Internet sources.
- Information Literacy Classes and an Embedded Librarianship Program are available for all subject areas. Faculty members are invited to request such lessons in conjunction with their classes. The goal of library instruction is the promotion of information literacy.
- Students and staff may borrow books for four weeks, faculty may borrow books for six weeks with a valid Queensborough One CARD. Reference books, reserve materials, and periodicals may be utilized freely throughout the Library, although they do not circulate.
- CLICS (CUNY Libraries Intra-Campus Service) allows students, faculty and staff to request circulating books and CDs from the collections of other CUNY libraries. Patrons must also have a valid Queensborough OneCARD and a Tiger mail email address.
- All students, faculty and staff holding a valid Queensborough OneCARD may use any of the undergraduate libraries and the Graduate Center of the University. Patrons also may use other metropolitan area libraries on a limited basis. The Reference Desk supplies information about participating libraries and METRO courtesy cards.
- Faculty, staff, and students may request interlibrary loan for journal articles not available at Queensborough and for books not available in CUNY. The ILLiad system enables the user to request books and articles anytime by using an online system. To register to use Illiad go to <http://qcc.cuny.illiad.oclc.org/illiad/logon.html>.
- Electronic databases that have been licensed for use by the college community are available both on and off campus. For off-campus access to licensed databases, the user needs a valid Queensborough OneCard.
- Mobile printing is located on the second and third floors of the Library. Users must have a OneCard or purchase a guest card. Photocopiers are available. Users must have a OneCard with funds on it or purchase a guest card.
- Books and articles that faculty have put on reserve for use by their students are available at the Reserve Desk on the second floor, but are limited to two-hour loans with a valid CUNY OneCARD.
- Computers with Internet access, online databases, Microsoft Word, PowerPoint and the online catalog for books are available
- Ask a Librarian online chat services. For hours of service check the homepage of the Library
- Laptop computers are available for both personal and academic purposes. These are limited to two-hour loans and may be obtained at the Reserve Desk, adjacent to the Periodicals Desk on the second floor. A valid Queensborough OneCard is are required. Laptops may NOT be taken out of the Library.
- Book scanners that allow the user to scan to a flash drive are also available.
- Cordless chargers are available for 2-hour loan.
- Space is available for individual, quiet and group study.

## College Archives

The College Archives is a depository for documents concerning Queensborough Community College. The Library is also the depository for the papers of former Senator Frank Padavan.

## Friends of the Library

Friends of the Kurt R. Schmeller Library is a group formed to support the mission of the Library. It has sponsored many projects, including workshops, collection development, and awards to graduating students. All members are given limited borrowing privileges as well as recognition as donors of new books. Membership is open to faculty, staff, students and community members. For further information, please contact Prof. Sandra Marcus ([smarcus@qcc.cuny.edu](mailto:smarcus@qcc.cuny.edu), X5072.)

# ACADEMIES & PROGRAMS OF STUDY

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## Queensborough Academies

All full-time students at Queensborough participate in one of five Academies based on their chosen area of study. The five Academies are Business, Health-related Sciences, Liberal Arts, STEM (Science, Technology, Engineering, and Mathematics), and Visual and Performing Arts.

When new students arrive on campus, they receive a comprehensive orientation and visit the designated location for their Academy to meet the Academy support staff. Participating in an Academy will guide students through their college career and make it easier for them to feel at home on campus, meet people, and get the best advice.

### ACADEMIES OVERVIEW

- Every full-time student is assigned an Academy adviser who provides guidance and information to students from the time they arrive on campus to the time they graduate.
- One or more faculty coordinators are assigned to each Academy whose primary role is to collaborate and communicate with department chairs, faculty, Student Affairs personnel, Academy advisers, and students regarding high-impact learning experiences, teaching/learning initiatives, course registration, and progress toward degree.
- As part of their classroom activities, all Academy students in degree programs will participate in at least two high impact learning experiences. These high impact experiences include one or more of the following: academic service-learning projects, learning communities, writing-intensive modalities, undergraduate research, global and diversity learning, collaborative projects and assignments, and common intellectual experiences. These activities increase student engagement and progress toward completion of the degree.
- Students will have opportunities to attend co-curricular activities and special events related to their field of major interest to reinforce classroom learning.

## ACADEMY FOR BUSINESS

The Academy for Business is designed for students who choose to major in one of the curricula offered by the Business department. By encouraging involvement in a variety of activities and clubs, the Academy for Business provides students the opportunity to strengthen their academic and college community experience. Additionally, faculty help students to clarify their interests through the discovery of business career options and assist with development of a clear plan to achieve these goals, whether through college transfer programs or career development. The Academy for Business includes the following degree programs and certificates:

- QCC/JJ Dual/Joint **A.S. Degree** in Accounting for Forensic Accounting (QCC) leading to the B.S. Degree in Economics: Forensic Financial Analysis (John Jay College of Criminal Justice) **Dual/Joint Transfer program** (AF-AS)
- **A.S. Degree** in Business Administration (BT-AS)
- **A.A.S. Degree** in Accounting (BA-AAS)
- **A.A.S. Degree** in Computer Information Systems (DP-AAS)
- **A.A.S. Degree** in Management (BM-AAS)  
Concentrations:
  - ▶ Marketing
  - ▶ Real Estate/Insurance
- **A.A.S. Degree** in Office Administration and Technology (BS-AAS)
- **Certificate** in Computer Information Systems (BD-CERT)  
Options:
  - ▶ Computer Programming
  - ▶ Microcomputer Applications Software
- **Certificate** in Health Care Office Administration: Managing, Coding, and Billing (BH-CERT)
- **Certificate** in Office Administration Assistant (BW-CERT)  
Options:
  - ▶ Corporate Office Administration Assistant
  - ▶ Legal Office Administration Assistant
  - ▶ Accounting Office Administration Assistant
  - ▶ Health Care Office Administration Assistant

## ACADEMIES AND PROGRAMS OF STUDY

### ACADEMY FOR HEALTH-RELATED SCIENCES

The Academy for Health-related Sciences offers preparation for licensure in nursing and massage therapy and continued studies in the areas of community health and education, nutrition, physical and occupational therapy, and physician assistant, among others. The Academy's goal is to actively engage students in their studies and support them through the rigorous curriculum that the health careers require. The Academy for Health-related Sciences includes the following degree programs and certificates:

- QCC/HC Dual/Joint **A.A.S. Degree** in Nursing (QCC) leading to the B.S. Degree in Nursing (Hunter-Bellevue School of Nursing) **Dual/Joint Transfer program** (NS-AAS)
- QCC/YC Dual/Joint **A.A.S. Degree** in Nursing (QCC) leading to the B.S. Degree in Nursing (York College) **Dual/Joint Transfer program** (NS-AAS)
- QCC/SPS Dual/Joint **A.A.S. Degree** in Nursing (QCC) leading to the B.S. Degree in Nursing (School of Professional Studies) **Dual/Joint Transfer program** (NS-AAS)
- **A.A.S. Degree** in Nursing (NP-AAS)
- **A.S. Degree** in Health Sciences (HS-AS)
- **A.A.S. Degree** in Massage Therapy (TM-AAS)
- **A.A.S. Degree** in Medical Office Assistant (MA-AAS)
- *Certificate* in Medical Office Assistant (MO-CERT)

### ACADEMY FOR LIBERAL ARTS

The Academy for Liberal Arts offers students the first 60 credits toward completing a wide range of baccalaureate programs, including criminal justice and education. The A.A. degree in Liberal Arts and Sciences also includes choices among 15 different concentrations for students interested in a wide variety of fields like Foreign Languages, History, English, Psychology, and Sociology, among others. The Academy for Liberal Arts includes the following degree programs:

- QCC/JJ Dual/Joint **A.S. Degree** in Criminal Justice (QCC) leading to the B.S. Degree in Criminal Justice (John Jay College of Criminal Justice) **Dual/Joint Transfer program** (CJ-AS)
- QCC/QC Dual/Joint **A.A. Degree** in Liberal Arts and Sciences - Education leading to the B.A. Degree in Liberal Arts and Sciences & Childhood Education (Queens College) **Dual/Joint Transfer program** (LE-AA)
- **A.A. Degree** in Liberal Arts & Sciences (LA-AA)  
Concentrations:
  - ▶ American Studies
  - ▶ Education
  - ▶ English
  - ▶ Exercise Science
  - ▶ Gender Studies
  - ▶ Health & Behavior
  - ▶ Health Promotion & Disease Prevention
  - ▶ International Studies
  - ▶ Liberal Studies
  - ▶ Nutrition
  - ▶ Personal Training
  - ▶ Physical Education
  - ▶ Psychology
  - ▶ Sociology
  - ▶ Urban Studies

### ACADEMY FOR SCIENCE, TECHNOLOGIES, ENGINEERING, AND MATHEMATICS (STEM)

The Academy for Science, Technology, Engineering, and Mathematics (STEM) is designed for students who choose to major in one of the curricula that emphasize science, technology, engineering, or mathematics and that are offered by the Departments of Biological Sciences and Geology; Chemistry; Engineering Technology; Mathematics and Computer Science; and Physics. Students will participate in project-based learning and benefit from a seamless integration of electronic tools and novel teaching methodologies. The STEM Academy includes the following degree programs and certificates:

#### ENGINEERING, SCIENCE AND MATHEMATICS PROGRAMS

- QCC/YC Dual/Joint **A.S. Degree** in Biotechnology (QCC) leading to the B.S. Degree in Biotechnology (York College) **Dual/Joint Transfer program** (BY-AS)
- QCC/YC Dual/Joint **A.S. Degree** in Chemistry (QCC) leading to the B.S. Degree in Pharmaceutical Sciences (York College) **Dual/Joint Transfer program** (CHY-AS)
- QCC/JJ Dual/Joint **A.S. Degree** in Science for Forensics (QCC) leading to the B.S. Degree in Forensic Science (John Jay College of Criminal Justice) **Dual/Joint Transfer program** (SF-AS)
- **A.S. Degree** in Engineering Science (PE-AS)
- **A.S. Degree** in Liberal Arts & Sciences (Mathematics & Science) (LS-AS)

#### TECHNOLOGY PROGRAMS

- **A.A.S. Degree** in Computer Engineering Technology (CT-AAS)
- **A.A.S. Degree** in Computerized Architectural and Industrial Design (DD-AAS)
- **A.A.S. Degree** in Electronic Engineering Technology (ET-AAS)
- **A.A.S. Degree** in Internet and Information Technology (EM-AAS)
- **A.A.S. Degree** in Mechanical Engineering Technology (MT-AAS)
- **A.A.S. Degree** in Telecommunications Technology (TC-AAS)
- *Certificate* in New Media Technology (EN-CERT)

### ACADEMY FOR VISUAL AND PERFORMING ARTS (VAPA)

The Visual and Performing Arts (VAPA) Academy offers students in the arts a cohesive and supportive learning environment in which to begin their college career. The primary goal of the VAPA Academy is to enable students to focus on learning and on their development as artists to improve their academic performance and persistence. The VAPA Academy includes the following degree programs and certificates.

- **A.S. Degree** in Digital Art and Design (DA-AAS)
- **A.S. Degree** in Gallery and Museum Studies (AM-AS)
- **A.S. Degree** in Visual and Performing Arts (FA-AS)
  - Concentrations:
    - ▶ Art and Design
    - ▶ Art History
    - ▶ Dance
    - ▶ Music
    - ▶ Theatre Arts
    - ▶ Interdisciplinary
- **A.A.S. Degree** in Music Production (MP-AAS)

## Understanding Program Requirements

Queensborough Community College confers three kinds of degrees and a number of certificates:

- **Associate in Arts (A.A.) – transfer programs**
- **Associate in Science (A.S.) – transfer programs**
- **Associate in Applied Science (A.A.S.) – career programs**
- **Certificate programs**

A.A. and A.S. degree programs are designed for students who plan to continue their studies at a baccalaureate institution and are equivalent to the first two years of study at a senior college. Included in these groups are dual/joint programs, which are dual-admission and dually registered with New York State to ensure seamless transition from the community college degree program to the senior college baccalaureate degree program. A.A.S. programs combine preparation for a career with a solid general education. Although most A.A.S. programs are not designed to prepare students to transfer to senior colleges, many A.A.S. students do continue their studies and earn a baccalaureate degree. Certificate programs offer students the opportunity to acquire professional skills in a specific field. In many cases, all credits in a certificate program will apply to a related degree program. All degree graduates may transfer to senior colleges in the City University of New York. Students should seek academic advice as early as possible from their Academy advisers about which programs will best meet their academic goals.

### PROGRAM REQUIREMENTS AND ELECTIVES

Degree and certificate programs are organized according to the following requirements:

**General Education or Common Core requirements:**

These generally include liberal arts and science courses and form the first 30 credits or Common Core of degree programs. (See below under Pathways Common Core.)

**Major and Additional Major requirements:**

These are required courses specific or related to the major field of study and may include professional, applied, performance, or specialized courses.

**Concentration requirements, Optional Tracks, Options:**

These courses focus on a particular field, usually a subset of the major field of study.

**Electives:**

Electives are courses that students may choose or elect either from a list of specified courses or from a certain category of courses. There are seven categories of electives:

- **Free electives** may be chosen from any credit course(s) offered by the college.
- **Advised electives** are selected after students have consulted with their Academy adviser about their program of study.
- **Liberal Arts and Science electives** are courses in the humanities, natural sciences and mathematics, and

social sciences. (See below for listings of applicable courses.)

- **Laboratory Science courses** should be chosen according to the requirements of each major. Some laboratory science courses do not fulfill the liberal arts and sciences core of degree programs. (See below for listings of applicable courses.)
- **Humanities and Social Science electives** also fulfill liberal arts and science elective requirements. (See below for listings of applicable courses.)
- **Applied and Specialized courses** do not fulfill liberal arts and sciences requirements. (See below for listings of applicable courses.)

### ADDITIONAL MATHEMATICS REQUIREMENTS

For some degree programs, primarily those in STEM fields, the required core mathematics and/or science courses have pre-calculus or calculus prerequisites. Depending on their mathematics placement, students may have to take the credit prerequisite courses in addition to the degree requirements. These programs include the following:

Major/Program of Study	Requirement for Major	Prerequisite Mathematics Course(s)
Accounting, A.A.S.	MA-128 or MA-260	MA-119 & MA-121 with a grade of C or better in both courses, or MA-114 with a grade of C or better
Accounting for Forensic Accounting, A.S. (dual/joint John Jay)	MA-128 or MA-260 or MA-440	MA-119 & MA-121 with a grade of C or better in both courses, or MA-114 with a grade of C or better
Biotechnology, A.S. (dual/joint York)	C-151	MA-119 & MA-121
	MA-441*	MA-440 with a grade of C or better
Chemistry, A.S. (dual/joint York)	C-151	MA-119 & MA-121
	MA-441*	MA-440 with a grade of C or better
Engineering Science, A.S.	C-151	MA-119 & MA-121
	MA-441*	MA-440 with a grade of C or better
	PH-411*	MA-440 or the equivalent
Environmental Health/Science, A.S.	MA-440	MA-119 & MA-121 with a grade of C or better in both courses, or MA-114 with a grade of C or better
Liberal Arts & Sciences (Math & Science), A.S.	MA-440	MA-119 & MA-121 with a grade of C or better in both courses, or MA-114 with a grade of C or better
Science for Forensic Science, A.S. (dual/joint John Jay)	C-151	MA-119 & MA-121
	MA-441*	MA-440 with a grade of C or better
	PH-411*	MA-440 or the equivalent

*\*MA-441 and PH-411 have MA-440 (or equivalent) as a prerequisite. Students who do not place into MA-440 (or above) have an additional prerequisite of either MA-119 and/or MA-121 (4 credits together) and MA-114.*

## Pathways Common Core

The Pathways Common Core, a 30-credit general education core that is common across the City University of New York, provides students with well-rounded knowledge, a critical appreciation of diverse cultural and intellectual traditions, an interest in relating the past to the complex world in which they live today, and the ability to help society create a fresh and enlightened future. General education allows students to explore knowledge from various perspectives and to develop their critical abilities to read, write, and use language and other symbol systems effectively and creatively. It is also intended to develop students' intellectual curiosity and commitment to lifelong learning.

The 30-credit Common Core is transferable from any one CUNY college to any other CUNY institution. Courses in the Common Core are arranged according to the "required" and "flexible" core categories below and, within each category, have common learning outcomes. Following the learning outcomes is the complete listing of Common Core courses offered at Queensborough Community College.

### I. REQUIRED CORE (12 CREDITS) – LEARNING OUTCOMES

#### A. ENGLISH COMPOSITION: 6 CREDITS

A course in this area must meet all of the following learning outcomes. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

#### B. MATHEMATICAL AND QUANTITATIVE REASONING: 3 CREDITS

A course in this area must meet all of the following learning outcomes. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

#### C. LIFE AND PHYSICAL SCIENCES: 3 CREDITS

A course in this area must meet all of the following learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a life or physical science.
- Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
- Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
- Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

### II. FLEXIBLE CORE (18 CREDITS) – LEARNING OUTCOMES

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field. All Flexible Core courses must meet the following three learning outcomes. A student will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

#### A. WORLD CULTURES AND GLOBAL ISSUES

A course in this area must meet at least three of the following additional learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building on previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.

# ACADEMIES AND PROGRAMS OF STUDY

## Pathways Common Core

REQUIRED CORE		
1A English Composition	1B Mathematics & Quantitative Reasoning	1C Life & Physical Sciences
ENGL-101 ENGL-102 ENGL-103	MA-114* MA-119* MA-127* MA-128* MA-260* MA-301 MA-303* MA-321 MA-336* MA-440* MA-441* MA-442*	BI-131 BI-140* BI-170 BI-201* BI-301* BI-520* CH-101 CH-106* CH-110 CH-120 CH-127* CH-128* CH-151* CH-152* CH-251* CH-252* ET-841 GE-101* PH-101* PH-111 PH-140* PH-201* PH-202* PH-301* PH-302* PH-311* PH-312* PH-411* PH-412*

*\*STEM variant for students in science, technology, engineering and mathematics (STEM) curricula; see section on New York State Liberal Arts and Sciences Requirements, Laboratory Science Courses.*

# ACADEMIES AND PROGRAMS OF STUDY

## Pathways Common Core

FLEXIBLE CORE					
2A World Cultures & Global Issues	2B U.S. Experience & Its Diversity	2C Creative Expression	2D Individual & Society	2E Scientific World	
ANTH-130	ANTH-140	ARTH-100	ANTH-101	BI-110	PH-101*
ANTH-150	HI-125	ARTH-101	ANTH-170	BI-115	PH-120
ANTH-160	HI-126	ARTH-115	CRIM-101	BI-120	PH-123
ECON-235	HI-127	ARTH-116	CRIM-102	BI-140*	PH-124
HI-110	HI-128	ARTH-117	ECON-101	BI-201*	PH-129
HI-111	HI-129	ARTH-120	ECON-102	BI-301*	PH-133
HI-112	HI-135	ARTH-126	ECON-150	BI-520*	PH-140*
HI-113	HI-136	ARTH-128	ECON-160	CH-103	PH-201*
HI-118	PLSC-101	ARTH-202	HI-165	CH-115*	PH-202*
HI-133	PLSC-180	ARTH-225	HI-185	CH-127*	PH-240*
HI-140	SP-211	DAN-111	PHIL-101	CH-128*	PH-301*
HI-141		MU-110	PHIL-120	CH-151*	PH-302*
HI-144		MU-120	PHIL-130	CH-152*	PH-311*
HI-152		MU-140	PHIL-140	CH-251*	PH-312*
HI-153		MU-141	PHIL-145	CH-252*	PH-411*
HI-181		MU-180	PHIL-165	CS-100	PH-412*
HI-191		SP-274	PHIL-180	CS-101*	PH-413*
HI-195		SP-275	PLSC-180	CS-201*	PH-416*
LC-213		SP-321	SOCY-101	CS-203*	PH-440*
LC-214		SP-471	SOCY-125	ET-570	PSYC-101
LC-311		SP-472	SOCY-185	ET-575	PSYC-125
LC-312		TH-111	SOCY-220	ET-821	PSYC-215
LC-321		TH-120	SOCY-230	ET-880	PSYC-220
LF-213			SOCY-240	GE-101*	PSYC-230
LF-214			SOCY-250	GE-105	PSYC-240
LF-401			SOCY-275	HE-103	PSYC-250
LG-213				HE-105	PSYC-255
LG-401				HE-107	PSYC-260
LH-213				HE-108	PSYC-270
LI-213				MA-443*	PSYC-290
LS-213				MA-451*	
LS-214				MA-461*	
LS-221					
LS-222					
LS-223					
LS-311					
LS-312					
LS-315					
LS-402					
PLSC-140					
PLSC-170					

\*STEM variant for students in science, technology, engineering and mathematics (STEM) curricula; see section on New York State Liberal Arts and Sciences Requirements, Laboratory Science Courses.

# ACADEMIES AND PROGRAMS OF STUDY

- Analyze the significance of one or more major movements that have shaped the world's societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

## B. U.S. EXPERIENCE IN ITS DIVERSITY

A course in this area must meet at least three of the following additional learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

## C. CREATIVE EXPRESSION

A course in this area must meet at least three of the following additional learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.

## D. INDIVIDUAL AND SOCIETY

A course in this area must meet at least three of the following additional learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

## E. SCIENTIFIC WORLD

A course in this area must meet at least three of the following additional learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

## New York State Liberal Arts and Sciences Requirements

In accordance with the New York State Board of Regents, Rule 3.47c:

“Undergraduate degrees shall be distinguished, as follows, by the minimum amount of liberal arts content required for each degree. The required liberal arts core shall not be directed toward specific occupational or professional objectives.”

- A.A. degree: 45 credits minimum (3/4 of coursework)
- A.S. degree: 30 credits minimum (1/2)
- A.A.S. degree: 20 credits minimum (1/3)

The New York State Education Department Office of Higher Education has provided the following guidance information on Liberal Arts and Sciences courses, as of February 11, 2009:

*The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.*

### A. EXAMPLES OF COURSE TYPES GENERALLY CONSIDERED WITHIN THE LIBERAL ARTS AND SCIENCES:

#### 1. HUMANITIES:

- English— composition, creative writing, history of language, journalism, linguistics, literature, literature in translation, playwriting
- Fine arts— art appreciation, history or theory
- Foreign languages— composition, conversation, grammar, history of the language, literature of the language, reading, translation studies
- Music— music appreciation, history or theory
- Philosophy— comparative philosophy, history of philosophy, logic, schools of philosophy
- Religion— comparative religion, history of religion
- Theater— dramatic interpretation, dramatic literature, dramaturgy, history of drama, playwriting

#### 2. NATURAL SCIENCES AND MATHEMATICS

- Natural sciences— anatomy and physiology, biology, chemistry, earth science, geology, physics, zoology
- Mathematics— calculus, mathematical theory, statistics
- Computer Science— broad survey/theory courses

#### 3. SOCIAL SCIENCES

- Anthropology, cultural studies, economics, geography, government, history, political science, psychology, sociology
- Criminal justice— introductory and broad survey courses
- Communications— interpersonal communication, mass communication, public speaking, speech and rhetoric

### B. EXAMPLES OF COURSE TYPES GENERALLY NOT CONSIDERED WITHIN THE LIBERAL ARTS AND SCIENCES:

- Agriculture
- Business— administration, finance, human resources, management, marketing, production
- Computer applications (e.g., word processing, database, spreadsheet), programming (e.g., specific languages)
- Health and physical education
- Home economics
- Education and teaching methods
- Library science
- Music—studio, performance, practice courses— voice, instrument, direction, conducting
- Office technologies and practice
- Performing and related arts— acting, costume design, dance, direction, lighting, production, scene construction, sound production
- Specialized professional courses in such fields as accounting, architecture, dental hygiene, dentistry, engineering, law, medicine, nursing, nutrition, pharmacy, podiatry, veterinary medicine
- Studio art— drawing, painting, ceramics, sculpture
- Technology/technician fields— construction, data processing, electrical, electronics, graphic arts, mechanical, medical, refrigeration repair
- Television and radio production
- Theology— pastoral counseling, ministry

# ACADEMIES AND PROGRAMS OF STUDY

## LABORATORY SCIENCE COURSES

All degree students must complete a laboratory science experience. Courses that satisfy the laboratory science requirement may be found under 1C of the Common Core (see above). Students who are not enrolled in a curriculum in science, technology, engineering, or technology (otherwise referred to as non-STEM students) may take a 3-credit offering from Biology, Chemistry, Engineering Technology, or Physics along with the applicable one-credit laboratory component.

Combinations for non-STEM students under 1C of the Common Core include: **BI-131** and BI-132; **CH-101** and CH-102, **CH-110** and CH-111, **CH-120** and CH-121; **ET-841** and ET-842; **PH-111** and PH-112. Courses in bold satisfy Common Core requirements under 1C; the laboratory component attached to the Common Core course satisfies degree requirements.

Students who are enrolled in STEM curricula, however, must enroll in a 4-credit (or more) STEM course identified under 1C of the Common Core with an asterisk (see above). Non-STEM students have the option of taking a STEM course, but it is not required.

In all cases, students should consult the specific degree requirements under each degree program listing.

## HUMANITIES ELECTIVES

These are general knowledge courses in art, dance, English, foreign languages and literatures, history, music, philosophy, religion, and speech. Listed below are the humanities courses that fulfill the “Humanities elective” requirements in the various curricula.

- **Art:** (History and Appreciation): ARTH-100 to ARTH-120
- **Dance:** DAN-111
- **English:** (Literature/Creative Writing):  
All courses except ENGL-101 and ENGL-102
- **Foreign Languages and Literatures:**  
Arabic: LA-111, LA-112 and LA-213  
Chinese: LC-111 to LC-312  
French: LF-111 to LF-401  
German: LG-111 to LG-812  
Hebrew: LH-111 to LH-214  
Italian: LI-111 to LI-401  
Spanish: LS-111 to LS-402
- **History:** All courses
- **Music** (History and Appreciation): MU-110 to MU-180
- **Philosophy:** (Philosophy and Religion):  
PHIL-101 to PHIL-180; RELI-101
- **Speech Communication and Theatre Arts:** SP-211 to SP-472, TH-111 and TH-120.

## SOCIAL SCIENCES ELECTIVES

These are liberal arts courses within the fields of anthropology, criminal justice, economics, political science, psychology, sociology, and urban studies. The courses that fulfill the “Social Sciences Electives” requirements in the various curricula are listed below.

- **Anthropology:** ANTH-101 to ANTH-170
- **Criminal Justice:** CRIM-101, CRIM-102
- **Economics:** ECON-101 to ECON-235
- **Sociology:** SOCY-101 to SOCY-275
- **Political Science:** PLSC-101 to PLSC-180
- **Psychology:** PSYC-101 to PSYC-290
- **Urban Studies:** UBST-101 to UBST-202

## APPLIED AND SPECIALIZED COURSES

The following applied and specialized courses **MAY NOT** be used either:

1. to make up any part of the basic liberal arts and sciences core
2. to fulfill the “Liberal Arts elective” requirements in any curriculum

They may, however, be chosen as Free Electives, in consultation with an Academy adviser.

**NOTE: All courses that are NOT in the following list will meet Liberal Arts and Sciences elective requirements.**

- **Art and Design:** All courses except AR-100-225 series
- **Biological Sciences:** BI-150, BI-250, BI-325, BI-330, BI-331, BI-340, BI-341, BI-401, BI-403, BI-451, BI-452, BI-455, BI-456, BI-457, BI-505, BI-510, BI-550/551, BI-554, BI-950/951/952, BI-961, BI-991
- **Business:** All courses
- **Criminal Justice:** CRIM-201, CRIM-202, CRIM-203, CRIM-204
- **Education:** All courses
- **Engineering Technology:** All courses except ET-841 (Common Core 1C), and ET-570, ET-575, ET-821 and ET-880 (Common Core 2E)
- **Health Education and Healing Arts:** All courses except HE-103, HE-105, HE-107 and HE-108 (Common Core 2E).
- **Interdisciplinary:** IS-210, IS-220
- **Mathematics:** MA-261, MA-901, MA-905, MA-906
- **Music:** All courses in the MP series and the MU-200, MU-300, and MU-400 series
- **Nursing:** All courses
- **Physical Education:** All courses except DAN-111
- **Physics:** PH-232-236, PH-450, PH-931
- **Speech Communication and Theatre Arts:** TH-133, TH-233, TH-122, TH 222, TH-132/232, TH-133/233, TH-124, SP-900 and SP-901.

## Writing Intensive Requirement

All freshmen and transfer<sup>1</sup> students who enroll in degree programs at Queensborough are required to successfully complete two (2) credit-bearing Writing Intensive (WI) classes in order to receive the associate degree.

The Writing Intensive requirement is intended to foster and help develop the academic literacies important for student success in college. Writing Intensive classes are designed to build writing abilities: in small classes, faculty members design assignments to help students grow as writers while they learn course material.

In WI classes, students will be expected to complete a series of short papers as part of the course requirements. Students will be encouraged to submit drafts of their writing and will receive feedback in order to make revisions, as the writing component of the course will be evaluated as a significant portion of the overall grade.

Students must choose two (2) WI courses that would satisfy the WI requirement. A “WI” will be listed beside each course section that is designated as Writing Intensive. Selected sections of the following courses are offered as Writing Intensive. Please consult [www.qcc.cuny.edu/registrar/wi\\_courses.asp](http://www.qcc.cuny.edu/registrar/wi_courses.asp) to determine specific offerings each semester.

- **Art & Design:** ARTS-122, ARTS-161, ARTH-100, ARTH-101, ARTH-115, ARTS-291, ARTS-290
- **Biology:** BI-110, BI-140, BI-202, BI-453
- **Business:** BU-301, BU-401, BU-500, BU-509, BU-512, BU-532, BU-701, BU-802, BU-859, BU-906, BU-907, BU-920
- **Chemistry:** CH-101, CH-102, CH-110, CH-111
- **Criminal Justice:** CRIM-101, CRIM-202, CRIM-203
- **Economics:** ECON-101, ECON-102, ECON-160
- **Education:** EDUC-101
- **Engineering Technology:** ET-140, ET-210, ET-220, ET-230, ET-320, ET-350, ET-501, ET-504, ET-510, ET-532, ET-540, ET-560, ET-710, ET-712; MT-124, MT-125, MT-219, MT-345, MT-346, MT-481, MT-482, MT-488, MT-489, MT-514, MT-900

- **English:** ENGL-230, ENGL-412
- **Foreign Languages and Literatures:** LF-401, LS-402
- **Geology:** GE-101, GE-102
- **Health:** HE-101, HE-102, HE-103, HE-108; DAN-111
- **History:** HI-110, HI-111, HI-112, HI-127, HI-128
- **Independent Studies:** IS-151
- **Massage Therapy:** HA-100, HA-205
- **Mathematics:** MA-303, MA-321, MA-336, MA-471
- **Music:** MU-110 (all sections), MU-120, MU-140, MU-141, MU-180, MU-290; MP-101
- **Nursing:** NU-201, NU-204 (all sections for both courses)
- **Physics:** PH-110, PH-201, PH-202, PH-231, PH-232, PH-233, PH-234, PH-301, PH-302, PH-411, PH-412, PH-413
- **Political Science:** PLSC-101, PLSC-180
- **Philosophy:** PHIL-101, PHIL-120, PHIL-130, PHIL-140
- **Psychology:** PSYC-101, PSYC-220, PSYC-230
- **Social Science:** SOCY-101, SOCY-230, SOCY-240, SOCY-275
- **Speech Communication and Theatre Arts:** SP-274, SP-275, SP-321; TH-111, TH-120, TH-151, TH-221

**Not all sections of the classes listed above are designated WI. Be sure to register for specially marked WI sections of the courses listed above.**

## Prerequisite – Corequisite

*When planning a program of study, students must be aware of PREREQUISITES and COREQUISITES*

**Prerequisite** – A prerequisite to a course is a requirement that must be completed before a student can enroll in that course. Prerequisites are intended to ensure that students have the necessary academic foundation to pursue certain credit-bearing courses.

**Corequisite** – A corequisite to a course is a requirement that must be taken at the same time as, or before, students enroll in that course.

<sup>1</sup> Transfer students who receive transfer credit for courses that are WI at Queensborough may apply for waivers to the WID WAC Committee.

## ACADEMIES AND PROGRAMS OF STUDY

### Pathways Gateway Courses into Majors

Pathways Gateway courses into majors are courses offered at Queensborough that will automatically transfer to other CUNY colleges as transfer credit toward the major. The lists below are organized according to the following 10 majors: Biology, Business, Criminal Justice, Economics, English, Nursing, Psychology, Political Science, Sociology, and Teacher Education. Students should check their degree program requirements and consult with their Academy adviser.

#### BIOLOGY

<b>PATHWAYS GATEWAY COURSE</b>	<b>CORRESPONDING COURSE AT QCC</b>	
<b>Generic CUNY course</b>	<b>Course No.</b>	<b>Course Title</b>
Introductory Majors Biology (Molecular and Cellular Biology)	BI-201	General Biology I
Introductory Majors Biology (Organismic Biology)	BI-202	General Biology II
General Chemistry I	CH-151	General Chemistry I
General Chemistry II	CH-152	General Chemistry II
Pre-calculus	MA-440	Pre-Calculus Mathematics

#### BUSINESS

<b>PATHWAYS GATEWAY COURSE</b>	<b>CORRESPONDING COURSE AT QCC</b>	
<b>Generic CUNY course</b>	<b>Course No.</b>	<b>Course Title</b>
Introduction to Computer Information Systems and Technologies	CIS-205	Introduction to Information Systems Management
Fundamentals of Business Law	BU-301	Business Law
Introduction to Microeconomics	ECON-102	Introduction to Microeconomics
Introduction to Macroeconomics	ECON-101	Introduction to Macroeconomics

#### CRIMINAL JUSTICE

<b>PATHWAYS GATEWAY COURSE</b>	<b>CORRESPONDING COURSE AT QCC</b>	
<b>Generic CUNY course</b>	<b>Course No.</b>	<b>Course Title</b>
Introduction to Law Enforcement	CRIM-201	Policing
Introduction to Criminal Justice	CRIM-101	Introduction to the American Criminal Justice System
Criminology	CRIM-102	Criminology

#### ECONOMICS

<b>PATHWAYS GATEWAY COURSE</b>	<b>CORRESPONDING COURSE AT QCC</b>	
<b>Generic CUNY course</b>	<b>Course No.</b>	<b>Course Title</b>
Introduction to Macroeconomics	ECON-101	Introduction to Macroeconomics
Introduction to Microeconomics	ECON-102	Introduction to Microeconomics
Introductory Statistics	BU-203	Principles of Statistics

#### ENGLISH

<b>PATHWAYS GATEWAY COURSE</b>	<b>CORRESPONDING COURSE AT QCC</b>	
<b>Generic CUNY course</b>	<b>Course No.</b>	<b>Course Title</b>
English Composition	ENGL-101	English Composition I
Introduction to Literature	ENGL-102	English Composition II
Introduction to Literary Studies	ENGL-201	Introduction to Literary Studies

# ACADEMIES AND PROGRAMS OF STUDY

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## NURSING

<b>PATHWAYS GATEWAY COURSE</b>	<b>CORRESPONDING COURSE AT QCC</b>	
<b>Generic CUNY course</b>	<b>Course No.</b>	<b>Course Title</b>
Anatomy and Physiology I	BI-301	Anatomy and Physiology I
Anatomy and Physiology II	BI-302	Anatomy and Physiology II
Introduction to Psychology	PSYC-101	Psychology
Mathematical and Quantitative Reasoning	MA-119	College Algebra
English Composition	ENGL-101	English Composition I

## PSYCHOLOGY

<b>PATHWAYS GATEWAY COURSE</b>	<b>CORRESPONDING COURSE AT QCC</b>	
<b>Generic CUNY course</b>	<b>Course No.</b>	<b>Course Title</b>
Introduction to Psychology	PSYC-101	Psychology
Abnormal Psychology	PSYC-230	Abnormal Psychology
Personality Psychology	PSYC-250	Personality
Child Development	PSYC-215	Child Development
Lifespan Development	PSYC-220	Human Growth and Development

## POLITICAL SCIENCE

<b>PATHWAYS GATEWAY COURSE</b>	<b>CORRESPONDING COURSE AT QCC</b>	
<b>Generic CUNY course</b>	<b>Course No.</b>	<b>Course Title</b>
Introduction to American Government	PLSC-101	American Government and Politics
Introduction to Political Science	PLSC	N/A – will be developed
Urban Politics	PLSC	N/A – will be developed
Global Issues/Issues in International Relations	PLSC-180	American Foreign Policy

## SOCIOLOGY

<b>PATHWAYS GATEWAY COURSE</b>	<b>CORRESPONDING COURSES AT QCC</b>	
<b>Generic CUNY course</b>	<b>Course No.</b>	<b>Course Title</b>
Introduction to Sociology	SOCY-101	Sociology
Social Institutions	SOCY-230	Sociology of the Family
	SOCY-220	Urban Sociology
	SOCY-275	Media and Society
Social Inequality	SOCY-240	Race and Ethnic Relations
	SOCY-250	Sociology of Gender

## TEACHER EDUCATION

<b>PATHWAYS GATEWAY COURSE</b>	<b>CORRESPONDING COURSE AT QCC</b>	
<b>Generic CUNY course</b>	<b>Course No.</b>	<b>Course Title</b>
Social Foundations of Education	EDUC-101	Contemporary Education: Principles and Practices
Psychological Foundations of Education	PSYC-215	Child Development
Arts in Education	MU-261	Music for Teachers of Children

# ACADEMY FOR BUSINESS PROGRAMS OF STUDY

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**Advisement Center, Administration Building, Room 405a • Telephone: 718-631-6376 • Email: [Businessacademy@qcc.cuny.edu](mailto:Businessacademy@qcc.cuny.edu)**

Students interested in Business have a variety of programs from which to choose. All full-time students enrolled in one of these degree programs will be a part of the Academy for Business. Those who intend to continue their studies in a baccalaureate program should enroll in the Associate in Science (A.S.) in Business Administration or consider the dual/joint degree program in Accounting for Forensic Accounting with John Jay College of Criminal Justice. Students whose primary goal is to enter or continue in a career upon graduation are recommended to enroll in one of the Associate in Applied Science (A.A.S.) degree programs. Those seeking a one-year (30-credit) program concentrated on a particular area of interest or expertise may enroll in a Certificate program. Most of the course work for the Certificate programs can be applied to one of the A.A.S. degree programs as well. Students interested in a Medical Office Assistant degree or Certificate program should see the programs in the Academy for Health Related Sciences.

Students are encouraged to discuss their educational goals with Academy Advisers and to explore the transfer agreements between Queensborough's degree programs and baccalaureate programs in CUNY and in the New York metropolitan area.

## **Academy Advisers:**

Ms. Adrienne Crosson  
Mr. Francis Magaldi  
Ms. Crystal Moscat  
Ms. Natalie Roopchand

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- QCC/JJ Dual/Joint **A.S. Degree** in Accounting for Forensic Accounting (QCC) leading to the B.S. Degree in Fraud Examination and Financial Forensics (John Jay College of Criminal Justice) **Dual/Joint Transfer program** (AF-AS)
- **A.S. Degree** in Business Administration (BT-AS)
- **A.A.S. Degree** in Accounting (BA-AAS)
- **A.A.S. Degree** in Computer Information Systems (DP-AAS)
- **A.A.S. Degree** in Management (BM-AAS)
  - Concentrations:
    - ▶ Marketing
    - ▶ Real Estate/Insurance
- **A.A.S. Degree** in Office Administration and Technology (BS-AAS)
- **Certificate** in Computer Information Systems (BD-CERT)
  - Options:
    - ▶ Computer Programming
    - ▶ Microcomputer Applications Software
- **Certificate** in Health Care Office Administration: Managing, Coding, and Billing (BH-CERT)
- **Certificate** in Office Administration Assistant (BW-CERT)
  - Options:
    - ▶ Corporate Office Administration Assistant
    - ▶ Legal Office Administration Assistant
    - ▶ Accounting/Office Administration Assistant
    - ▶ Health Care Office Administration Assistant

**QCC/John Jay Dual/Joint Degree Program:**

**A.S. in Accounting for Forensic Accounting (QCC) Leading to the B.S. in Fraud Examination and Financial Forensics (John Jay College of Criminal Justice)**

The dual/joint degree program in Accounting for Forensic Accounting between Queensborough Community College and John Jay College of Criminal Justice is a jointly registered, dual-admission program that offers students a curriculum including principles of accounting, finance, and law, along with investigation techniques, ethics, and theories of criminology and the educational foundation to succeed in the forensic accounting field.

The program consists of courses that allow students to pursue further education and careers in forensic accounting, accounting, and auditing, as well as financial operations and management fields. The program will allow students to enter the upper division baccalaureate program in Fraud Examination and Financial Forensics at John Jay. The curriculum emphasizes basic accounting principles and provides a foundation in business organization and management. The program meets the general education requirements for the associate degree at QCC and also meets the general education requirements for the baccalaureate degree at John Jay.

**REQUIREMENTS FOR THE A.S. DEGREE**

<b>COMMON CORE REQUIREMENTS</b>	<b>CREDITS</b>
REQUIRED CORE 1A: ENGL-101 English Composition I .....	3
ENGL-102 English Composition II .....	3
REQUIRED CORE 1B: MA-128 <sup>1</sup> Calculus for Technical and Business Students	
or	
MA-260 <sup>1</sup> Pre-Calculus and Elements of Calculus for Business Students	
or	
MA-440 <sup>1</sup> Pre-Calculus Mathematics .....	4
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C <sup>2</sup> ) .....	3-4 <sup>3</sup>
FLEXIBLE CORE 2A: World Cultures & Global Issues (select from 2A) .....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (recommended: SP-211) .....	3
FLEXIBLE CORE 2C: Creative Expression (select from 2C) .....	3
FLEXIBLE CORE 2D: Individual & Society (recommended: PHIL-130) .....	3
FLEXIBLE CORE 2E: Scientific World (select from 2E) .....	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (recommended: SOCY-101).....	3
<b>Sub-total</b>	<b>31-32<sup>3</sup></b>

**REQUIREMENTS FOR THE MAJOR**

BU-101 Principles of Accounting I .....	4
BU-102 Principles of Accounting II .....	4
BU-103 Intermediate Accounting I .....	4
BU-104 Intermediate Accounting II .....	3
BU-111 Computer Applications in Accounting.....	3
BU-203 Principles of Statistics .....	3
CIS-101 Introduction to Microcomputer Applications.....	3
(formerly BU-500)	
ECON-101 Introduction to Microeconomics	
or	
ECON-102 Introduction to Macroeconomics.....	3
<b>Sub-total</b>	<b>27</b>

**ELECTIVES**

Free electives .....	1-2
<b>Sub-total</b>	<b>1-2</b>

**Total Credits Required 60**

<sup>1</sup> Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.

<sup>2</sup> Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

<sup>3</sup> The credit range accounts for STEM variant in 1C.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## PROGRAMS OF STUDY IN BUSINESS

### Business Administration – Associate in Science (A.S.) Degree

The Associate in Science degree program in Business Administration provides a strong background in liberal arts and sciences and a broad overview of the business field. It is designed for students intending to transfer to a four-year college to earn a Bachelor's degree in Business.

The program requires a minimum of 30 credits in the Common Core and a minimum of 27 credits in the major. The credits earned in liberal arts and sciences and business in this program are generally transferable to four-year institutions. Students are advised to meet with a faculty adviser from the Department of Business to discuss their programs, applicable electives, and the transferability of course credits to four-year colleges. Specific requirements for transferring credits vary with each institution.

#### REQUIREMENTS FOR THE A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: Mathematics and Quantitative Reasoning (Required: MA-114 or MA-119 <sup>1</sup> ) .....	3
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C <sup>2</sup> ) .3-4 <sup>3</sup>	3-4 <sup>3</sup>
FLEXIBLE CORE 2A: World Cultures & Global Issues (select from 2A) .....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select from 2B) .....	3
FLEXIBLE CORE 2C: Creative Expression (select from 2C) .....	3
FLEXIBLE CORE 2D: Individual & Society (select from 2D).....	3
FLEXIBLE CORE 2E: Scientific World (select from 2E).....	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one additional course) .....	3
<b>Sub-total</b>	<b>30-31<sup>3</sup></b>

#### REQUIREMENTS FOR THE MAJOR

BU-101 Principles of Accounting I.....	4
BU-102 Principles of Accounting II .....	4
BU-201 Business Organization and Management.....	3
BU-203 Principles of Statistics .....	3
CIS-205 Introduction to Information Systems (formerly BU-512) Management .....	3
BU-301 <sup>4</sup> Business Law I <sup>4</sup> .....	3
MA-128 or MA-260 or MA-440 <sup>1</sup> .....	4
ECON-101 Introduction to Microeconomics or	
ECON-102 Introduction to Macroeconomics <sup>5</sup> .....	3
<b>Sub-total</b>	<b>27</b>

#### MAJOR ELECTIVES

Laboratory Science <sup>2</sup>	BI-132, BI-171, CH-102, CH-111, CH-121, ET-842 or PH-112 .....	0-1
<b>Sub-total</b>		<b>0-1</b>

#### ELECTIVES

Free electives	.....	1-2
<b>Sub-total</b>		<b>1-2</b>

**Total Credits Required 60**

<sup>1</sup> Students who are exempt from or placed out of MA-119, required under 1B above, will use one of the courses under Requirements for the Major to satisfy 1B in Common Core.

<sup>2</sup> Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

<sup>3</sup> The credit range accounts for STEM variant in 1C.

<sup>4</sup> Sections of this course, designated "WI," may be taken to satisfy the writing-intensive requirement.

<sup>5</sup> Students who have taken ECON-101 or ECON-102 in the Common Core 2D are recommended to take BU-401 or BU-701; it is suggested that both BU-401 and BU-701 be taken for transfer to a four-year business program.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## Accounting – A.A.S. Degree Program

This program is designed to provide the student with strong academic preparation in accounting, general business, and liberal arts and sciences. Accounting graduates are prepared to take an entry-level job in the accounting field or to continue their education in a baccalaureate program.

Accounting involves the recording, classifying, and summarizing of financial data; it includes the preparation of financial statements, returns, budgets, and cost reports. The accountant becomes involved with functions in various capacities: as a preparer of financial data (private accounting), as an auditor of financial data (public accounting), or as a member of various government agencies (governmental accounting). The accountant is also called upon to provide managerial recommendations in addition to providing financial data.

The field of accounting provides a broad range of employment opportunities, depending on the level of education a student pursues. Holders of the A.A.S. degree in Accounting are prepared to take such positions as junior accountant, accounting clerk, or office manager in private industry or government and also tax examiner. A student pursuing the baccalaureate can accept such positions as accountant, auditor, and controller, in addition to the titles mentioned above. With a Bachelor's degree, a student who intends to become a C.P.A. (Certified Public Accountant) can enter public accounting as well as private and governmental accounting.

Many of the courses in the Accounting program are transferable to a four-year college, depending on the particular institution's requirements. Students planning to continue in a four-year program are referred to the Associate in Science degree program in Business Administration. Students are urged to consult with Department of Business faculty advisers to discuss their individual goals.

### REQUIREMENTS FOR THE A.A.S. DEGREE

<b>COMMON CORE REQUIREMENTS</b>		<b>CREDITS</b>
REQUIRED CORE 1A:	ENGL-101 English Composition I.....	3
	ENGL-102 English Composition II.....	3
REQUIRED CORE 1B:	Mathematics and Quantitative Reasoning (Required: MA-260 or MA-128 <sup>1</sup> ) .....	4
REQUIRED CORE 1C:	Life & Physical Sciences (select from 1C <sup>2</sup> ) ...	3-4 <sup>3</sup>
FLEXIBLE CORE 2A, 2B or 2D:	(select one additional course)	
or		
SP-211	Speech Communication.....	3
ECON-101	Introduction to Microeconomics	
or		
ECON-102	Introduction to Macroeconomics.....	3
<hr/>		Sub-total 19-20 <sup>3</sup>

### REQUIREMENTS FOR THE MAJOR

BU-101	Principles of Accounting I.....	4
BU-102	Principles of Accounting II .....	4
BU-103	Intermediate Accounting I .....	4
BU-104	Intermediate Accounting II .....	3
BU-110	Cost Accounting .....	4
BU-108	Income Taxation .....	3
BU-111	Computer Applications in Accounting.....	3
CIS-101 <sup>4</sup> (formerly BU-500)		
	Introduction to Microcomputer Applications <sup>4</sup> ...	3
BU-201	Business Organization and Management.....	3
BU-203	Principles of Statistics .....	3
BU-301 <sup>4</sup>	Business Law I <sup>4</sup> .....	3
BU-701 <sup>4</sup>	Principles of Finance <sup>4</sup> .....	3
<hr/>		Sub-total 40

### MAJOR ELECTIVES

Laboratory Science <sup>5</sup>	BI-132, BI-171, CH-102, CH-111, CH-121, ET-842 or PH-112 .....	0-1
<hr/>		Sub-total 0-1

**Total Credits Required 60**

<sup>1</sup> For students planning to transfer to an accounting program at a four-year institution, it is strongly recommended that they complete a calculus course prior to transfer. Students may substitute MA-441 (Analytic Geometry and Calculus I). Students should check with the institution to which they plan to transfer regarding the course that will satisfy this requirement.

<sup>2</sup> Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

<sup>3</sup> The credit range accounts for STEM Variant in 1C.

<sup>4</sup> Sections of this course denoted as "WI" may be taken to satisfy the writing-intensive requirement.

<sup>5</sup> For students who do take 4 credit STEM Variant in Required Core 1C this laboratory science elective is not required.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## Computer Information Systems (CIS) – A.A.S. Degree Program

This program is designed to provide the student with strong academic preparation in both business and liberal arts and sciences. The curriculum is based on feedback from local business leaders, and:

- (a) provides an in-depth understanding of the principles of information systems, systems analysis, and computer programming;
- (b) expands knowledge of practical computing techniques by providing many “hands-on” projects and applications; and
- (c) enables students to use the computer as an effective management decision-making tool. Five large micro-computer laboratories support the curriculum. Upon graduation, the student may immediately enter the job market in the field of information systems or enter a four-year school or college to complete studies toward the baccalaureate degree.

*Typical employment opportunities include:* business programmer (trainee), computer program coder, data processing librarian, junior systems programmer, computer console operator, computer sales trainee, programming librarian, junior systems analyst, systems control clerk, management information systems assistant, and micro-computer support specialist.

### REQUIREMENTS FOR THE A.A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: MA-128 <sup>1</sup> Calculus for Technical and Business Students .....	4
or	
or	
MA-260 <sup>1</sup> Pre-Calculus and Elements of Calculus for Business Students .....	4
or	
MA-321 <sup>1</sup> Mathematics in Contemporary Society.....	3
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C <sup>2</sup> )...3-4 <sup>3</sup>	
ECON-101 Introduction to Microeconomics	
or	
ECON-102 Introduction to Macroeconomics.....	3
FLEXIBLE CORE 2A, 2B, 2C, 2D: Humanities elective (select one additional course) .....	3
FLEXIBLE CORE 2A, 2B, 2D or 2E: Social Science or History elective (select one additional course) .....	3
<hr style="width: 25%; margin-left: auto; margin-right: 0;"/> Sub-total	21-23 <sup>3</sup>

<sup>1</sup> Students intending to transfer to complete a bachelor's degree should consult with an adviser to take either MA-128 or MA-260.

<sup>2</sup> Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

<sup>3</sup> The credit range accounts for Math credit variation in 1B and STEM variant in 1C.

### REQUIREMENTS FOR THE MAJOR

BU-101	Principles of Accounting I.....	4
BU-201	Business Organization and Management.....	3
BU-203	Principles of Statistics .....	3
CIS-101 (formerly BU-500)	Introduction to Microcomputer Applications ...	3
CIS-102	Computer Programming Fundamental for Business.....	3
CIS-152 (formerly BU-520)	Computer Programming for Business I .....	3
CIS-153 (formerly BU-532)	Microcomputer Operating Systems and Utility Software .....	3
CIS-201 (formerly BU-534)	Local Area Network Management.....	3
CIS-208 (formerly BU-508)	Database Management Systems .....	3
CIS-251	Analysis and Design of Systems Projects .....	3
<hr style="width: 25%; margin-left: auto; margin-right: 0;"/>		Sub-total 31

### ELECTIVES

Choose 6-7 credits from:

CIS-202 (formerly BU-522)	Computer Programming for Business II .....	3
CIS-203 (formerly BU-521)	Object Oriented Programming for Business ...	3
CIS-204 (formerly BU-524)	Web Design .....	3
CIS-205 (formerly BU-512)	Introduction to Information Systems Management .....	3
CIS-206 (formerly BU-530)	Spreadsheet Business Applications.....	3
CIS-252 (formerly BU-529)	Application Development for Mobile Devices ..	3
CIS-254 (formerly BU-537)	Data Security for Business .....	3
_____	Free Elective.....	1
<hr style="width: 25%; margin-left: auto; margin-right: 0;"/>		Sub-total 6-7

**Total Credits Required 60**

*All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.*

## Management – A.A.S. Degree Program

The A.A.S. degree program in Management offers students an opportunity to explore a wide range of business subjects before choosing one of two areas of concentration, Marketing or Real Estate-Insurance. The curriculum stresses employment skills and prepares students for entry-level positions in professional areas such as sales, advertising, product management, market research, retailing, international business, small business management, real estate, and insurance. The courses are valuable for current or prospective small business owners and managers, as well as for those pursuing careers in larger profit-making and not-for-profit

organizations. It also provides students with a foundation for advanced study in Management/Marketing related disciplines.

All students in the Management program must complete a common core of 21-22 credits and an additional 22 credits in the major, as described below. They then take the balance of their credits in one of the career-oriented concentrations. Students are advised to check course descriptions for prerequisites and corequisites and to consult with Department of Business faculty advisers to discuss their career plans and individual learning objectives.

### REQUIREMENTS FOR THE A.A.S. DEGREE:

To complete the A.A.S. degree program in Management, students should follow Marketing Concentration or Real Estate/Insurance Concentration.

#### Marketing Concentration

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: MA-321 Mathematics in Contemporary Society.....	3
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C <sup>1</sup> ).3-4 <sup>2</sup>	
FLEXIBLE CORE 2B: SP-211 Speech Communication.....	3
ECON-101 Introduction to Microeconomics or ECON-102 Introduction to Macroeconomics.....	3
FLEXIBLE CORE 2A, 2B, 2D or 2E: Social Science or History elective (select one additional course) .....	3
<b>Sub-total</b>	<b>21-22<sup>2</sup></b>

#### REQUIREMENTS FOR THE MAJOR

BU-101 Principles of Accounting I.....	4
CIS-101 (formerly BU-500) Introduction to Microcomputer Applications ...	3
BU-201 Business Organization and Management.....	3
BU-203 Principles of Statistics .....	3
BU-301 <sup>3</sup> Business Law I <sup>3</sup> .....	3
BU-401 Elements of Marketing .....	3
BU-701 Principles of Finance .....	3
<b>Sub-total</b>	<b>22</b>

#### CONCENTRATION REQUIREMENTS

BU-402 Marketing Research .....	3
BU-403 Elements of Salesmanship.....	3
BU-404 Elements of Advertising.....	3
BU-405 Elements of Retailing .....	3
<b>Sub-total</b>	<b>12</b>

#### ADDITIONAL MAJOR REQUIREMENTS

Laboratory Science <sup>1</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 .....	0-1
HE-101 or HE-102 Health Education or PE-400 or 500 series or DAN-100 Series (select one).....	1-2
<b>Sub-total</b>	<b>1-3</b>

#### ELECTIVES

Business electives .....	2-3
<b>Sub-total</b>	<b>2-3</b>

**Total Credits Required 60**

#### Real Estate/Insurance Concentration

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: MA-321 Mathematics in Contemporary Society.....	3
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C <sup>1</sup> ).3-4 <sup>2</sup>	
ECON-101 Introduction to Microeconomics or ECON-102 Introduction to Macroeconomics.....	3
FLEXIBLE CORE 2A, 2B, 2C or 2D: Humanities elective (select one additional course) .....	3
FLEXIBLE CORE 2A, 2B, 2D or 2E: Social Science or History elective (select one additional course) .....	3
<b>Sub-total</b>	<b>21-22<sup>2</sup></b>

#### REQUIREMENTS FOR THE MAJOR

BU-101 Principles of Accounting I.....	4
CIS-101 (formerly BU-500) Introduction to Microcomputer Applications ...	3
BU-201 Business Organization and Management.....	3
BU-203 Principles of Statistics .....	3
BU-301 <sup>3</sup> Business Law I <sup>3</sup> .....	3
BU-401 Elements of Marketing .....	3
BU-701 Principles of Finance .....	3
<b>Sub-total</b>	<b>22</b>

#### CONCENTRATION REQUIREMENTS

BU-305 Insurance I .....	3
BU-306 Insurance II .....	3
BU-310 Real Estate (Salesperson).....	5
BU-308 Real Estate II.....	3
<b>Sub-total</b>	<b>14</b>

#### ADDITIONAL MAJOR REQUIREMENTS

Laboratory Science <sup>1</sup> BI-132, BI-171, CH-102, CH-111, CH-121, ET-842 or PH-112 .....	0-1
HE-101 or HE-102 Health Education or PE-400 or 500 series or DAN-100 Series (select one).....	1-2
<b>Sub-total</b>	<b>1-3</b>

#### ELECTIVES

Free electives .....	1-2
<b>Sub-total</b>	<b>1-2</b>

**Total Credits Required 60**

<sup>1</sup> STEM Variant in Required Core 1C satisfies laboratory science elective requirement.

<sup>2</sup> The credit range accounts for Math credit variation in 1B and STEM variant in 1C.

<sup>3</sup> Sections of this course denoted as "WI" may be taken to satisfy the writing-intensive requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## Office Administration and Technology – A.A.S. Degree Program

The office environment has been revolutionized by rapidly expanding and changing technology. Queensborough's Associate in Applied Science (A. A. S.) curriculum in Office Administration and Technology (OAT) prepares students for entry-level positions and to climb career ladders in office administration, office supervision, and office management. Office software skills, communication skills, and writing skills are an integral part of the OAT coursework.

This program is designed to offer every student the opportunity:

- to take courses in order to prepare for employment in corporate, medical, legal, educational, government, and civil service office environments
- to receive training in office software (word processing, statistical worksheets, databases, slide presentations, publications, and scheduling)
- to become familiar with the personal computer (pc) operating system, pc file management, and pc security
- to develop skills in keyboarding, proofreading, document design and formatting
- to acquire office managerial skills, to use the Internet for research, and to learn to handle human relation situations in the workplace
- to qualify for an internship in order to gain actual work experience
- to enhance business literacy and awareness of both the domestic and global market economies
- to take courses in the liberal arts and sciences which promote good citizenship, enrich cultural knowledge, and make every student aware of the diverse attributes that are part of the human family

QCC graduates of the A. A. S. in Office Administration and Technology have been and continue to be employed in areas such as: banking, publishing, insurance, government, medicine, law, public relations, education, accounting, fashion, entertainment, advertising, travel, technology, media, etc.

<sup>1</sup> *Students who have had previous training in typewriting/keyboarding may replace BU-801 with 2 free elective credits. To be excused from BU-801, the keyboarding/typewriting course that was taken at another institution must be evaluated and approved by a full-time member of the Office Administration and Technology (Business Department) faculty. In addition, students requesting to be excused from BU-801 must pass an exam which consists of the following:*

- *The ability to touch type for 3 minutes between 35-40 words per minute with a maximum of 3 errors*
- *The ability to format business documents (letters, memorandums, manuscripts, tables) using word processing software at a professional level*

*Students who have had previous training in typewriting/keyboarding may receive 2 credits for BU-801 by passing Credit by Exam which consists of the following:*

- *The ability to touch type for 3 minutes between 35-40 words per minute with a maximum of 3 errors*
- *The ability to format business documents (letters, memorandums, manuscripts, tables) using word processing software at a professional level*

*Those taking Credit by Exam must register and pay for the course. An additional fee is charged for those taking Credit by Exam. Those students who pass Credit by Exam are given credit for BU-801 and receive a grade of P. Those students who do not pass Credit by Exam must complete the BU-801 course in which they have already registered. Students must take Credit by Exam within the first two weeks of the semester.*

### REQUIREMENTS FOR THE A.A.S. DEGREE

<b>COMMON CORE REQUIREMENTS</b>		<b>CREDITS</b>
REQUIRED CORE 1A:	ENGL-101 English Composition I.....3 ENGL-102 English Composition II.....3	
REQUIRED CORE 1B:	MA-321 Mathematics in Contemporary Society .....3	
REQUIRED CORE 1C:	Life & Physical Sciences (select from 1C <sup>2</sup> ).3-4 <sup>3</sup>	
FLEXIBLE CORE 2B:	SP-211 Speech Communication.....3	
ECON-101	Introduction to Microeconomics	
or		
ECON-102	Introduction to Macroeconomics.....3	
FLEXIBLE CORE 2A, 2B, 2D or 2E:	Social Science or History elective (select one additional course) .....3	
<hr/>		Sub-total 21-22 <sup>3</sup>

### REQUIREMENTS FOR THE MAJOR

BU-201	Business Organization and Management.....3	
BU-801	Typewriting/Keyboarding I <sup>1</sup> .....2	
BU-802	Typewriting/Keyboarding II.....2	
BU-812	Transcription and Dictation of Business Documents .....2	
BU-804	Administrative Office Procedures.....3	
BU-850	Fundamentals of Microsoft Windows .....1	
BU-907	Word Processing .....3	
CIS-101 (formerly BU-500)	Introduction to Microcomputer Applications ...3	
BU-859	Desktop Publishing (Software) .....3	
BU-906	Advanced Microsoft Office .....3	
Any BU-800 or BU-900 course(s)	.....3	
_____	Business Electives .....6	
<hr/>		Sub-total 34

### ADDITIONAL MAJOR REQUIREMENTS

Laboratory Science <sup>2</sup>	BI-132, BI-171, CH-102, CH-111, CH-121, ET-842 or PH-112 .....0-1	
HE-101 or HE-102	Health Education	
or		
PE-400 or 500 series or DAN-100 Series (select one)	.....1	
<hr/>		Sub-total 1-2

### ELECTIVES

Free electives	.....3	
<hr/>		Sub-total 3

**Total Credits Required 60**

<sup>2</sup> *STEM Variant in Required Core 1C satisfies laboratory science elective requirement.*

<sup>3</sup> *The credit range accounts for STEM Variant in 1C.*

*All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.*

## Computer Information Systems – Certificate Program

This certificate program is designed for the working student who has achieved a career-oriented position in a computer programming or related business area and desires to improve his/her skills. Students take 9 credits of core requirements, 9 credits in the major and then choose a 12-credit option in **Computer Programming** or **Microcomputer Applications Software**.

Graduates of this program are qualified to work as programmers, junior systems analysts, and junior management trainees dependent upon prior work experience. Students who have little or no training in data processing or computer programming may upgrade their career potential by becoming programmer trainees, operators of computer equipment, input/output control and record maintenance clerks. A broad range of industrial and governmental employment opportunities in computer information systems is currently available, and these opportunities are expected to grow in the future. They cover diversified areas, including the business, scientific, social science, educational, and medical fields.

This program is offered in day and evening sessions. All courses carry college credit and may be applied toward an Associate or Bachelor's degree.

*Students are advised to check course descriptions for prerequisites and corequisites.*

**Students with Data Processing/Computer Programming Experience** may earn credit for specific required courses through written examinations. Course credit granted for work/study experience is limited to six credits.

<b>CORE REQUIREMENTS</b>	<b>CREDITS</b>
ENGL-101 English Composition I .....	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: Liberal Arts and Sciences Electives (select two additional courses) .....	6
<b>Sub-total</b>	<b>9</b>

<b>REQUIREMENTS FOR THE MAJOR</b>	
CIS-101 (formerly BU-500) Introduction to Microcomputer Applications ...	3
CIS-152 (formerly BU-520) Computer Programming for Business I .....	3
BU-509 Projects in Data Processing .....	3
<b>Sub-total</b>	<b>9</b>

*Options (choose A or B)*

<b>OPTION A - COMPUTER PROGRAMMING</b>	
BU-502 COBOL Programming .....	3
BU-504 Systems Analysis and Design with Business Applications .....	3
CIS-202 (formerly BU-522) Computer Programming for Business II .....	3
CIS-153 (formerly BU-532) Microcomputer Operating Systems and Utility Software .....	3
<b>Sub-total</b>	<b>12</b>

<b>OPTION B - MICROCOMPUTER APPLICATIONS SOFTWARE</b>	
CIS-208 (formerly BU-508) Database Management Systems .....	3
CIS-206 (formerly BU-530) Spreadsheet Business Applications.....	3
CIS-153 (formerly BU-532) Microcomputer Operating Systems and Utility Software .....	3
BU-859 Desktop Publishing (Software) .....	3
<b>Sub-total</b>	<b>12</b>

**Total Credits Required 30**

## Health Care Office Administration: Managing, Coding, and Billing – Certificate Program

The certificate program in Health Care Office Administration: Managing, Coding, and Billing will offer both employees in the field and newly graduated high school students educational opportunity in health care office administration. The curriculum will develop students' communication, interpersonal and business management skills; provide a broad understanding of the ways in which society deals with health and disease, develop familiarity with human physiology/anatomy, provide instruction in medical office procedures and technology, coding and billing, and an optional business internship experience.

<b>CORE REQUIREMENTS</b>	<b>CREDITS</b>
ENGL-101 English Composition I .....	3
or	
ENGL-103 Writing for the New Media .....	3
	Sub-total 3
 <b>REQUIREMENTS FOR THE MAJOR</b>	
BI-520 Public Health Science .....	4
BU-850 Fundamentals of Microsoft Windows .....	1
BU-903 Medical Office Procedures .....	3
BU-907 Word Processing .....	3
BU-916 Medical Coding I .....	3
BU-917 Healthcare Information Management .....	3
Business electives .....	3
Select two (2) from:	
BU-801 <sup>1</sup> Typewriting/Keyboarding I <sup>1</sup>	
BU-802 Typewriting/Keyboarding II	
BU-812 Transcription and Dictation of Business Documents .....	4
Select three (3) credits in combination from:	
BI-150 Organization & Delivery of Healthcare	
BI-403 Medical Terminology	
PHIL-140 Medical Ethics	
HE-101 or HE-102 Health Education	
HE-110 CPR .....	3
	Sub-total 27
<b>Total Credits Required 30</b>	

<sup>1</sup> Students who have had previous training in typewriting/keyboarding may replace BU-801 with 2 free elective credits. To be excused from BU-801, the keyboarding/typewriting course that was taken at another institution must be evaluated and approved by a full-time member of the Office Administration and Technology (Business Department) faculty. In addition, students requesting to be excused from BU-801 must pass an exam which consists of the following:

- The ability to touch type for 3 minutes between 35-40 words per minute with a maximum of 3 errors
  - The ability to format business documents (letters, memorandums, manuscripts, tables) using word processing software at a professional level
- or

Students who have had previous training in typewriting/keyboarding may receive 2 credits for BU-801 by passing Credit by Exam which consists of the following:

- The ability to touch type for 3 minutes between 35-40 words per minute with a maximum of 3 errors
- The ability to format business documents (letters, memorandums, manuscripts, tables) using word processing software at a professional level

Those taking Credit by Exam must register and pay for the course. An additional fee is charged for those taking Credit by Exam. Those students who pass Credit by Exam are given credit for BU-801 and receive a grade of P. Those students who do not pass Credit by Exam must complete the BU-801 course in which they have already registered. Students must take Credit by Exam within the first two weeks of the semester.

## Office Administration Assistant – Certificate Program

The 30-credit certificate in Office Administration Assistant incorporates flexibility and choices that allow students desiring office skills to select the courses that will best serve their particular interests and meet the ever-changing demands and requirements of the job market. Four optional concentrations in office administration (Corporate, Legal, Accounting, Healthcare) are available for those wishing to become an administrative office assistant in a particular area or field. Students must complete the required courses and then can pick and choose from the courses listed in the optional concentrations in order to meet the 30-credit requirement.

This program serves students needing office skills:

- who are not working toward a degree
- who are re-entering the job market and must upgrade their office skills
- who have earned degrees and find that office skills are a prerequisite when competing in today's job market
- who are working toward degrees and must supplement their incomes through employment

The Certificate in Office Administration Assistant stresses mastery of office software which encompasses creating documents using word processing, working with statistical worksheets/databases, designing publications, and developing slide presentations. Courses in office administration, the PC operating system, keyboarding, and medical/legal office procedures are also offered.

<sup>1</sup> Students who have had previous training in typewriting/keyboarding may replace BU-801 with 2 free elective credits. To be excused from BU-801, the keyboarding/typewriting course that was taken at another institution must be evaluated and approved by a full-time member of the Office Administration and Technology (Business Department) faculty. In addition, students requesting to be excused from BU-801 must pass an exam which consists of the following:

- The ability to touch type for 3 minutes between 35-40 words per minute with a maximum of 3 errors
  - The ability to format business documents (letters, memorandums, manuscripts, tables) using word processing software at a professional level
- or

Students who have had previous training in typewriting/keyboarding may receive 2 credits for BU-801 by passing Credit by Exam which consists of the following:

- The ability to touch type for 3 minutes between 35-40 words per minute with a maximum of 3 errors
- The ability to format business documents (letters, memorandums, manuscripts, tables) using word processing software at a professional level

Those taking Credit by Exam must register and pay for the course. An additional fee is charged for those taking Credit by Exam. Those students who pass Credit by Exam are given credit for BU-801 and receive a grade of P. Those students who do not pass Credit by Exam must complete the BU-801 course in which they have already registered. Students must take Credit by Exam within the first two weeks of the semester.

<b>CORE REQUIREMENTS</b>	<b>CREDITS</b>
ENGL-101 English Composition I	
or	
ENGL-103 Writing for the New Media .....	3
BU-801 <sup>1</sup> Typewriting/Keyboarding I <sup>1</sup> .....	2
CIS-101 (formerly BU-500) Introduction to Microcomputer Applications ...	3
BU-804 Administrative Office Procedures.....	3
BU-906 Advanced Microsoft Office .....	3
	Sub-total 14

**To complete the certificate, students can follow one of the options below OR select any 16 credits from the courses listed in any of the options to design an Office Administration Assistant Certificate that meets their future career objectives:**

<b>OPTION A - CORPORATE OFFICE ADMINISTRATION ASSISTANT</b>	
BU-907 Word Processing .....	3
BU-600 Business Internships.....	3
Select two (2) from:	
BU-903 Medical Office Procedures	
BU-810 Legal Office Procedures	
BU-920 Graph Presentations Development Using Microsoft PowerPoint	
BU-859 Desktop Publishing .....	6
BU-xxx Business Electives .....	4
	Sub-total 16

<b>OPTION B - LEGAL OFFICE ADMINISTRATION ASSISTANT</b>	
BU-850 Fundamentals of Microsoft Windows .....	1
BU-907 Word Processing .....	3
BU-810 Legal Office Procedures.....	3
BU-301 Business Law I .....	3
Select one from:	
BU-903 Medical Office Procedures	
BU-859 Desktop Publishing	
BU-920 Graph Presentations Development Using Microsoft PowerPoint .....	3
Free Electives .....	3
	Sub-total 16

<b>OPTION C - ACCOUNTING/OFFICE ADMINISTRATION ASSISTANT</b>	
MA-321 Mathematics in Contemporary Society.....	3
BU-101 Principles of Accounting I.....	4
BU-111 Computer Applications in Accounting.....	3
BU-600 Business Internships.....	3
Select one from:	
BU-102 Principles of Accounting II	
BU-201 Business Organization and Management	
CIS-206 (formerly BU-530) Spreadsheet Business Applications.....	3
	Sub-total 16-17

<b>OPTION D - HEALTHCARE OFFICE ADMINISTRATION ASSISTANT</b>	
BU-850 Fundamentals of Microsoft Windows .....	1
BU-903 Medical Office Procedures .....	3
BU-907 Word Processing .....	3
BU-600 Business Internships.....	3
BU-916 Medical Coding I .....	3
BU-917 Healthcare Information Management .....	3
	Sub-total 16

**Total Credits Required 30**

# ACADEMY FOR HEALTH RELATED SCIENCES

## PROGRAMS OF STUDY

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**Advisement Center, Medical Arts Building, Room 326 • Telephone: 718-281-5139 • Email: [Healthacademy@qcc.cuny.edu](mailto:Healthacademy@qcc.cuny.edu)**

All full-time students enrolled in health sciences programs are part of the Academy for Health Related Sciences. Programs of study in this area include degree and certificate programs in health sciences and degree programs in nursing and massage therapy. Students who wish to pursue a baccalaureate degree after completing their associate degree may enroll in the transfer degree programs in Environmental Health/Science or Health Sciences or in the Dual/joint programs in Nursing with Hunter-Bellevue School of Nursing, York College and the School of Professional Studies. The A.A.S. degree programs in Massage Therapy, Medical Office Assistant, and Nursing prepare students for employment after graduation. Many A.A.S. degree students who become Registered Nurses will continue their education in a baccalaureate program. All credits in the certificate in Medical Office Assistant may be applied to the A.A.S. program in Medical Office Assistant. Students pursuing the Massage Therapy and Nursing programs should read the catalog descriptions of program requirements carefully.

Students are encouraged to discuss their educational goals with Academy Advisers and to explore the transfer agreements between Queensborough's degree programs and baccalaureate programs in CUNY and in the New York metropolitan area.

### **Academy Advisers:**

Mr. Arthur Abramov  
Ms. Amanda Ammirati  
Ms. Deborah Karlin  
Ms. Gail Patterson

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- QCC/HC Dual/Joint **A.A.S. Degree** in Nursing (QCC) leading to the B.S. Degree in Nursing (Hunter-Bellevue School of Nursing) **Dual/Joint Transfer program** (NS-AAS)
- QCC/YC Dual/Joint **A.A.S. Degree** in Nursing (QCC) leading to the B.S. Degree in Nursing (York College) **Dual/Joint Transfer program** (NS-AAS)
- QCC/SPS Dual/Joint **A.A.S. Degree** in Nursing (QCC) leading to the B.S. Degree in Nursing (School of Professional Studies) **Dual/Joint Transfer program** (NS-AAS)
- **A.A.S. Degree** in Nursing (NP-AAS)
- **A.S. Degree** in Health Sciences (HS-AS)
- **A.A.S. Degree** in Massage Therapy (TM-AAS)
- **A.A.S. Degree** in Medical Office Assistant (MA-AAS)
- *Certificate* in Medical Office Assistant (MO-CERT)

# PROGRAMS OF STUDY IN HEALTH RELATED SCIENCES

## Nursing

The Queensborough Community College program in Nursing, established in 1967, has developed into one of the most respected Associate degree programs in New York State with options to apply for Dual/Joint Programs at Hunter-Bellevue School of Nursing, York College and the School of Professional Studies to complete a bachelor's degree in nursing. Clinical nursing courses for students are offered in the Fall and Spring semesters and an evening program is offered each fall.

The Nursing clinical curriculum is integrated into the College setting and provides a strong foundation in general education, biological sciences, and social sciences, as well as nursing science. The Associate Degree Nurse is educated to provide direct care to clients with varying health care needs.

Students participate in clinical experiences during each semester of the core clinical courses in the program, and utilize a variety of acute care and community-based health care settings/facilities in Queens and Nassau. In addition, the Department has seven well-equipped laboratories, a Virtual Hospital utilizing simulation, a Nursing Computer Resource Center and a home care lab with Telehealth capabilities.

The program is registered by the New York State Education Department and accredited by the Accreditation Commission for Education in Nursing, Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; telephone: 404-975-5000. Graduates are eligible to take the National Council Licensure Examination for Registered Professional Nursing (NCLEX-RN).

### CRITERIA FOR APPLICATION

- Applicants must be a matriculated student at QCC and attend nursing advisement sessions as posted on the Nursing Web site.
- Complete the Pre-Clinical sequence with a minimum grade point average of 3.0.

#### CREDITS

ENGL-101	English Composition I .....	3
PSYC-101	Psychology.....	3
MA-119/MA-336 <sup>1</sup>	College Algebra/Statistics <sup>1</sup> .....	3
BI-301	Anatomy and Physiology I .....	4

Pre-Clinical Credits 13

- ▶ If you fail a pre-clinical course, you are ineligible to apply to the Nursing Program. Students who pass the 13 credit Pre-Clinical sequence, may substitute one course to increase their GPA. The substitution is as follows: ENGL-102 for ENGL-101, PSYC-220 for PSYC-101, BI-302 for BI-301.
- ▶ Students must achieve a C or better in all Biological Science courses (BI-301, BI-302, and BI-311) and Mathematics, MA-119 or MA-336.

- ▶ Anatomy and Physiology (BI-301 and BI-302) whether taken at QCC or transferred from another institution will not be accepted if taken more than six (6) years ago. Microbiology BI-311 must have been taken within the last five (5) years.
- ▶ BI-301 and BI-302 (Anatomy and Physiology I and II) must be taken at the same institution.
- Take the National League for Nursing Pre Admission RN exam – RN PAX (refer to nln.org). Must be taken at QCC.
- All required remedial course work as determined by placement tests taken when entering QCC (reading, writing, mathematics, and/or speech), must be successfully completed. Remedial sequences for individual placement will be determined by academic advisors in the Academic Literacy, Mathematics, and/or Speech department.
- Complete the Speech Placement Test. Speech evaluation is required of all entering QCC students. SP-007 may be recommended.
- Applicants interested in the Evening Program must complete all the biological sciences (BI-301, BI-302, BI-311) before entering NU-101 and are encouraged to complete additional core requirements.
- The Evening Program is only offered in the fall semester.
- Meet the following Essential Competencies (refer to the Nursing Website): Communication Skills, Interpersonal Skills, Good Moral Character, Critical Thinking, Mobility, Motor Skills and Sensory Skills.
- Provide documentation in one of the following categories:
  - ▶ U.S. Citizenship – a passport or birth certificate will suffice;
  - ▶ Permanent Residency;
  - ▶ International Student with F1 Status;
  - ▶ Granted Asylum, Refugee Status, Temporary Protected Status, Withholding of Removal, Deferred Enforced Departure, or Deferred Action Status by the U.S. government.

All undocumented students who are interested in nursing are strongly urged to contact the CUNY Citizenship and Immigration Project which will provide free counseling and assistance to all CUNY students who need help with their immigration status. Their website is <http://web.cuny.edu/about/citizenship.html>. Students may also visit the QCC Center for International Affairs, Immigration and Study Abroad, Room L-431 in the Library, telephone 718-631-6611.

**Consult the nursing website** regularly during the semester to check application filing dates. The application form must be completed the semester prior to starting NU-101.

If you have previously made an application and have not been accepted or were unable to accept your seat, you may reapply for the next semester.

<sup>1</sup> Students who are exempt from or placed out of MA-119 College Algebra are required to take MA-336 Statistics.

# PROGRAMS OF STUDY IN HEALTH RELATED SCIENCES

## CRITERIA FOR ADMISSION

Admission to the Nursing Clinical Program is competitive. Eligibility for application does not guarantee admission. Results on the RN PAX will be reviewed in combination with the student's GPA, which must be a minimum of 3.0 on the 13 pre-clinical credits, to determine eligibility. Potential NU-101 students will be identified based on their PAX score, GPA and the completion of all other admission requirements.

The final acceptance of qualified applicants will be decided after assessment of each candidate's communication ability. Communication readiness for safe clinical nursing will be determined by Nursing faculty in collaboration with the Speech Communications and Theatre Arts faculty.

## TRANSFER STUDENTS

Transfer students from other institutions must be in good standing. Students who are on academic probation, or have been dismissed from a nursing program at a previous school are not eligible for admission to the Nursing Clinical Program. No transfer credit will be given for nursing courses taken at another institution. All nursing courses must be completed at QCC. All non-nursing courses will be evaluated for credit by the College Admissions Office. Transfer students seeking entrance can be advised by nursing faculty during regularly scheduled advisement sessions. Consult the nursing website regularly during the semester to check for advisement dates.

## ADVANCED STANDING

Licensed Practical Nurses (LPN's) currently matriculated at Queensborough Community College and who have been accepted to the Clinical Program may attain advanced standing into NU-102 by successfully completing the following examinations:

- The NLN Nursing Acceleration Challenge Exam NACE1 Foundations of Nursing. This exam may only be taken once (refer to nln.org).
- Pass and meet a practicum which is given at the college by a member of the QCC Nursing faculty.

Students who have a current L.P.N. license and believe they qualify to take these examinations should contact the Nursing Department (Medical Arts Building, Room M-302).

## SPECIAL REQUIREMENTS

- Students must update their health status records each semester to meet hospital requirements. **Updated health status clearance must be presented to the instructor on the first day of clinical or the student will not be permitted in the clinical area.**
- Proof of current BCLS Certification for Health Care Professionals is required of all students by the first clinical day of each semester. It is the responsibility of the student to keep his/her certification current.
- Some clinical agencies may require drug and alcohol screening and/or fingerprinting and background checks. The results of these checks may be used by those sites as a basis for denying practice in their clinical facility. As a result, students must be aware they may be unable to complete course requirements.

# PROGRAMS OF STUDY IN HEALTH RELATED SCIENCES

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## CRITERIA FOR RETENTION/PROGRESSION

- A passing final grade in each of the two components of the clinical nursing courses (NU-101, NU-102, NU-201, and NU-202) is necessary to progress to the next nursing course. These two components are:

Clinical/Laboratory – a passing grade is needed in each of the following: clinical performance, math skills, written assignments and critical elements.

Theory/Lecture- A student must successfully pass the course examinations with a final average grade of 74% or above to pass the course. (See course manuals for details of examinations).

- Student must achieve a G.P.A. of 2.0 or above to progress to the next nursing course and be eligible for graduation.
- Two (2) Writing Intensive courses are required for the Associated Degree. Both NU-201 and NU-204 are writing intensive courses and meet the criteria for graduation.
- A grade of C or higher in all Biology courses is required for progression and graduation.
- A grade of C or higher in BI-302 is a prerequisite for NU-102.
- A grade of C or higher in BI-311 is a prerequisite for NU-201.
- Students may repeat BI-302 and BI-311 in order to obtain a C or better but may not progress until a C is achieved.
- Failure of a “Critical Element Test” in any clinical course, after three attempts, constitutes a clinical failure for the course, and the student will not be allowed to return to the clinical area.

## REPEAT POLICY

- Students may repeat only one nursing course (NU-101, NU-102, NU-201 or NU-202) in the Clinical Program. However, a repeat of NU-101 will require an approval from the Nursing Department Appeals Committee. Students must submit an Appeals Letter (see the Department of Nursing Student Handbook). This includes students who withdrew from a course after the first day for any reason and students who completed the course with a grade below C.
- Any student who withdraws from a nursing course must notify the lecture instructor and complete an Intention to Repeat Form if he/she is eligible to register again for the course. (Intention to Repeat Forms are located in the Medical Arts Building, M-302.)

# PROGRAMS OF STUDY IN HEALTH RELATED SCIENCES

## CUNY Dual/Joint Degree Programs leading to the B.S. in Nursing

Students who wish to pursue a baccalaureate degree in Nursing may apply to one of our CUNY Dual/Joint Programs:

**A.A.S. in Nursing (QCC) leading to the B.S. in Nursing (Hunter-Bellevue School of Nursing)**

**A.A.S. in Nursing (QCC) leading to the B.S. in Nursing (York College)**

**A.A.S. in Nursing (QCC) leading to the B.S. in Nursing (School of Professional Studies)**

Clinical students in NU-101 may apply for the Dual/Joint Degree programs in Nursing with Hunter-Bellevue School of Nursing, York College, or CUNY School of Professional Studies. Admission to these programs are extremely competitive. Admission will be based on the student's GPA and overall academic work. A student must receive a faculty recommendation indicating a strong clinical performance in NU-101. Students will be guided in the selection of courses by an adviser.

## Nursing – A.A.S.

**ACCREDITED BY THE NATIONAL LEAGUE FOR NURSING ACCREDITATION COMMISSION (NLNAC)**

### **REQUIREMENTS FOR THE A.A.S. DEGREE**

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: MA-119 <sup>1</sup> or MA-336 .....	3
REQUIRED CORE 1C: BI-301 Anatomy & Physiology I.....	4
FLEXIBLE CORE 2E: PSYC-101 Psychology .....	3
FLEXIBLE CORE 2E: PSYC-220 Human Growth & Development...3	3
FLEXIBLE CORE 2A, 2B, 2C or 2D: Liberal Arts Elective.....	3
Sub-total	22

### **REQUIREMENTS FOR THE MAJOR**

NU-101	Safe & Effective Nursing Care of Client I.....	7
NU-102	Safe & Effective Nursing Care of Client II....	9
NU-201 <sup>2</sup>	Safe & Effective Nursing Care of Client III <sup>2</sup> ..	9
NU-202	Safe & Effective Nursing Care of Client IV ...	9
NU-204 <sup>2</sup>	Nursing & Societal Forces <sup>2</sup> .....	3
Sub-total		37

### **ADDITIONAL MAJOR REQUIREMENTS**

BI-302	Anatomy & Physiology II .....	4
BI-311	Microbiology .....	4
Sub-total		8

**Total Credits Required 67**

<sup>1</sup> Students who are exempt from or placed out of MA-119 College Algebra are required to take MA-336 Statistics.

<sup>2</sup> NU-201 and NU-204 are writing-intensive classes and meet the requirement for graduation. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

### *Articulated B.S. Degree in Nursing*

Transfer agreements exist with these upper division programs as well:

- Adelphi University
- College of Staten Island (CUNY)
- C.W. Post Campus / Long Island University
- Delhi (SUNY)
- Empire State College (SUNY)
- Excelsior College
- Lehman College (CUNY)
- Molloy College
- New York University
- Pace University
- Pacific College of Oriental Medicine
- University of Wisconsin, Green Bay

## PROGRAMS OF STUDY IN HEALTH RELATED SCIENCES

### **Environmental Health – A.S. Degree Program**

*Environmental Health Program is currently on hiatus.*

# PROGRAMS OF STUDY IN HEALTH RELATED SCIENCES

## Health Sciences – A.S. Degree Program

The A.S. degree program in Health Sciences provides the pre-professional training (the first two years) for a broad spectrum of baccalaureate majors in the Health Sciences. Core course distributions meet transfer articulation requirements of specific Bachelor's degree programs. Students should consult faculty advisers in the Department of Biological Sciences and Geology (M-213) for advisement. Refer to the Department of Biological Sciences for the requirements for articulation agreements. Students should be aware that completing the A.S. in Health Sciences does not guarantee admission to the articulated programs. Admission to these programs is highly competitive. The requirements for admission may include a specified grade-point average for the degree or for certain courses, a personal interview, or a practical examination. For the admissions requirements of specific articulated programs, students must consult the advisers in each area.

Transfer agreements may be found on the college website under "Academies," and Queensborough has involved partnerships with:

- **Community Health Education** – York College
- **Dietetics, Foods and Nutrition** – Lehman College
- **Health Education and Promotion** – Lehman College
- **Health Services Administration** – Lehman College
- **Medical Laboratory Sciences** – Hunter College
- **Occupational Therapy** – York College
- **Diagnostic Medical Sonography** – SUNY Downstate
- **Health And Nutrition Sciences** – Brooklyn College
- **Health Sciences** – Mercy College  
Leading to M.S. degree programs in Occupational Therapy, Physical Therapy, and Physician Assistant
- **Health Care Management or Clinical Science** – York College

### REQUIREMENTS FOR THE A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: MA-119 <sup>1</sup> College Algebra.....	3
REQUIRED CORE 1C: BI-201 <sup>2</sup> General Biology I.....	4
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) .....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) .....	3
FLEXIBLE CORE 2C: Creative Expression (select one from 2C) ....	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D).....	3
FLEXIBLE CORE 2E: Scientific World (recommended PSYC-101).....	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (Required: CH-127 <sup>2</sup> or CH-151 <sup>2</sup> ).....	4
<b>Sub-total</b>	<b>32<sup>2</sup></b>

### REQUIREMENTS FOR THE MAJOR

BI-202 General Biology II .....	4
BI-150 Organization & Delivery of Healthcare .....	2
IS-151 The Health of the Nation .....	2
MA-336 or MA-440 <sup>1</sup> .....	3-4
<b>Sub-total</b>	<b>11-12</b>

### MAJOR ELECTIVES

Advised major electives selected from the list below and guided by appropriate transfer articulations <sup>3</sup> .....	15-16
<b>Sub-total</b>	<b>15-16</b>

### ELECTIVES

Free electives .....	1
<b>Sub-total</b>	<b>1</b>

**Total Credits Required 60**

<sup>1</sup> Students who are exempt from or placed out of MA-119, required under 1B above, will use one of courses under Requirements for the Major to satisfy 1B in Common Core.

<sup>2</sup> Students are required to take STEM Variants in 1C and 2E; if students do not take STEM variants in common core, they will have to take additional credits to complete their degree requirements.

Please Note: The revised curriculum has received a waiver to specify a particular course requirement in 1B, 1C and 2E and a particular sixth course in the Flexible Core.

<sup>3</sup> Major/Course Distribution based on transfer articulations:

Choose from: ANTH-101, ARTS-132, ARTH-100; BI-115, BI-150, BI-151, BI-235,\* BI-250, BI-311, BI-356, BI-403, BI-421,\* BI-453, BI-456, BI-457, BI-461, BI-510, BI-550, BI-551; BU-101, BU-201, BU-500, CH-127, CH-128, CH-151, CH-152, CH-251, CH-252, CS-100; ECON-101, ENGL-211, ENGL-212, ENGL-213, ENGL-214; ET-501; HE-101, HE-103, HE-105, HE-106, HE-110, HE-111; IS-151, IS-210, IS-220; MA-336, MA-440, MA-441; MU-110, MU-271, MU-272; PE-441, PE-530; PH-301, PH-302, PH-303; PSYC-220, PSYC-225, PSYC-230, PSYC-270, SOCY-101.

\* BI-301 and BI-302 may be substituted for BI-235 and BI-421.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

# PROGRAMS OF STUDY IN HEALTH RELATED SCIENCES

## Massage Therapy – A.A.S. Degree Program

The Massage Therapy program was developed to meet the growing interest and ever-increasing demand for licensed professional therapists. Massage therapy is one of the oldest known therapeutic treatments and has gained increased acceptance as a licensed therapeutic modality. The National Institutes of Health recognizes it as an important non-invasive form of treatment.

This program gives students an opportunity to participate in inclusive health care education that incorporates the diversity of health perceptions in our ever-changing society and provides them with opportunities for jobs in a variety of settings. Today, massage therapists work in medical offices, wellness centers, hospitals and other health care facilities, sports and health clubs, alternative/complementary health centers, retirement communities, corporate and business offices, as well as in private practice.

The curriculum offers a strong foundation in the biological sciences, together with a broad base of general education in the liberal arts and sciences. The program offers comprehensive theoretical knowledge and practical application of both Eastern and Western massage therapy techniques. Opportunities are provided to work with clients in a variety of settings under the supervision of qualified licensed faculty members. The program is based on a holistic health framework; students are introduced to therapeutic modalities that are complementary to the practice.

The program meets New York State Department of Education's requirements for massage therapy programs. Students will be prepared to sit for the New York State licensing examination upon graduation.

### MASSAGE THERAPY PROGRAM OBJECTIVES:

- Demonstrate a strong foundation in the biological sciences, together with a broad based general education in the liberal arts.
- Demonstrate knowledge of and proficiency in the art and science of massage therapy, within a holistic health framework.
- Comprehend theoretical knowledge of and apply Eastern and Western massage therapy techniques.
- Work with clients in a variety of settings, under the direct supervision of a licensed faculty member.
- Demonstrate understanding of professional issues, including legal and ethical concerns, business practices and the importance of continuing their education throughout their career.
- Prepare for application for licensure in New York State.

In addition to tuition and fees, students should expect to spend approximately \$1000 for books, supplies and uniforms.

As of fall 2006, students must achieve a grade of C or better in all Biology (BI) and Healing Arts (HA) courses in order to progress to the next level course in the program and to graduate with an A.A.S. in Massage Therapy. Students must maintain a GPA of at least 2.0 to remain in the program. Student may repeat any HA or BI course only once, on a space available basis.

### REQUIREMENTS FOR THE A.A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I .....	3
ENGL-102 English Composition II .....	3
REQUIRED CORE 1B: MA-321 Mathematics in Contemporary Society .....	3
REQUIRED CORE 1C: BI-301 Anatomy & Physiology I .....	4
FLEXIBLE CORE 2E: PSYC-101 Psychology .....	3
FLEXIBLE CORE 2E: BI-302 Anatomy & Physiology II .....	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: Social Science or History elective (select one additional course) .....	3
<b>Sub-total</b>	<b>23</b>

### REQUIREMENTS FOR THE MAJOR

HA-100 Foundations of Therapeutic Massage .....	3
BI-330 Myology .....	3
BI-331 Kinesiology .....	3
BI-325 Neurophysiology .....	3
HA-101 Eastern Massage Therapy I .....	2
HA-103 Eastern Massage Therapy II .....	2
HA-102 Western Massage Therapy I .....	2
HA-104 Western Massage Therapy II .....	2
HA-202 Western Massage Therapy III .....	2
HA-203 Massage Practicum I .....	2
HA-204 Massage Practicum II .....	3
HA-220 Pathology for Massage Therapy I .....	3
HA-221 Pathology for Massage Therapy II .....	3
HA-205 Professional Issues in Massage Therapy .....	2
<b>Sub-total</b>	<b>35</b>

### ELECTIVES

Massage Elective: HA-206, HA-207, HA-208 or HA-209 .....	2
<b>Sub-total</b>	<b>2</b>

**Total Credits Required 60**

*All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.*

### SPECIAL REQUIREMENTS:

- Student Massage Therapists Liability insurance coverage is required for students taking a massage therapy course with clinical laboratory experience.
- Students must update their health status records each semester to meet hands on labs, clinic, off campus site and hospital requirements. Updated health status clearance must be presented to the instructor on the first day of clinical or the student will not be permitted in the clinical area.
- Proof of current BCLS Certification for Health Care Professionals is required of all students by the first clinical day of each semester. It is the responsibility of the student to keep his/her certification current.
- Some off campus clinical sites may require drug and alcohol screening and/or fingerprinting and background checks. The results of these checks may be used by those sites as a basis for denying practice in their clinical facility. As a result, students must be aware they may be unable to complete course requirements.

# PROGRAMS OF STUDY IN HEALTH RELATED SCIENCES

## Medical Office Assistant – A.A.S. Degree Program

The A.A.S. degree program in Medical Office Assistant builds upon the existing 30-credit Certificate in Medical Office Assistant. By completing the Associate Degree program, students will increase their general medical knowledge and administrative skills and will gain proficiency in additional clinical procedures that a typical medical office would employ. Graduates will be competitive in the continually expanding Health Care field, the fastest growing industry in the United States.

Medical assisting is an allied health profession whose practitioners function as members of the health care delivery team and perform a combination of administrative and clinical procedures. Administrative duties include answering telephones, greeting patients, updating and filing patient's medical records, filling out insurance forms, handling correspondence, scheduling appointments, arranging for hospital admission and laboratory services, and handling billing and bookkeeping.

Clinical duties include taking medical histories and recording vital signs, preparing patients for examination and assisting the physician during examination. Medical assistants also collect and prepare laboratory specimens or perform basic laboratory tests on the premises, dispose of contaminated supplies, and sterilize medical instruments. They will authorize drug refills as directed, telephone prescriptions to a pharmacy, draw blood, prepare patients for X-rays, take electro-cardiograms, and remove sutures and change dressings under the supervision of the practitioner.

<sup>1</sup> Students who have had previous training in typewriting/keyboarding may replace BU-801 with 2 free elective credits. To be excused from BU-801, the keyboarding/typewriting course that was taken at another institution must be evaluated and approved by a full-time member of the Office Administration and Technology (Business Department) faculty. In addition, students requesting to be excused from BU-801 must pass an exam which consists of the following:

- The ability to touch type for 3 minutes between 35-40 words per minute with a maximum of 3 errors
- The ability to format business documents (letters, memorandums, manuscripts, tables) using word processing software at a professional level

or

Students who have had previous training in typewriting/keyboarding may receive 2 credits for BU-801 by passing Credit by Exam which consists of the following:

- The ability to touch type for 3 minutes between 35-40 words per minute with a maximum of 3 errors
- The ability to format business documents (letters, memorandums, manuscripts, tables) using word processing software at a professional level

Those taking Credit by Exam must register and pay for the course. An additional fee is charged for those taking Credit by Exam. Those students who pass Credit by Exam are given credit for BU-801 and receive a grade of P. Those students who do not pass Credit by Exam must complete the BU-801 course in which they have already registered. Students must take Credit by Exam within the first two weeks of the semester.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

### REQUIREMENTS FOR THE A.A.S. DEGREE

COMMON CORE REQUIREMENTS		CREDITS
REQUIRED CORE 1A:	ENGL-101 English Composition I or ENGL-103 Writing for the New Media.....3 ENGL-102 English Composition II.....3	
REQUIRED CORE 1B:	MA-301 Foundations of Mathematics .....3	
REQUIRED CORE 1C:	BI-520 Public Health Science.....4	
FLEXIBLE CORE 2A:	World Cultures & Global Issues (select one from HI-110, HI-111 or HI-112) ...3	
FLEXIBLE CORE 2D:	SOCY-101 Sociology .....3	
FLEXIBLE CORE 2D:	PHIL-140 Medical Ethics.....3	
	Sub-total	22

### REQUIREMENTS FOR THE MAJOR – BIOLOGY

BI-110	Fundamentals of Life Sciences.....3	
BI-150	Organization and Delivery of Health Care.....2	
BI-340	Assisting in the Medical Office: Clinical Testing Procedures .....2	
BI-341	Assisting in the Medical Office: Medical Assisting Procedures.....2	
BI-403	Medical Terminology .....2	
BI-451	Phlebotomy.....1	
BI-452	EKG Technology .....2	
	Sub-total	14

### REQUIREMENTS FOR THE MAJOR – BUSINESS

BU-802	Typewriting/Keyboarding II	
or		
BU-812	Transcription and Dictation of Business Documents .....2	
BU-903	Medical Office Procedures .....3	
BU-907	Word Processing .....3	
BU-916	Medical Billing and Coding I.....3	
BU-917	Healthcare Information Management .....3	
	Sub-total	14

### INTERNSHIP REQUIREMENTS

BU-600	Business Internships.....3	
or		
BI-961 and HE-110	Phlebotomy Practice .....2  Cardiopulmonary Resuscitation .....1	
	Sub-total	3

### ELECTIVES

Choose 7 credits from:		
BI-950, BI-951 or BI-952	Field Experience in Medical Assisting .....1	
BU-801	Typewriting/Keyboarding I <sup>1</sup> .....2	
BU-918	Medical Coding and Billing II.....3	
HE-103	Nutrition and Health .....3	
SP-211	Speech Communication .....3	
CH-120	Fundamentals of Chemistry.....3	
	Sub-total	7

**Total Credits Required 60**

# PROGRAMS OF STUDY IN HEALTH RELATED SCIENCES

## Medical Office Assistant – Certificate Program

The modern medical office requires individuals trained in medical facility procedures, as well as administrative, technical, and secretarial skills. The Medical Office Assistant Certificate program combines medical secretarial skills with study of basic biological principles, public health sciences, and medical office clinical procedures.

Many career opportunities are available in the medical office assistant field. Graduates of this program will find they have a special advantage when seeking employment in physicians' offices, hospitals, clinics, and health maintenance organizations. Students also have the opportunity to gain on-the-job experience (see BI-950, 951, 952, Medical Office Assistant Field Experience; BU-600, Business Internships). The majority of the courses are offered in both the day and evening sessions. All courses carry college credit and may be applied toward an Associate or Bachelor's degree.

Students are advised to check course descriptions for prerequisites and corequisites.

For further information, students should contact the Department of Biological Sciences and Geology or the Department of Business.

CORE REQUIREMENTS	CREDITS
ENGL-101	English Composition I .....3
BI-110	Fundamentals of Life Sciences.....3
	Sub-total 6
REQUIREMENTS FOR THE MAJOR	
BI-340	Assisting in the Medical Office: Clinical Testing Procedures.....2
BI-341	Assisting in the Medical Office: Medical Assisting Procedures.....2
BI-520	Public Health Science .....4
BU-903	Medical Office Procedures .....3
BU-907	Word Processing .....3
Select two (2) from:	
BU-801 <sup>1</sup>	Typewriting/Keyboarding I <sup>1</sup>
BU-802	Typewriting/Keyboarding II
BU-812	Transcription and Dictation of Business Documents .....4
	Sub-total 18
ELECTIVES	
Advised electives <sup>2</sup>	.....3
Free electives	.....3
	Sub-total 3
<b>Total Credits Required 30</b>	

<sup>1</sup> Students who have had previous training in typewriting/keyboarding may replace BU-801 with 2 free elective credits. To be excused from BU-801, the keyboarding/typewriting course that was taken at another institution must be evaluated and approved by a full-time member of the Office Administration and Technology (Business Department) faculty. In addition, students requesting to be excused from BU-801 must pass an exam which consists of the following:

- The ability to touch type for 3 minutes between 35-40 words per minute with a maximum of 3 errors
  - The ability to format business documents (letters, memorandums, manuscripts, tables) using word processing software at a professional level
- or

Students who have had previous training in typewriting/keyboarding may receive 2 credits for BU-801 by passing Credit by Exam which consists of the following:

- The ability to touch type for 3 minutes between 35-40 words per minute with a maximum of 3 errors
- The ability to format business documents (letters, memorandums, manuscripts, tables) using word processing software at a professional level

Those taking Credit by Exam must register and pay for the course. An additional fee is charged for those taking Credit by Exam. Those students who pass Credit by Exam are given credit for BU-801 and receive a grade of P. Those students who do not pass Credit by Exam must complete the BU-801 course in which they have already registered. Students must take Credit by Exam within the first two weeks of the semester.

<sup>2</sup> Advisement is a cooperative effort by the Department of Business and the Department of Biological Sciences and Geology, and is conducted in line with the student's background, interests, and goals.

# ACADEMY FOR LIBERAL ARTS AND SCIENCES

## PROGRAMS OF STUDY

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*Advisement Center, Library Building, Room 434 • Telephone: 718-631-6204 • Email: liberalartsacademy@qcc.cuny.edu*

All full-time students enrolled in A.A. degree programs in liberal arts are part of the Academy for Liberal Arts. All A.A. degree programs in the liberal arts are transfer programs, designed for students who intend to continue their studies in a baccalaureate program. Students have the opportunity to try courses in many disciplines, and they may take several courses that can apply to their baccalaureate major. The Liberal Arts and Sciences programs offer students a wide variety of choices. The dual/joint program in Criminal Justice leads straight to the baccalaureate program in Criminal Justice at John Jay College.

Students are encouraged to discuss their educational goals with Academy advisers and to explore the transfer agreements between Queensborough's degree programs and baccalaureate programs in CUNY and in the New York metropolitan area.

**Academy Advisers:**

Ms. Patricia Beale	Ms. Mary Casatelli
Mr. Andre Coombs	Mr. William Duque
Mr. Matthew Flood	Ms. Sabera Saadullah

- 
- QCC/JJ Dual/Joint **A.S. Degree** in Criminal Justice (QCC) leading to the B.S. Degree in Criminal Justice (John Jay College of Criminal Justice) **Dual/Joint Transfer program** (CJ-AS)
  - QCC/QC Dual/Joint **A.A. Degree** in Liberal Arts and Sciences - Education leading to the B.A. Degree in Liberal Arts and Sciences & Childhood Education (with Queens College) **Dual/Joint Transfer program** (LE-AA)
  - **A.A. Degree** in Liberal Arts & Sciences (LA-AA)

# PROGRAMS OF STUDY IN LIBERAL ARTS

## QCC/John Jay Dual/Joint Degree Program: A.S. in Criminal Justice (QCC) Leading to the B.S. in Criminal Justice (John Jay College of Criminal Justice)

The Dual /Joint A.S. /B.A. Program between Queensborough Community College and John Jay College of Criminal Justice in Criminal Justice is designed so Queensborough students will earn 45 credits toward the John Jay College Core Requirements and 15 required credits toward the Criminal Justice major. A.S. graduates will transfer seamlessly to the third year of study in the B.S. program in Criminal Justice at John Jay. Through its Educational Partnership program, John Jay College will contribute to the student advisement and support process while students are studying at Queensborough. Students who complete the program will be well prepared for many employment opportunities in criminal justice and related fields.

Growth in employment in criminal justice fields increases the need for individuals who have received relevant academic training. Nationwide and statewide data and projections for jobs related to criminal justice indicate a robust employment picture with projected strong growth in both private and public sectors. Some areas in which employment opportunities are available include law enforcement, corrections, courts services, and security.

### REQUIREMENTS FOR THE A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE: 1B: Mathematical & Quantitative Reasoning Required: MA-119 <sup>1</sup> .....	3
REQUIRED CORE: 1C: Life & Physical Sciences (Select one course <sup>2</sup> ).....	3-4 <sup>3</sup>
FLEXIBLE CORE: 2A: World Cultures & Global Issues (Select one course).....	3
FLEXIBLE CORE: 2B: U.S. Experience in Its Diversity Recommended: PLSC-101.....	3
FLEXIBLE CORE: 2C: Creative Expression (Select one course).....	3
FLEXIBLE CORE: 2D: Individual & Society Recommended: SOCY-101, PHIL-101 .....	3
FLEXIBLE CORE: 2E: Scientific World (Select one course).....	3
FLEXIBLE CORE: 2A, 2B, 2C, 2D or 2E (Select one course).....	3
<b>Sub-total</b>	<b>30-31<sup>3</sup></b>

### REQUIREMENTS FOR THE MAJOR

CRIM-101	Introduction to the American Criminal Justice System .....	3
CRIM-102	Criminology.....	3
CRIM-202	Corrections & Sentencing .....	3
CRIM-203	Criminal Law.....	3
CRIM-201 or CRIM-204	Policing  Crime & Justice in the Urban Community ....	3
<b>Sub-total</b>		<b>15</b>

### ADDITIONAL MAJOR REQUIREMENTS

Foreign Language .....	6-8
MA-336 <sup>1</sup> Statistics <sup>1</sup> .....	3
One course in PE-400 or PE-500 series or DAN-100 series .....	1
Laboratory Science <sup>2</sup> BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112.....	0-1
<b>Sub-total</b>	<b>11-13</b>

### ELECTIVES

Free electives	Students are recommended to take SOCY-240 .....	1-4
<b>Sub-total</b>		<b>1-4</b>

**Total Credits Required 60**

<sup>1</sup> Students who are exempt from or placed out of MA-119 College Algebra are required to take MA-336 Statistics and must take CRIM-201 or CRIM-204 to fulfill the Major Requirements.

<sup>2</sup> Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

<sup>3</sup> The credit range accounts for STEM Variant in 1C.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

### **QCC/Queens College Dual/Joint Degree Program: A.A in Liberal Arts and Sciences Leading to the B.A. Childhood Education (Grades 1-6) (Queens College CUNY)**

The Dual/Joint Associate Degree/Baccalaureate Degree program in Liberal Arts and Sciences and Childhood Education (LE1) provides Queensborough students with the first two years of an articulated liberal arts transfer program leading to a baccalaureate degree in a liberal arts major and a co-major in Childhood Education at Queens College. In keeping with New York State's learning standards for teacher education, the program design allows a student to use the first two years to maximum benefit in preparing for the upper division teacher education programs and the liberal arts major of their choice.

The jointly registered program is designed to provide students with:

- A core curriculum and general education core of English, American history, philosophy, sociology, art history, mathematics, laboratory science, and physical education;
- Courses in a liberal arts major that articulate with the course offerings and degree requirements at Queens College;
- An introduction to the field of education through EDUC-101, Contemporary Education: Principles and Practices, which is coordinated with the students' field experiences and observations during the first two years of the program;
- Involvement with Queens College faculty while at Queensborough through education program information seminars and career orientation, both on admission to Queensborough and during the transition to Queens;
- During the freshman year, students will participate in at least two *high impact learning experiences*, which are designed to improve retention and graduation rates. The high impact learning experiences include Learning Communities, Global and Diversity Learning and Writing Intensive courses, among others, which may be offered with and without remedial courses. High impact learning experiences create an environment in which students can develop critical thinking skills, understand ideas and issues in context, and develop a sense of academic community.
- ST-100 freshman orientation seminars that prepare students for college life and for the career that they have chosen and that are supplemented with tutorial support specifically geared to students in the program;
- Academic advisement provided by an education adviser affiliated with both campuses and available to facilitate and assure a smooth transition from Associate to baccalaureate level.

The Dual/Joint program for the A.A. Degree requires a minimum of 61 credits, including a core curriculum in the liberal arts and sciences, professional courses, and electives for the academic major.

#### **PROGRAM ADMISSION**

Queensborough Community College admits students into the A.A. degree portion of the dual/joint program in accordance with the open admissions policy established by the University's Board of Trustees. In addition to completing the Associate degree requirements for the dual/joint program at Queensborough, students entering the education co-major in childhood education must satisfy each of the following before matriculating in the course sequences at Queens:

- Queens College English and mathematics requirements: More detail is provided under general education core requirements, below;
- Passing scores on the CUNY ACT in reading and writing.
- Foreign language requirements: Queens College requires all baccalaureate students to take three semesters of a foreign language. Students can demonstrate proficiency in a foreign language, however, in one of two ways: 1. Students must have completed three years of high school foreign language study and passed the New York State Regents Examination; 2. Students must be approved by Queens College for language certification.
- A minimum GPA of 2.75 toward degree.

Students completing the Queensborough Community College degree requirements and the Queens College requirements above are eligible for admission to the Queens College program and are given full transfer credit.

# PROGRAMS OF STUDY IN LIBERAL ARTS

## QCC/Queens College Dual/Joint Degree Program-Childhood Education (continued)

### CURRICULUM

Queensborough's Associate degree dual/joint program in Liberal Arts and Sciences and Childhood Education provides the necessary preparation for students wishing to continue their studies in education and is in strict adherence to New York State's new learning standards for teacher education. Since students are to be simultaneously admitted to the community and senior college, those who satisfactorily complete their first 60 credits at Queensborough and who meet the requirements to continue as an education co-major are assured of a seamless, articulated transition to junior-year status at Queens College towards the bachelor's degree with an early childhood education co-major. As with QC students, qualified QCC students will be guaranteed admission to the Childhood Education co-major **as determined by seat availability.**

The program has been structured to allow a student to use the first two years to maximum benefit in preparing for the upper-division early childhood education co-major. Students complete core courses in the liberal arts and sciences that satisfy the requirements for the Associate degree at Queensborough. These core courses, with appropriate counseling, have been designed to meet all the General Education requirements (Pathways Common Core) for baccalaureate degree candidates at Queens College (28-31 credits are required). Students will also be required to take EDUC-101, Contemporary Education: Principles and Practices, which incorporates an internship in a public or private educational institution as part of the course requirements. A comparison of QCC core course choices with Queens College Pathways requirements is in the Student Guide to the Dual/Joint A.A./B.A. Degree Program in Liberal Arts and Sciences and Education, Childhood Grades 1-6, the Department of Social Sciences (M-104), and the Office of Academic Affairs (A-503). Advisement on courses for the liberal arts and sciences majors is available in the appropriate academic departments. For advisement concerning the education major, students should consult the Department of Social Sciences (M-104).

### REQUIREMENTS FOR THE A.A. DEGREE

COMMON CORE REQUIREMENTS <sup>1</sup>	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I <sup>2</sup> .....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE: 1B: Mathematical & Quantitative Reasoning Required: MA-119 <sup>3,4</sup> .....	3
REQUIRED CORE: 1C: Life & Physical Sciences Required: PH-101 <sup>3</sup> .....	4
FLEXIBLE CORE: 2A: World Cultures & Global Issues (Select one course).....	3
FLEXIBLE CORE: 2B: U.S. Experience in Its Diversity Recommended: HI-127 or HI-128.....	3
FLEXIBLE CORE: 2C: Creative Expression (Select one course).....	3
FLEXIBLE CORE: 2D: Individual & Society Recommended: SOCY-101.....	3
FLEXIBLE CORE: 2E: Scientific World Required GE-101 or BI-140 <sup>3</sup> .....	4
FLEXIBLE CORE: 2A, 2B, 2C, 2D or 2E Select one of the following recommended courses: DAN-111, PLSC-101, ANTH-101, ECON-101, HIST-111, or TH-120	3
<b>Sub-total</b>	<b>32</b>

### REQUIREMENTS FOR THE MAJOR

MA-303	Number Systems .....	3
MA-336	Computer-assisted Statistics .....	3
Select one course from: ENGL-203, ENGL-204, ENGL-211, ENGL-212, ENGL-213, ENGL-214, ENGL-215, ENGL-216 or ENGL-261,.....		3
MU-261	Music for Teachers of Children .....	3
EDUC-101 <sup>5</sup>	Contemporary Education: Principles & Practices <sup>5</sup> .....	4
HI-127 or HI-128	Growth of American Civilization I  Growth of American Civilization II.....	3
<b>Sub-total</b>		<b>19</b>

### ADDITIONAL MAJOR REQUIREMENTS

One course in PE-400 or PE-500 series or DAN-100 series .....		1
DAN-111 or TH-120	Introduction to the Art of Dance  Acting I .....	3
<b>Sub-total</b>		<b>4</b>

### ELECTIVES

Free electives .....	5
<b>Sub-total</b>	<b>5</b>

**Total Credits Required 60<sup>6</sup>**

<sup>1</sup> A grade of B is required in one course in each of the NYS Core Areas (English, Social Science, Math, and Physical Science); no grade lower than a C is acceptable in the program and is not transferable..

<sup>2</sup> Grade of B or better required in ENGL-101.

<sup>3</sup> Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.

<sup>4</sup> Minimum grade of C is required in MA-119 in order to register for the next sequenced Math courses.

<sup>5</sup> Grade of B or better required in EDUC-101.

<sup>6</sup> Minimum cumulative GPA of 2.75 is required to graduate from the program.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

# PROGRAMS OF STUDY IN LIBERAL ARTS

## Liberal Arts and Sciences – Associate in Arts (A.A.) Degree

The Associate in Arts graduate is prepared for admission with advanced standing to a baccalaureate program. The student who completes the A.A. program has completed the first two years of study usually required for the Bachelor of Arts degree. For this reason, students should select their elective courses with great care, in consultation with their advisers, and in line with their educational and professional goals.

Advisers are available in all departments and should be consulted by students for assistance in choice of programs and electives suited to their individual educational needs.

Students who wish to explore among a variety of disciplines should choose the Liberal Studies concentration (see next page). Students with particular interests may choose from among the following concentrations:

- American Studies
- Education
- English
- Exercise Science
- Gender Studies
- Health and Behavior
- Health Promotion and Disease Prevention
- International Studies
- Nutrition
- Personal Training
- Physical Education
- Psychology
- Sociology
- Urban Studies

### REQUIREMENTS FOR THE A.A. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I .....	3
ENGL-102 English Composition II .....	3
REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B) .....	3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) .....	3
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) .....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) .....	3
FLEXIBLE CORE 2C: Creative Expression (select one from 2C) ....	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)....	3
FLEXIBLE CORE 2E: Scientific World (select one from 2E) .....	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course) .....	3
<b>Sub-total</b>	<b>30-34<sup>1</sup></b>

### REQUIREMENTS FOR THE MAJOR

All students in the Liberal Arts and Sciences A.A. Degree Program must choose from and complete one of the concentrations (see details following pages) to complete the degree requirements.

A minimum of 48 credits must come from Liberal Arts and Sciences courses.

Sub-total 14-18

### ADDITIONAL MAJOR REQUIREMENTS

HE-101 Introduction to Health Education	
or	
HE-102 Health Behavior & Society .....	1-2
Two courses in Phys. Ed. or Dance from PE-400 or PE-500 series or DAN-100 series .....	2
<b>Sub-total</b>	<b>3-4</b>

### ELECTIVES OR CONCENTRATION CHOICES

Free electives or concentration choices – see following pages .....	8-9
<b>Sub-total</b>	<b>8-9</b>

**Total Credits Required 60**

<sup>1</sup> The credit range accounts for those students who opt to take STEM Variants in 1B, 1C, 2E, and the additional course in the flexible core.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

# PROGRAMS OF STUDY IN LIBERAL ARTS

**LIBERAL STUDIES** – To complete a concentration in Liberal Studies, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
  - HI-110 or HI-111 or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one Social Science course from Anthropology, CRIM-101 or CRIM-102, Economics, Sociology, Political Science, or Psychology is recommended)
  - SP-211 (if already taken in common core, one Social Science course from Anthropology, CRIM-101 or CRIM-102, Economics, Sociology, Political Science, or Psychology is recommended)
  - One English course from ENGL-200 series
  - One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112.
- Free electives (8-9 credits)

**AMERICAN STUDIES** – To complete a concentration in American Studies, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
  - HI-110, HI-111, or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from American Studies concentration is recommended)
  - SP-211
  - One English course from ENGL-215, ENGL-216, ENGL-262, ENGL-252
  - One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112.
- American Studies Concentration (8-9 credits): Choose from ANTH-140, SOCY-101, PLSC-101, PLSC-180, ARTH-116; HI-125, HI-127, HI-128, HI-129, HI-135; MU-141; SP-471, 472; PHIL-165

**EDUCATION** – To complete a concentration in Education, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
  - PSYC-215
  - SP-211 (if already taken in common core, choose from HI-110, HI-111, or HI-112)
  - One English course from ENGL-200 series; recommended courses: ENGL-251, ENGL-231, or ENGL-232
  - One science lab. course (STEM variant in common core satisfies this requirement): applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112
- Education concentration (8-9 credits): Take EDUC-101 Contemporary Education and MU-261 Music for Teachers of Children; remaining credits may be selected from common core or are free electives.

**ENGLISH** – To complete a concentration in English, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
  - SP-211 (if already taken in common core, one additional course from the ENGL-200 series is recommended)
  - One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121, ET-842, PH-112.
  - One Social Sciences course from ANTH-101, SOCY-101, SOCY-125, PLSC-101, CRIM-101 or CRIM-102 (if already taken in common core, one additional course from choices above recommended; if two of these Social Sciences courses have been taken in common core, one additional course from ENGL-200 series is recommended)
  - One History course from HI-110 or HI-111 or HI-112 (if already taken in common core, one additional History course is recommended; if two History courses have been taken in common core, one additional course from ENGL-200 series is recommended)
- English Concentration (8-9 credits): Take ENGL-201 and choose another from ENGL-200 series or ENGL-321.

**EXERCISE SCIENCE** – To complete a concentration in Exercise Science, students must complete the major requirements below:

- Two Foreign Languages courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
  - HI-110 or HI-111 or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from Anthropology, Economics, Sociology, Political Science, Psychology is recommended)
  - SP-211 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from PSYC-100 series is recommended)
  - One English course from ENGL-200 series
  - One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121, ET-842, PH-112.
- Exercise Science Concentration (8-9 credits): Take PE-825 Introduction to Exercise Sciences and choose from HE-103 Nutrition and Health, HE-108 Physical Fitness Assessment and Prescription, HE-110 Cardiopulmonary Resuscitation, PE-540 Introduction to Physical Fitness.

# PROGRAMS OF STUDY IN LIBERAL ARTS

**GENDER STUDIES** – To complete a concentration in Gender Studies, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
  - HI-110, HI-111, or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from Gender Studies concentration is recommended)
  - Speech Communication: SP-211
  - Choose one English course from ENGL-200 series (recommended: ENGL-231, ENGL-232: Special Topics in Writing Studies)
  - One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121, ET-842, PH-112.
- Gender Studies Concentration (8-9 credits): Choose from HI-126, HI-152, ANTH-170, SOCY-230, SOCY-250, PSYC-255, ENGL-231, ENGL-232, HE-105

**HEALTH AND BEHAVIOR** – To complete a concentration in Health and Behavior, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
- HI-110 or HI-111 or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from PSYC-125, SOCY-290 or ANTH-160 is recommended)
- SP-211 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from PSYC-125, SOCY-290 or ANTH-160 is recommended)
- One English course from ENGL-200 series
- One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121, ET-842, PH-112.

Health and Behavior Concentration (8-9 credits): Take HE-107 Mental Health: Understanding Your Behavior and choose from HE-104 Addictions and Dependencies, HE-105 Human Sexuality, HE-111 Stress Management, IS-151 Health of the Nations.

**HEALTH PROMOTION AND DISEASE PREVENTION** – To complete a concentration in Health Promotion and Disease Prevention, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
- HI-110 or HI-111 or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from Anthropology, Economics, Sociology, Political Science, Psychology is recommended)
- SP-211 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from PSYC-100 series is recommended)
- One English course from ENGL-200 series
- One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171, CH-102, CH-111, CH-121, ET-842, PH-112.

Health Promotion and Disease Prevention Concentration (8-9 credits): Take HE-114 Foundations of Health Promotion and Disease Prevention and choose from IS-151 Health of the Nations, HE-105 Human Sexuality, PE-540 Introduction to Physical Fitness.

**INTERNATIONAL STUDIES** – To complete a concentration in International Studies, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence of courses to be determined by Foreign Languages & Literature departmental placement)
  - HI-110 or HI-111 or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course recommended from: Foreign Language Culture and/or Literature Courses in Translation (400-800 level); HI-118, HI-133, HI-140, HI-141, HI-152, HI-191, HI-195, MU-120, MU-180, ARTH-100, ARTH-101, ARTH-202, ARTH-126, ARTH-128, ANTH-101, ANTH-130, ANTH-150, ECON-235, PLSC-140)
  - SP-211 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course recommended from: Foreign Language Culture and/or Literature Courses in Translation (400-800 level); HI-118, HI-133, HI-140, HI-141, HI-152, HI-191, HI-195, MU-120, MU-180, ARTH-100, ARTH-101, ARTH-202, ARTH-126, ARTH-128, ANTH-101, ANTH-130, ANTH-150, ECON-235, PLSC-140)
  - One English course from ENGL-213, ENGL-214, or ENGL-217
  - One science lab course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112.
- International Studies Concentration (8-9 credits): Choose 3 credits from Foreign Language 200 or 300 level and 5–6 credits from: Foreign Language Culture and/or Literature Courses in Translation (400-800 level); HI-118, HI-133, HI-140, HI-141, HI-152, HI-191, HI-195, MU-120, MU-180, ARTH-100, ARTH-101, ARTH-202, ARTH-126, ARTH-128, ANTH-101, ANTH-130, ANTH-150, ECON-235, PLSC-140

**NUTRITION** – To complete a concentration in Nutrition, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
  - HI-110 or HI-111 or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from Anthropology, Economics, Sociology, Political Science, Psychology is recommended)
  - SP-211 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from PSYC-100 series is recommended)
  - One English course from ENGL-200 series
  - One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121, ET-842, PH-112.
- Nutrition Concentration (8-9 credits): Take HE-103 Nutrition and Health and choose from HE-114 Foundations of Health Promotion and Disease Prevention, IS-151 Health of the Nations, PE-540 Introduction to Physical Fitness.

# PROGRAMS OF STUDY IN LIBERAL ARTS

**PERSONAL TRAINING** – To complete a concentration in Personal Training, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by department placement)
- HI-110 or HI-111 or HI-112 (if already taken in common core, one course from HI-100 series is required; if two History courses have been taken in common core, one additional course from Anthropology, Economics, Sociology, Political Science, Psychology is required)
- SP-211 (if already taken in common core, one course from HI-100 series is required; if two History courses have been taken in common core, one additional course from PSYC-100 series is required)
- One English course from ENGL-200 series
- One science lab. course (students who take STEM variant in common core have satisfied this requirement)

Personal Training concentration (8-9 credits): Take PE-826, PE-827 Concepts of Personal Training I & II; select from PE-540 Introduction to Physical Fitness, PE-825 Introduction to Exercise Science

Note: Students who take HE-101 (1 credit) under “additional major requirement above are recommended to take PE-416 Weight Lifting (1 credit).

**PHYSICAL EDUCATION** – To complete a concentration in Physical Education, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
- HI-110 or HI-111 or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from Anthropology, Economics, Sociology, Political Science, Psychology is recommended)
- SP-211 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from PSYC-100 series is recommended)
- One English course from ENGL-200 series
- One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121, ET-842; PH-112.

Physical Education Concentration (8-9 credits): Take PE-815 Foundations of Physical Education, HE-110 Cardiopulmonary Resuscitation, and PE-540 Introduction to Physical Fitness and choose from PE-400 or PE-500 series or DAN-100 series.

**PSYCHOLOGY** – To complete a concentration in Psychology, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
- HI-110 or HI-111 or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from PSYC-200 series is recommended)
- SP-211 (if already taken in common core, one course from HI-100 series is recommended unless two History courses have been taken in common core)

- One English course from ENGL-200 series
- One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121, ET-842, PH-112.

Psychology Concentration (8-9 credits): Choose from PSYC-200 series. Students who plan to pursue Psychology major are strongly recommended to take: PSYC-230 Abnormal Psychology or PSYC-250 Personality and PSYC-215 Child Development or PSYC-220 Human Growth & Development

**SOCIOLOGY** – To complete a concentration in Sociology, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
  - HI-110, HI-111, or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from SOCY-200 series is recommended)
  - Speech Communication: SP-211
  - One English course from ENGL-200 series (recommended: ENGL-231, ENGL-232 Special Topics in Writing Studies: The Immigrant Experience or Navigating Difference: Reading and Writing About Being “Other” or Be Home Before Dark: Reading and Writing about Family; ENGL-251 Popular Culture)
  - One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121, ET-842; PH-112.
- Sociology Concentration (8-9 credits): Choose from SOCY-200 series, SOCY-125, or UBST-101.
- Students who plan to pursue Sociology major are strongly recommended to take:
- 1) SOCY-220 Urban Sociology, SOCY-230 Sociology of the Family, or SOCY-275 Media and Society and
  - 2) SOCY-240 Racial and Ethnic Relations or SOCY-250 Sociology of Gender

**URBAN STUDIES** – To complete a concentration in Urban Studies, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
  - HI-110, HI-111, or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course recommended from Urban Studies Concentration)
  - SP-211
  - One English course from ENGL-200 series (recommended: ENGL-231, ENGL-232 Special Topics in Writing Studies: The Immigrant Experience; ENGL-262 New York)
  - One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121, ET-842, PH-112.
- Urban Studies Concentration (8-9 credits): Choose from HI-125, HI-129, HI-136, SOCY-220, SOCY-125, SOCY-240, SOCY-260, UBST-101, UBST-102, UBST-202, CRIM-101, ENGL-262, ENGL-231, ENGL-232

# ACADEMY FOR SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM) PROGRAMS OF STUDY

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**Advisement Center, Science Building, Room 124 • Telephone: 718-281-5340 • Email: [STEMacademy@qcc.cuny.edu](mailto:STEMacademy@qcc.cuny.edu)**

All full-time students enrolled in science, technology, engineering and mathematics (STEM) degree programs are part of the Academy for Science, Technology, Engineering and Mathematics. Students who plan to continue their studies in a baccalaureate program in Engineering, Science, or Mathematics should enroll in one of the Associate in Science degree programs. The dual/joint A.S. in Science for Forensics leads straight to the baccalaureate program in Forensic Science at John Jay College. Students are urged to consult faculty advisors at the start of their programs so as to select courses that will best prepare them for the baccalaureate program they intend to pursue. All of these programs require strong skills in mathematics and science.

Technology students have a variety of choices among the Associate in Applied Science degree programs and the more specialized Certificate programs. Three degree programs in *Engineering Technology* are accredited by ETAC of ABET.

Students are encouraged to discuss their educational goals with Academy advisers and to explore the transfer agreements between Queensborough's degree programs and baccalaureate programs in CUNY and in the New York metropolitan area.

## **Academy Advisers:**

Mr. Scott Beltzer  
Mr. Ryan Brannan  
Dr. Joan Greenhut  
Ms. Edna Spencer

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## **ENGINEERING, SCIENCE AND MATHEMATICS PROGRAMS**

- QCC/YC Dual/Joint **A.S. Degree** in Biotechnology (QCC) leading to the B.S. Degree in Biotechnology (York College) **Dual/Joint Transfer program** (BY-AS)
- QCC/YC Dual/Joint **A.S. Degree** in Chemistry (QCC) leading to the B.S. Degree in Pharmaceutical Sciences (York College) **Dual/Joint Transfer program** (CHY-AS)
- QCC/JJ Dual/Joint **A.S. Degree** in Science for Forensics (QCC) leading to the B.S. Degree in Forensic Science (John Jay College of Criminal Justice) **Dual/Joint Transfer program** (SF-AS)
- **A.S. Degree** in Engineering Science (PE-AS)
- **A.S. Degree** in Liberal Arts & Sciences (Mathematics & Science) (LS-AS)

## **TECHNOLOGY PROGRAMS**

- **A.A.S. Degree** in Computer Engineering Technology<sup>1</sup> (CT-AAS)
- **A.A.S. Degree** in Computerized Architectural and Industrial Design (DD-AAS)
- **A.A.S. Degree** in Electronic Engineering Technology<sup>1</sup> (ET-AAS)
- **A.A.S. Degree** in Internet and Information Technology (EM-AAS)
- **A.A.S. Degree** in Mechanical Engineering Technology<sup>1</sup> (MT-AAS)
- **A.A.S. Degree** in Telecommunications Technology (TC-AAS)
- *Certificate* in New Media Technology (EN-CERT)

<sup>1</sup> Accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>.

# PROGRAMS OF STUDY IN STEM

## QCC/York College Dual/Joint Degree Program:

### A.S. in Biotechnology (QCC) leading to the B.S. in Biotechnology (York College)

The QCC Dual/Joint A.S. /B.S. Degree Program in Biotechnology with York College will equip students with the knowledge and technical skills required to succeed as technicians in the modern biotechnology work environment and will allow QCC graduates to transfer seamlessly into the B.S. in Biotechnology at York. The total employment impact, including direct, indirect, and induced jobs, of the biosciences sector is 7.5 million jobs. U.S. higher education institutions awarded bioscience-related degrees to more than 143,000 students in the 2006 academic year. New York, Northern NJ and Long Island are among the metropolitan areas with the largest employment levels (recent increase of >1000 jobs). Despite the ailing U.S. economy, the biotechnology industry has kept a steady pace in the market.

QCC students will work in modern biotechnology labs with expert faculty and will have the opportunity to participate in hands-on internships and field experiences with local industry and university partners such as the FDA, Stony Brook University and Biotechnology Center, Albert Einstein Medical College and North Shore – Long Island Jewish Hospital. Students should consult faculty advisers in the Department of Biological Sciences and Geology (M-213) for advisement.

#### REQUIREMENTS FOR THE A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I .....	3
ENGL-102 English Composition II .....	3
REQUIRED CORE 1B: MA-441 Analytic Geometry & Calculus I ....	4
REQUIRED CORE 1C: BI-201 <sup>1</sup> General Biology I <sup>1</sup> .....	4
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) .....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) .....	3
FLEXIBLE CORE 2C: Creative Expression (select one from 2C) ....	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)....	3
FLEXIBLE CORE 2E: CH-151 <sup>1</sup> General Chemistry I <sup>1</sup> .....	4.5
FLEXIBLE CORE 2E: CH-152 <sup>1</sup> General Chemistry II <sup>1</sup> .....	4.5
<b>Sub-total</b>	<b>35</b>

#### REQUIREMENTS FOR THE MAJOR

BI-202 General Biology II .....	4
BI-453 Biotechnology .....	5
BI-356 Principles of Genetics .....	4
BI-357 Bioinformatics/Computational Biology .....	3
BI-554 Research Laboratory Internship .....	2
<b>Sub-total</b>	<b>18</b>

#### ADDITIONAL MAJOR REQUIREMENTS

SP-211 Speech Communication .....	3
HE-102 Health Behavior & Society .....	2
One credit in PE-400 or PE-500 series or DAN-100 series (one credit courses only).....	1
<b>Sub-total</b>	<b>6</b>

#### ELECTIVES

Free electives .....	1
<b>Sub-total</b>	<b>1</b>

**Total Credits Required 60**

<sup>1</sup> Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

# PROGRAMS OF STUDY IN STEM

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## QCC/York College Dual/Joint Degree Program:

### A.S. in Chemistry (QCC) leading to the B.S. in Pharmaceutical Sciences (York College)

Pharmacy is a profession that is primarily concerned with a providing medications for patients both inside and outside of medical facilities. Pharmacists provide advice on dosages, interactions, and side effects of drugs, and help instruct patients on safe and correct usage of their medications. The Chemistry A.S. degree program here at Queensborough provides students with the education and understanding to continue their studies in Pharmaceutical Sciences at York College.

#### REQUIREMENTS FOR THE A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I .....	3
ENGL-102 English Composition II .....	3
REQUIRED CORE 1B: MA-441 Analytic Geometry & Calculus I ....	4
REQUIRED CORE 1C: CH-151 <sup>1</sup> General Chemistry I <sup>1</sup> .....	4.5
FLEXIBLE CORE 2A: World Cultures & Global Issues Recommended: HI-110, HI-111 or HI-112....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity Recommended: SP-211 .....	3
FLEXIBLE CORE 2C: Creative Expression (select one from 2C) ....	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)....	3
FLEXIBLE CORE 2E: BI-201 <sup>1</sup> General Biology I <sup>1</sup> .....	4
FLEXIBLE CORE 2E: CH-152 <sup>1</sup> General Chemistry II <sup>1</sup> .....	4.5
<b>Sub-total</b>	<b>35</b>

#### REQUIREMENTS FOR THE MAJOR

MA-442 Analytical Geometry and Calculus.....	4
CH-251 Organic Chemistry I .....	5
CH-252 Organic Chemistry II .....	5
BI-202 General Biology II .....	4
<b>Sub-total</b>	<b>18</b>

#### ADDITIONAL MAJOR REQUIREMENTS

HE-102 Health Behavior & Society .....	2
Foreign Language or Liberal Arts & Sciences course.....	3-4
<b>Sub-total</b>	<b>5-6</b>

#### ELECTIVES

Free electives .....	1-2
<b>Sub-total</b>	<b>1-2</b>

**Total Credits Required 60**

<sup>1</sup> Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## QCC/John Jay Dual/Joint Degree Program: A.S. in Science for Forensics (QCC)

### Leading to the B.S. in Forensic Science (John Jay College of Criminal Justice)

The Dual/ Joint A.S. /B.S. degree program in Science for Forensics is a collaboration between Queensborough Community College and John Jay College of Criminal Justice. After earning their A.S. degree in Science for Forensics at QCC, with a GPA of 2.5 or better in the foundation mathematics and science courses, students will transfer seamlessly to JJC to earn their B.S. in Forensic Science, where they will select from one of three concentrations: criminalistics, toxicology, or molecular biology.

Recent advances in chemistry, biology and computer science have had a great impact on forensics. DNA matching and microscale chemical experimentation have opened new horizons in fields such as forensic science and criminalistics, and created a need for trained professionals. Jobs for the forensic science technicians are increasing nationwide both in state and local governments.

Students graduating from the B.S. program at John Jay have moved on to careers with local and state police crime laboratories, the Federal Bureau of Investigation, the Drug Enforcement Agency, the Bureau of Housing and Urban Development, pharmaceutical companies, private drug testing laboratories, university and corporate research laboratories, as well as graduate programs in toxicology, medicine, analytical chemistry, microbiology, and forensic science. For students who decide to delay pursuit of the B.S., the strong foundation in mathematics and science (chemistry, biology, and physics) will help them find work opportunities or to pursue other science majors. With the A.S. degree in Science for Forensics, QCC graduates can seek entry-level positions at any of the above mentioned employment options. They can also seek employment in the areas of DNA analysis, conducting tests on substances such as hair fiber, tissue, body fluids, and perform other methods of chemical investigation to analyze physical evidence at the crime scene.

#### REQUIREMENTS FOR THE A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I .....	3
ENGL-102 English Composition II .....	3
REQUIRED CORE 1B: MA-441 Analytic Geometry & Calculus I ....	4
REQUIRED CORE 1C: CH-151 General Chemistry I <sup>1</sup> .....	4.5
FLEXIBLE CORE 2A to 2D: select one from 2A, 2B, 2C or 2D <sup>2</sup> .....	9
FLEXIBLE CORE 2E: BI-201 <sup>1</sup> General Biology I <sup>1</sup> .....	4
FLEXIBLE CORE 2E: CH-152 <sup>1</sup> General Chemistry II <sup>1</sup> .....	4.5
<b>Sub-total</b>	<b>32</b>

#### REQUIREMENTS FOR THE MAJOR

CH-251 Organic Chemistry I .....	5
CH-252 Organic Chemistry II .....	5
BI-202 General Biology II .....	4
MA-442 Analytic Geometry & Calculus II .....	4
PH-411 Calculus Physics I .....	3.5
PH-412 Calculus Physics II .....	3
PH-413 Calculus Physics III .....	3.5
<b>Sub-total</b>	<b>28</b>

**Total Credits Required 60<sup>3</sup>**

<sup>1</sup> Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.

<sup>2</sup> Whichever Flexible Core category is not fulfilled at Queensborough will be completed at John Jay, as stipulated by the waiver granted by CUNY.

<sup>3</sup> In addition to the required 60-credit program at Queensborough Community College, students will need to take a four-credit John Jay course, Chemistry 220, Quantitative Analysis, to enter John Jay as juniors. This course is a prerequisite for junior-year laboratories at John Jay and will be offered each summer at John Jay as a bridge course into the B.S. in Forensic Science.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## Engineering Science – Associate in Science (A.S.) Degree

Graduates of the Associate in Science degree program in Engineering Science are prepared for admission with advanced standing to a Bachelor of Science (B.S.) engineering program. To facilitate placement in the majority of baccalaureate engineering degree programs, it is strongly advised that students complete the following course of study leading to the Associate in Science degree. The Engineering Science curriculum is a cooperative offering of the engineering

technology, science, and mathematics programs, and is coordinated by the Engineering Technology (ET) Department. Academic advisement is provided by the Department of Engineering Technology (Technology Building, Room 20, telephone 718-631-6207) and the Department of Physics (Science Building, Room 342, telephone 718-631-6366). Interested students should contact the ET Department (T-20, 718-631-6207) as soon as possible following admission to the College.

### REQUIREMENTS FOR THE A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I .....	3
ENGL-102 English Composition II .....	3
REQUIRED CORE 1B: MA-441 <sup>1</sup> Analytic Geometry & Calculus I ...	4
REQUIRED CORE 1C: CH-151 <sup>1</sup> General Chemistry I .....	4
FLEXIBLE CORE 2A: World Cultures & Global Issues (select from 2A) .....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (recommended: PLSC-101) .....	3
FLEXIBLE CORE 2C: Creative Expression (select from 2C) .....	3
FLEXIBLE CORE 2D: Individual & Society (recommended: SOCY-101 or PHIL-101).....	3
FLEXIBLE CORE 2E: PH-411 <sup>1</sup> Calculus Physics I .....	3.5
FLEXIBLE CORE 2E: PH-412 <sup>1</sup> Calculus Physics II .....	3
<b>Sub-total</b>	<b>32.5</b>
<b>REQUIREMENTS FOR THE MAJOR</b>	
MA-442 Analytical Geometry II .....	4
MA-443 Analytical Geometry III .....	4
MA-451 Differential Equations .....	4
PH-413 Calculus Physics III .....	3.5
EE-101 Engineering Design I .....	1
EE-204 Electric Circuits.....	3
EE-103 Computer-Aided Analysis for Electrical Engineers .....	2
Computer programming options (select one)	
PH-240 Computerized Physical Measurement Using Graphical Programming	
ET-810 Digital Computations Fundamentals	
ET-505 Introduction to C++ Object Oriented Programming	
CS-101 Algorithmic Problem Solving I .....	3
<b>Sub-total</b>	<b>24.5</b>
<b>ENGINEERING CONCENTRATIONS</b>	minimum required 8
<b>Sub-total</b>	<b>8</b>
<b>Total Credits Required</b>	<b>65</b>

### ENGINEERING CONCENTRATIONS

#### CHEMICAL ENGINEERING

CH-152	General Chemistry II .....	4.5
CH-251	Organic Chemistry I .....	5
CH-252	Organic Chemistry II .....	5

#### CIVIL ENGINEERING

PH-416	Thermodynamics .....	4
MT-345	Strength of Materials .....	3
MA-461	Linear Algebra .....	4

#### ELECTRICAL ENGINEERING

EE-205	Linear Systems Analysis .....	3
PH-416	Thermodynamics .....	4
CH-152	General Chemistry II .....	4.5
ET-540	Digital Computer Theory I .....	4

#### MECHANICAL ENGINEERING

MT-293	Parametric Computer-Aided Design Drafting .....	3
PH-416	Thermodynamics .....	4
PH-440	Modern Physics .....	4
MA-461	Linear Algebra .....	4
CH-152	General Chemistry II .....	4.5

<sup>1</sup> Students are required to take STEM Variants in 1B, 1C, and 2E; if students do not take STEM variants in common core, they will have to take additional credits to complete their degree requirements.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## Liberal Arts and Sciences (Mathematics and Science) Associate in Science (A.S) Degree

The Associate in Science degree program in Liberal Arts and Sciences (with concentrations in Mathematics and Science) offers students interested in careers in science, mathematics, computer science, and the health sciences an opportunity to complete the first two years of study leading to the Bachelor of Science degree.

### REQUIREMENTS FOR THE A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: MA-440 or higher .....	4
REQUIRED CORE 1C: Life & Physical Sciences (one of following required: BI-201, CH-151, PH-301, PH-311 or PH-411) .....	4
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) .....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) .....	3
FLEXIBLE CORE 2C: Creative Expression (select one from 2C) .....	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D).....	3
FLEXIBLE CORE 2E: Scientific World, one of following required: BI-201, CH-151 (or higher level), MA-443, MA-451, MA-461, CS-101, CS-201, CS-203, PH-301, PH-311 or PH-411.....	4
FLEXIBLE CORE 2E: one of following required: BI-201, CH-151 (or higher level), MA-443, MA-451, MA-461, CS-101, CS-201, CS-203, PH-301, PH-311 or PH-411 .....	4
<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
Sub-total	34

### REQUIREMENTS FOR THE MAJOR

MA-441 (or higher)	Analytic Geometry & Calculus I .....	4
Select one from:	BI-202 BI-356, BI-453, CH-152 (or higher level), PH-302 or PH-312, or PH-412 and PH-413 <sup>1</sup> , MA-442 (or higher level)	
Select one from:	BI-202, CH-152 (or higher level), CS-101 (or higher level), MA-442 (or higher level), PH-302 or PH-312, or PH-412 and PH-413 <sup>1</sup> .....	8-11
Concentration <sup>3</sup>	(range depends on course choices above <sup>3</sup> ) .....	3-6
	<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
	Sub-total	18

### ADDITIONAL MAJOR REQUIREMENTS

SP-211 <sup>2</sup>	Speech Communication <sup>2</sup> .....	3
History or Social Sciences course <sup>2</sup> .....		3
HE-101	Introduction to Health Education	
or		
HE-102	Health Behavior & Society .....	1
One credit in PE-400 or PE-500 series or DAN-100 series (one credit courses only).....		1
	<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
	Sub-total	8

**Total Credits Required 60**

<sup>1</sup> Student may not receive credit for both PH-302 or PH-312 and combination of PH-412 and PH-413.

<sup>2</sup> If taken in the Common Core, an additional course in concentration is recommended.

<sup>3</sup> With permission of the Department of Mathematics and Computer Science students in the TIMEQCC secondary mathematics program may count credits for EDUC-101 and INTE-221 toward the concentration.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## Computer Engineering Technology A.A.S. Degree Program

ACCREDITED BY THE ENGINEERING TECHNOLOGY  
ACCREDITATION COMMISSION OF ABET,  
[HTTP://WWW.ABET.ORG](http://www.abet.org)

The Associate in Applied Science (A.A.S.) degree program in Computer Engineering Technology combines electronics and digital theory as they relate to computers. Providing a solid foundation in both hardware and software, the program prepares students to accept positions in computer design and repair, embedded microprocessors and microcontrollers, appliance and control applications, and in networking applications. Students in the program learn in a hands-on, laboratory-based environment.

The Computer Engineering Technology program at Queensborough is one of the largest and most respected programs of its kind in the United States and is accredited by the Engineering Technology Accreditation Commission of ABET (ETAC of ABET). Additional information on ETAC of ABET can be found at <http://www.abet.org>.

### EDUCATIONAL OBJECTIVES FOR THE A.A.S. DEGREE PROGRAMS IN COMPUTER ENGINEERING TECHNOLOGY

Graduates of the program will be prepared for the following career and professional accomplishments during the first three to five years following graduation:

1. **Career Preparation and Advancement** – Graduates will demonstrate mastery of the knowledge and skills needed for entry into or advancement in the field of Computer Engineering Technology.
2. **Engineering Competence** – Graduates will be competent technicians with problem solving and design skills, and have the ability to apply mathematics, science and modern engineering software to solve electrical and computer engineering technology problems.
3. **Professional Skills** – Graduates will have strong communication skills, and the ability to work successfully in teams.
4. **College Transfer** – Graduates will meet the requirements for transfer into the junior year of a baccalaureate program in engineering technology.
5. **Well-rounded Education** – Graduates will demonstrate respect for diversity and knowledge of contemporary professional, societal, ethical, and global issues, and they will engage in life-long learning.

## Computer Engineering Technology A.A.S. Degree Program (continued)

Recipients of the A.A.S. degree may choose to work in industry, continue their academic studies in a Bachelor of Engineering Technology program, or both. The program is under the supervision of the Engineering Technology Department (ET), which maintains its status as a recognized national leader of computer engineering technology education through excellence in teaching, scholarship, applied research, and professional service.

ET operates ten up-to-date laboratories for student use, including electrical circuits, semiconductor, microwave and communications, feedback control systems, digital computers, LANS, Internet based studies and New Media. The laboratories contain professional-level software, simulations systems, and measurement and calibration equipment. Students also become fluent with engineering software such as PSpice, SystemView, and Multisim. The department also sponsors an IEEE club, a HAM Radio club, a Robotics club and a New Media Internet club.

Computer engineering technology is among the largest and most rapidly developing technical fields. Students in the program learn in a real-world environment that includes projects throughout the curriculum. They receive a solid foundation of coursework in digital and analog electronic systems, solid state systems, microcomputer and microcontroller systems, industrial process control and automation, computer programming and applications, local area networks and telecommunications. A wide variety of elective courses are also offered in specialty areas.

Faculty advisers work with students and help them plan their academic programs in line with their academic background and personal interests. ET offers many awards, scholarships, internships, and cooperative education opportunities. These opportunities provide students with financial support and help to broaden their knowledge. Students are able to earn college credit while participating in an internship or co-operative education experience.

Computer Engineering Technology program graduates have an excellent record in finding employment and enjoy relatively high starting salaries. They are employed in such diverse positions as computer technician, LAN technician, computer technician, research technician, technical sales representative, technical writer, and field or customer engineer. New York area companies employing our graduates include: Verizon, Hewlett Packard, Consolidated Edison, IBM, MCS/Canon, Aeroflex, Kepco Power Supplies, CitiCorp, MTA, LIRR, US Postal Service, Keyspan, Lucent, Northrop/Grumman and Underwriters Laboratories.

### REQUIREMENTS FOR THE A.A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I .....	3
ENGL-102 English Composition II .....	3
REQUIRED CORE 1B: MA-114 or higher <sup>1</sup> .....	4
REQUIRED CORE 1C: PH-201 General Physics I <sup>2</sup> .....	4
FLEXIBLE CORE 2E: PH-202 General Physics II <sup>2</sup> .....	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: History or Social Science (2 courses) .....	6
<b>Sub-total</b>	<b>24</b>

### REQUIREMENTS FOR THE MAJOR

ET-110	Electric Circuit Analysis I .....	4
ET-140	Sinusoidal & Transient Circuit Analysis .....	3
ET-210	Electronics I .....	4
ET-350	Computer Control Systems .....	4
ET-420	Computer Project Laboratory .....	1
ET-501	Computer Applications .....	1
ET-502	Introduction to Computer Programming .....	1
ET-504	Operating Systems & System Deployment .....	2
ET-509	C++ Programming for Embedded Systems .....	1
ET-540	Digital Computer Theory .....	4
ET-542	Computer & Electrical Device Applications .....	1
ET-560	Microprocessors & Microcomputers .....	4
ET-704	Networking Fundamentals I .....	4
MA-128	Calculus for Technical & Business Students <sup>1</sup> .....	4
<b>Sub-total</b>		<b>38</b>

### ELECTIVES

ET elective (choose from):

ET-220, ET-230, ET-232, ET-305, ET-360,  
ET-375, ET-481, ET-490, ET-503, ET-505,  
ET-506, ET-507, ET-570, ET-575, ET-701,  
ET-705, ET-706, ET-707, ET-710, ET-712,  
ET-720, ET-725, ET-841, ET-842, ET-880,  
ET-991, ET-992, or ET-993 .....

Sub-total 2

**Total Credits Required 64**

<sup>1</sup> Students may substitute MA-440 and MA-441 for MA-114 and MA-128.

<sup>2</sup> PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

# PROGRAMS OF STUDY IN STEM

## Computerized Architectural and Industrial Design – A.A.S. Degree Program

The Computerized Architectural and Industrial Design program prepares men and women for drafting and design careers in all phases of industry. First-year courses provide a broad base of analytical and practical skills in English, mathematics, drafting, and manufacturing processes and materials.

Second-year courses offer specialized education and training for the fields of air-conditioning, architecture, construction, electro-mechanics, heat power, heating and ventilating, machine design, manufacturing, structural design, and computer-aided design technology. Graduates are qualified to hold such responsible positions in industry as engineering drafters, associate designers, detailers, technical illustrators, engineering assistants, architectural drafters, and CAD operators.

Graduates of this program may continue their education toward the Bachelor of Engineering Technology degree or in architectural studies at certain four-year schools. Students are invited to consult the department for information on programs and institutions. The department also provides a job placement service for graduates.

A department resource, Interactive Computer Graphics Laboratories provide students with exposure to all phases of modern computer-aided design drafting practices.

### REQUIREMENTS FOR THE A.A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I .....	3
ENGL-102 English Composition II .....	3
REQUIRED CORE 1B: MA-114 College Algebra & Trigonometry for Technical Students <sup>1</sup> .....	4
REQUIRED CORE 1C: PH-201 General Physics I .....	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: History or Social Science (2 courses) .....	6
<b>Sub-total</b>	<b>20</b>

### REQUIREMENTS FOR THE MAJOR

MT-122 or MT-219	Manufacturing Process or Surveying & Layouts .....	3
MT-111	Technical Layouts .....	2
MT-124	Metallurgy & Materials .....	3
MT-212	Technical Descriptive Geometry .....	3
MT-341	Applied Mechanics .....	3
MT-345	Strength of Materials .....	3
MT-453	Piping Systems .....	3
MT-454	Fundamentals of HVAC Systems .....	2
MT-481	Architectural Design Fundamentals .....	3
MT-482	Structural Drafting & Design .....	3
MT-484	Construction Methods .....	3
MT-369	Computer Applications in Engineering Technology .....	3
MT-488	Computer Aided Design Drafting (CADD) .....	3
MT-489	Advanced Computer Aided Design .....	3
<b>Sub-total</b>		<b>40</b>

**Total Credits Required 60**

<sup>1</sup> Students may substitute MA-440 or MA-441 for MA-114. Students planning to pursue a BS Arch/M. Arch or B. Arch. should take PH-201 and MA-441.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## Electronic Engineering Technology – A.A.S. Degree Program

ACCREDITED BY THE ENGINEERING TECHNOLOGY ACCREDITATION COMMISSION OF ABET, [HTTP://WWW.ABET.ORG](http://www.abet.org)

The Associate of Applied Science (A.A.S.) degree program in Electronic Engineering Technology is a highly structured, laboratory-based curriculum that combines hands-on practice with appropriate basic electrical and electronic theory. The program is applications-oriented and is designed to prepare well-rounded technicians who will compete and succeed in one or more of the fields related to electronic engineering technology.

The Electronic Engineering Technology program at Queensborough Community College is one of the largest and most respected programs of its kind in the United States and is accredited by the Engineering Technology Accreditation Commission of ABET (ETAC of ABET). Additional information on ETAC of ABET can be found at <http://www.abet.org>.

### EDUCATIONAL OBJECTIVES FOR THE A.A.S. DEGREE PROGRAMS IN ELECTRONIC ENGINEERING TECHNOLOGY

Graduates of the program will be prepared for the following career and professional accomplishments during the first three to five years following graduation:

1. **Career Preparation and Advancement** – Graduates will demonstrate mastery of the knowledge and skills needed for entry into or advancement in the field of Electronic Engineering Technology.
2. **Engineering Competence** - Graduates will be competent technicians with problem solving and design skills, and have the ability to apply mathematics, science and modern engineering software to solve electrical and computer engineering technology problems.
3. **Professional Skills** - Graduates will have strong communication skills, and the ability to work successfully in teams.
4. **College Transfer** - Graduates will meet the requirements for transfer into the junior year of a baccalaureate program in engineering technology.
5. **Well-rounded Education** - Graduates will demonstrate respect for diversity and knowledge of contemporary professional, societal, ethical, and global issues, and they will engage in life-long learning.

Recipients of the A.A.S. degree may choose to work in industry, continue their academic studies in a Bachelor of Engineering Technology program, or both. The program is under the supervision of the Engineering Technology Department (ET), which maintains its status as a recognized national leader of Electronic Engineering Technology education through excellence in teaching, scholarship, applied research, and professional service.

The Electronic Engineering Technology program is heavily laboratory-oriented. ET operates ten up-to-date laboratories for student use, including electrical circuits, semiconductor, microwave and communications, feedback control systems, digital computers, LANS, Internet-based studies and New Media. The laboratories contain professional-level software, simulations systems, and measurement and calibration equipment. Students also become fluent with engineering software such as PSpice, SystemView, and Multisim. The department also sponsors an IEEE club, a Radio club, a Robotics club and a New Media Internet club.

Electrical and electronic engineering technology are among the largest and most rapidly developing technical fields. The Electronic Engineering Technology program focuses on the application of electrical and electronics engineering technology to solve real-world problems. Students learn in a hands-on environment that includes projects throughout the curriculum. They receive a solid foundation of coursework in digital and analog electronic systems, electrical power systems, electrical machinery, solid state systems, microcomputer and microcontroller systems, industrial process control and automation, computer programming and applications, and telecommunications. A wide variety of elective courses are also offered in specialty areas.

Faculty advisers work with students and help them plan their academic programs in line with their academic background and personal interests. ET offers many awards, scholarships, internships, and cooperative education opportunities. These opportunities provide students with financial support and help to broaden their knowledge. Students are able to earn college credit while participating in an internship or co-operative education experience.

Electronic Engineering Technology program graduates are widely sought by industry. Graduates have an excellent record in finding employment and enjoy relatively high starting salaries. They are employed in such diverse positions as, electrical designer, electronic technician, research technician, technical sales representative, technical writer, and field or customer engineer. New York area companies employing our graduates include: Verizon, Hewlett Packard, Consolidated Edison, IBM, MCS/Canon, Aeroflex, CitiCorp, Kepco Power Supplies, MTA, LIRR, US Postal Service, Keyspan, Lucent, Northrop/Grumman and Underwriters Laboratories.

# PROGRAMS OF STUDY IN STEM

## Electronic Engineering Technology – A.A.S. Degree Program (continued)

ACCREDITED BY THE ENGINEERING TECHNOLOGY ACCREDITATION COMMISSION OF ABET, [HTTP://WWW.ABET.ORG](http://www.abet.org)

### REQUIREMENTS FOR THE A.A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: MA-114 College Algebra & Trigonometry for Technical Students <sup>1</sup> .....	4
REQUIRED CORE 1C: PH-201 General Physics I <sup>2</sup> .....	4
FLEXIBLE CORE 2E: PH-202 General Physics II <sup>2</sup> .....	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: History or Social Science (2 courses) .....	6
<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
Sub-total	24

### REQUIREMENTS FOR THE MAJOR

ET-110	Electric Circuit Analysis I .....	4
ET-140	Sinusoidal & Transient Circuit Analysis.....	3
ET-210	Electronics I .....	4
ET-220	Electronics II .....	4
ET-230	Telecommunications I .....	4
ET-320	Electrical Control Systems .....	3
ET-410	Electronic Project Laboratory .....	1
ET-501	Computer Applications .....	1
ET-509	C++ Programming for Embedded Systems...1	1
ET-510	Introductions to Digital Electronics.....	4
ET-560	Microprocessors & Microcomputers.....	4
<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
Sub-total		33

### ADDITIONAL MAJOR REQUIREMENTS

MA-128	Calculus for Technical & Business Students <sup>1</sup> ..4	
<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
Sub-total		4

### ELECTIVES

ET elective (choose from):		
	ET-232, ET-305, ET-360, ET-375, ET-481, ET-490, ET-502, ET-503, ET-504, ET-505, ET-506, ET-507, ET-570, ET-575, ET-701, ET-704, ET-705, ET-706, ET-707, ET-710, ET-712, ET-720, ET-725, ET-841, ET-842, ET_880, ET-991, ET-992, or ET-993.....	3
<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
Sub-total		3

**Total Credits Required 64**

<sup>1</sup> Students may substitute MA-440 and MA-441 for MA-114 and MA-128.

<sup>2</sup> PH-301 and PH-302 or PH 411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## Internet and Information Technology – A.A.S. Degree Program<sup>1</sup>

The A.A.S. degree program in Internet and Information Technology provides students with a broad understanding of the design, development, and management of websites and Internet-based technologies. Students use a variety of programming languages such as HTML, C++, Active Server, Java, JavaScript, PHP, XML, and MySQL to design, develop and maintain software applications. They learn to help businesses solve real-world problems and discover new opportunities via data-driven web-based applications. Furthermore, the program includes courses with an emphasis on web administration, database administration, e-commerce, multimedia, designing smart phone apps, and macroeconomics.

Jobs opportunities include Web development and administration, network administration, database administration, smart phone app design, computer programming, computer engineering, technical support, and many other related occupations. The curriculum integrates technical and general education skills in Internet and information technology as a gateway to more advanced and specialized study.

We live in the “information age” where information technology has become an essential part of our everyday lives and the Internet and Information Technology program is designed to give students the foundation needed to succeed in this dynamic field.

### REQUIREMENTS FOR THE A.A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-103 Writing for the New Media.....3	
ENGL-102 English Composition II.....3	
REQUIRED CORE 1B: MA-321 Mathematics	
in Contemporary Society.....3	
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C <sup>1</sup> )..3-4	
FLEXIBLE CORE 2A, 2B, 2D or 2E: Social Science or History courses	
(highly recommended:	
ECON-101, ECON-102) .....6	
FLEXIBLE CORE 2A, 2B, 2C or 2D: Humanities elective	
(select one additional course) .....3	
Sub-total	21-22

### REQUIREMENTS FOR THE MAJOR

ET-504	Operating Systems and System Deployment.2	
ET-575	Introduction to C++ Programming	
	Design & Implementation .....	3
ET-704	Networking Fundamentals I .....	4
ET-705	Networking Fundamentals II .....	4
ET-710	Web Technology I:	
	Building and Maintaining Web Sites .....	4
ET-712	Web Client Programming: JavaScript.....	3
ET-716	Java Programming Technology.....	4
ET-718	Database Technology.....	3
ET-720	Advanced Web & Multimedia	
	Programming Applications .....	1
ET-725	Computer Network Security.....	3
	Sub-total	31

### ADDITIONAL MAJOR REQUIREMENTS

Laboratory Science <sup>2</sup>	BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112.....	0-1
	Sub-total	0-1

### ELECTIVES

Select 7 credits from the following:

ET-375	Introduction to Robotics .....	4
ET-481	Personal Computer Technology, Architecture & Troubleshooting.....	2
ET-506	Introduction to UNIX (LINUX) .....	4
ET-510	Introduction to Digital Electronics .....	4
ET-570 <sup>3</sup>	Creating Smartphone Apps .....	3
ET-714 <sup>3</sup>	Web Technologies II: Building Database-Driven Web Sites .....	4
ET-728 <sup>3</sup>	Web Technology: XML .....	4
ET-991	Cooperative Education.....	1
ET-992	Cooperative Education.....	1
	Sub-total	7

**Total Credits Required 60**

<sup>1</sup> Pending NYSED approval.

<sup>2</sup> Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

<sup>3</sup> Elective highly recommended.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## Mechanical Engineering Technology A.A.S. Degree Program

ACCREDITED BY THE ENGINEERING TECHNOLOGY ACCREDITATION COMMISSION OF ABET, [HTTP://WWW.ABET.ORG](http://www.abet.org)

The Mechanical Engineering Technology program is accredited by the Engineering Technology Accreditation Commission of ABET (ETAC of ABET). Additional information on ETAC of ABET can be found at <http://www.abet.org>.

### EDUCATIONAL OBJECTIVES FOR THE A.A.S. IN MECHANICAL ENGINEERING TECHNOLOGY

Graduates of the program will be prepared for the following career and professional accomplishments during the first three to five years following graduation:

1. **Career Preparation and Advancement** – Graduates will demonstrate mastery of the knowledge and skills needed for entry into or advancement in the field of Mechanical Engineering Technology.
2. **Engineering Competence** - Graduates will be competent technicians with problem solving and design skills, and have the ability to apply mathematics, science and modern engineering software to solve mechanical engineering technology problems.
3. **Professional Skills** - Graduates will have strong communication skills, and the ability to work successfully in teams in industry.
4. **College Transfer** - Graduates will meet the requirements for transfer into the junior year of a baccalaureate program in engineering technology.
5. **Well-rounded Education** – Graduates will demonstrate respect for diversity and knowledge of contemporary professional, societal, ethical, and global issues, and they will engage in life-long learning.

Engineering Technicians play an important role in a variety of fields, such as the space program, missile development, and the design and operation of power plants, air and water pollution control, aircraft, automotive and high speed railway equipment development, air conditioning, instrumentation, and in the burgeoning fields of automation, computer numerical control, robotics and integrated manufacturing systems. Many experienced mechanical engineering technicians assume positions in operations and management of industrial enterprises. Mechanical Engineering Technology offers rewarding career opportunities with well known companies. The Department maintains a job placement service for students. The equipment available to students is identical to that in industry. The college laboratories include manufacturing processes, thermo fluids, strength of materials and four computer graphics labs.

The A.A.S. degree in Mechanical Engineering Technology is equivalent to the first two years of study for the Bachelor of Engineering Technology program of New York City College of Technology. Graduates of the Mechanical Engineering Technology program are eligible to apply for advanced standing to New York City College of Technology, with no loss of credit. Other colleges offer graduates of this program transfer credit into Bachelor of Mechanical Engineering degree programs. Students may inquire in the Engineering Technology (T-20) office for further information.

### REQUIREMENTS FOR THE A.A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I .....	3
ENGL-102 English Composition II .....	3
REQUIRED CORE 1B: MA-114 College Algebra & Trigonometry for Technical Students <sup>1</sup> .....	4
REQUIRED CORE 1C: PH-201 General Physics I <sup>2</sup> .....	4
FLEXIBLE CORE 2E: PH-202 General Physics II <sup>2</sup> .....	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: History or Social Science (2 courses) .....	6
<b>Sub-total</b>	<b>24</b>

### REQUIREMENTS FOR THE MAJOR

TECH-100 (formerly MT-100) Introduction to Engineering Technology .....	1
MT-111 Technical Graphics .....	2
MT-122 Manufacturing Processes .....	3
MT-124 <sup>3</sup> Metallurgy & Materials .....	3
MA-128 <sup>1</sup> Calculus for Technical & Business Students <sup>1</sup> .....	4
MT-140 Engineering Analysis .....	3
MT-161 Fundamentals of Computer Numerical Control .....	3
MT-293 Parametric Computer Aided Design .....	3
MT-341 Applied Mechanics .....	3
MT-345 <sup>3</sup> Strength of Materials .....	3
MT-369 Computer Applications in Engineering Technology .....	3
MT-491 Computer Controlled Manufacturing .....	2
MT-492 Introduction to Virtual Automation .....	2
MT-513 Thermo-Fluid Systems .....	3
<b>Sub-total</b>	<b>36</b>

### ELECTIVES

MT elective (choose from): MT-125, MT-162, MT-163, MT-164, MT-346, MT-488, MT-525, MT-900 .....	4
<b>Sub-total</b>	<b>4</b>

**Total Credits Required 64**

<sup>1</sup> Students may substitute MA-440 and MA-441 for MA-114 and MA-128.

<sup>2</sup> PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.

<sup>3</sup> Sections of this course denoted as "WI" may be taken to satisfy the writing-intensive requirement.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## Telecommunications Technology A.A.S. Degree Program

The Telecommunications Technology program combines electronics, computers and networks to solve problems involving complex voice, video, and data networks. It trains technicians to install, operate, and maintain telecommunications equipment and computer networks. The program also provides practical experience in telephony, data communications, networking, and transmission theory.

### REQUIREMENTS FOR THE A.A.S. DEGREE

COMMON CORE REQUIREMENTS		CREDITS
<b>COMMON CORE REQUIREMENTS</b>		<b>CREDITS</b>
REQUIRED CORE 1A:	ENGL-101 English Composition I.....	3
	ENGL-102 English Composition II.....	3
REQUIRED CORE 1B:	MA-114 College Algebra & Trigonometry for Technical Students <sup>1</sup> .....	4
REQUIRED CORE 1C:	PH-201 General Physics I <sup>2</sup> .....	4
FLEXIBLE CORE 2E:	PH-202 General Physics II <sup>2</sup> .....	4
FLEXIBLE CORE 2A, 2B, 2D or 2E:	History or Social Science (2 courses).....	6
	Sub-total	24

### REQUIREMENTS FOR THE MAJOR

ET-110	Electric Circuit Analysis I.....	4
ET-140	Sinusoidal & Transient Circuit Analysis.....	3
ET-210	Electronics I.....	4
ET-501	Computer Applications.....	1
ET-502	Introductions to Computer Programming.....	1
ET-540	Digital Computer Theory I.....	4
ET-560	Microprocessors & Microcomputers.....	4
MA-128	Calculus for Technical & Business Students.....	4
	Sub-total	25

### TELECOMMUNICATIONS REQUIREMENTS

ET-230	Telecommunications I.....	4
ET-231	Telecommunications II.....	4
ET-704	Networking Fundamentals I.....	4
ET-705	Networking Fundamentals II.....	4
	Sub-total	16

**Total Credits Required 65**

<sup>1</sup> Students may substitute MA-440 or MA-441 for MA-114. Students planning to pursue a BS Arch/M. Arch or B. Arch. should take PH 201 and MA 441.

<sup>2</sup> PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## New Media Technology Certificate Program

The certificate program in New Media Technology provides students with a broad understanding of Internet-based technologies for the design, development, maintenance, and support of such digital media as hyperlinked texts, static and moving imagery, audio, video, and multiple interfaces of these media. For those seeking immediate employment in a burgeoning field or for professionals currently in the field who wish to enhance job skills, the certificate program offers training and education for students with varied interests, backgrounds, and preparation. Using an integrated, interdisciplinary approach, the program combines instruction in technology, art, and writing, providing valuable skills in communication, programming, database and e-commerce, artistic layout and design, and animation.

CORE REQUIREMENTS	CREDITS
ENGL-103 <sup>3</sup> Writing for the New Media.....	3
Sub-total	3

### REQUIREMENTS FOR THE MAJOR

ET-504	Operating Systems & System Deployment.....	2
ET-704	Networking Fundamentals I.....	4
ET-710	Web Technology I.....	3
ET-712	Web Client Programming.....	3
ARTS-121	Two-dimensional Design.....	3
ARTS-291	Electronic Imaging.....	3
	Sub-total	18

### ELECTIVES

Select 9 credits from the following:

ET-375	Introduction to Robotics.....	4
ET-481	Personal Computer Technology, Architecture & Troubleshooting.....	2
ET-714	Web Technologies II.....	4
ET-716	Java Programming Technology.....	4
ET-718	Database Technology.....	3
ET-720	Advanced Web & Multimedia Programming Applications.....	1
ET-728	Web Technology: XML.....	4
ARTS-192	Web Animation.....	3
	Sub-total	9

**Total Credits Required 30**

<sup>3</sup> Students may substitute EN-101 for EN-103; students can receive credit for only one of these courses..

# ACADEMY FOR VISUAL AND PERFORMING ARTS (VAPA) PROGRAMS OF STUDY

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*Advisement Center, Humanities Building, Room 337 • Telephone: 718-281-5190 • Email: VAPAacademy@qcc.cuny.edu*

Students interested in art and design, art history, dance, music, photography, theatre, and other visual and performing arts have a rich selection of degree programs and one certificate program from which to choose. The Gallery and Museum Studies degree program and Art History Concentration draw upon the resources of Queensborough's Art Gallery. The degree in Visual and Performing Arts offers performing and exhibiting opportunities in art and photography, dance, music and theatre. The degree programs in digital art and design and in Music Production combine technology with the arts. The course work for the certificate program can be applied to one of the A.S. degree programs in Visual and Performing Arts.

Students are encouraged to discuss their educational goals with Academy advisers and to explore the transfer agreements between Queensborough's degree programs and baccalaureate programs in CUNY and in the New York metropolitan area. All full-time students enrolled in visual and performing arts degree programs are part of the Academy for Visual and Performing Arts.

**Academy Adviser:**

Mr. David Buckner

Ms. Lisa Murphy

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- **A.S. Degree** in Digital Art and Design (DA-AAS)
- **A.S. Degree** in Gallery and Museum Studies (AM-AS)
- **A.S. Degree** in Visual and Performing Arts (FA-AS)
  - Concentrations:
    - ▶ Art and Design
    - ▶ Art History
    - ▶ Dance
    - ▶ Music
    - ▶ Theatre Arts
- **A.A.S. Degree** in Music Production (MP-AAS)

## Digital Art and Design – A.S. Degree Program

The A.A.S. degree program in Digital Art and Design is structured to prepare students to enter the greatly expanding field of new media, a field which has been revolutionized in the last 20 years with the advent of computer graphics programs. In addition to four basic courses that provide a solid background in art, students take five courses in digital art and design, which develop computer skills for fine and applied arts. A required course in the History of Graphic Design gives students an overview of graphic design in historical context. A suggested Art History elective provides a broad knowledge of art in general. With this preparation, students will be able to design for industry.

Digital Art and Design students should take ARTS-192 and ET-710 as a Writing Intensive learning community. Specifically, the program provides students with:

- knowledge of current widely used programs in the design field
- proficiency in operating these programs
- understanding of the means and methods of mass production of artwork using these programs
- skills for working with and understanding the computer and the technical problems associated with operating a computer
- knowledge based on awareness of the importance of aesthetic judgment in making design decisions.

### **REQUIREMENTS FOR THE A.A.S. DEGREE**

<b>COMMON CORE REQUIREMENTS</b>	<b>CREDITS</b>
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: MA-321 Mathematics in Contemporary Society.....	3
REQUIRED CORE 1C: CH-106 Chemistry in the Arts (STEM) <sup>1</sup> .....	4
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) .....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) .....	3
FLEXIBLE CORE 2C: Creative Expression (recommended: ARTH-100, ARTH-101, ARTH-115, ARTH-116, ARTH-117 or ARTH-120).....	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)....	3
FLEXIBLE CORE 2E: Scientific World (select from 2E).....	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (recommended: ARTH-225)....	3
<b>Sub-total</b>	<b>31</b>

### **REQUIREMENTS FOR THE MAJOR**

ARTS-121 Two Dimensional Design	
or	
ARTS-122 Three Dimensional Design .....	3
ARTS-141 Introduction to Photography.....	3
ARTS-151 Drawing I	
or	
ARTS-221 Color Theory.....	3
ARTS-192 Web Animation .....	3
ARTS-290 Advertising Design & Layout.....	3
ARTS-291 Electronic Imaging.....	3
ARTS-292 Design for Desktop Publishing.....	3
ARTS-293 Design for Motion Graphics.....	3
ET-710 Web Technology: Building & Maintaining Web Sites .....	4
<b>Sub-total</b>	<b>28</b>

### **ADDITIONAL MAJOR REQUIREMENTS**

Laboratory Science<sup>2</sup> (recommended: CH-104).....0-1

### **ELECTIVES**

Free electives (strongly recommended: ARTS-390 Portfolio Project in Studio Art) .....1

**Sub-total 1**

**Total Credits Required 60**

<sup>1</sup> Students who have completed CH-103 and CH-104 have fulfilled the requirement for CH-106.

<sup>2</sup> Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

# PROGRAMS OF STUDY IN VAPA

## Gallery and Museum Studies – Associate in Science (A.S.) Degree

The A.S. program in Gallery and Museum Studies draws on the unique resources of the QCC Gallery and the Art and Design Department, and offers students foundation courses in administration and curatorial work in art galleries and museums and liberal arts courses necessary for the gallery and museum field. The arts are crucial to the life of a civilized community and a vital component in holistic learning. The Department of Art and Design has a broad offering in courses and curricula, and a well-established and extensive offering in Art History. The QCC Gallery is fast becoming a major educational and cultural resource for Queensborough Community College, the Borough of Queens and the surrounding communities. It serves students as a laboratory for discovery and creativity in the visual arts. The Gallery's Permanent Collection focuses on works of contemporary American women artists, Hispanic artists, and works representing the art of Africa. In addition to the major courses of the program—four art history courses, courses in art administration, art institutions and curating, and two gallery or museum internships—students will take one course in business, liberal arts courses in English, a foreign language, chemistry, history, and mathematics. The program has a transfer agreement with the BA program in Art History at Queens College.

### REQUIREMENTS FOR THE A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: Mathematics and Quantitative Reasoning (select from 1B) .....	3
REQUIRED CORE 1C: Life & Physical Sciences (recommended: CH-106).....	3-4 <sup>1</sup>
FLEXIBLE CORE 2A: World Cultures & Global Issues (recommended: Foreign Language or History)....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) .....	3
FLEXIBLE CORE 2C: Creative Expression (recommended: ARTH-115, ARTH-116, ARTH-117, ARTH-126 or ARTH-128) .....	3
FLEXIBLE CORE 2D: Individual & Society (recommended: SOCY-125).....	3
FLEXIBLE CORE 2E: Scientific World (select from 2E).....	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (recommended: ARTH-115, ARTH-116, ARTH-117, ARTH-120, ARTH-126 or ARTH-128) .....	3
<b>Sub-total</b>	<b>30-31<sup>1</sup></b>

### REQUIREMENTS FOR THE MAJOR

ARTH-101	History of Art I .....	3
ARTH-150	Art Administration .....	2
ARTH-202	History of Art II .....	3
ARTH-251	Art Curating .....	3
ARTH-252	Art Institutions & the Business of Art.....	3
ARTH-380 and	Gallery Internship I .....	4
ARTH-381	Gallery Internship II .....	4
BU-201	Business Organization and Management.....	3
<b>Sub-total</b>		<b>21</b>

### ADDITIONAL MAJOR REQUIREMENTS

HE-101	Introduction to Health Education	
or		
HE-102	Health Behavior & Society .....	1-2
SP-211 <sup>2</sup>	Speech Communication <sup>2</sup> .....	3
Foreign Language	.....	3
CH-104 <sup>3</sup>	Chemistry & the Arts Laboratory <sup>3</sup> .....	0-1
<b>Sub-total</b>		<b>7-9</b>

### ELECTIVES

Free electives	.....	0-1
<b>Sub-total</b>		<b>0-1</b>

**Total Credits Required 60**

<sup>1</sup> The credit range accounts for STEM variant in 1C.

<sup>2</sup> Students who have taken SP-211 in the Common Core are recommended to take an additional Art History elective.

<sup>3</sup> Students who have taken CH-106 in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## Visual and Performing Arts – Associate in Science (A.S.) Degree<sup>1</sup>

**Concentrations in Art and Design • Art History • Dance • Music • Theatre Arts**

This curriculum is designed for students who wish to specialize in an area of the fine or performing arts: *Art and Design, Art History, Dance, Music, Theatre Arts*

**PLEASE NOTE:** Students are urged to consult with the faculty of the department in which they are interested for guidance and information in the development of their programs. In addition, in order to have an Academic Summary Form that accurately reflects which of the five options (Art and Design, Art History, Dance, Music, or Theatre Arts) a student is following, he or she must indicate the option on the Field of Major Interest form (FOMI) completed at the time of admission and inform the adviser as well.

### **REQUIREMENTS FOR THE A.S. DEGREE**

<b>COMMON CORE REQUIREMENTS</b>	<b>CREDITS</b>
REQUIRED CORE 1A: ENGL-101 English Composition I .....	3
ENGL-102 English Composition II .....	3
REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B) .....	3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) .....	3
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) .....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) .....	3
FLEXIBLE CORE 2C <sup>2</sup> : Creative Expression (select one from 2C <sup>2</sup> ) ...	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)....	3
FLEXIBLE CORE 2E: Scientific World (select one from 2E) .....	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course <sup>3</sup> ) .....	3
<b>Sub-total</b>	<b>30</b>

### **REQUIREMENTS FOR THE MAJOR**

All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.

Sub-total 21-23

### **ADDITIONAL MAJOR REQUIREMENTS**

SP-211 <sup>4</sup>	Speech Communication <sup>4</sup> .....	3
HE-101	Introduction to Health Education	
or		
HE-102	Health Behavior & Society .....	1-2
One course in PE-400 or PE-500 series or DAN-100 series .....		1
Laboratory Science <sup>5</sup>	BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 .....	0-1
<b>Sub-total</b>		<b>5-7</b>

### **ELECTIVES**

Free electives .....	0-3
<b>Sub-total</b>	<b>0-3</b>

**Total Credits Required 60**

<sup>1</sup> Pending NYSED approval.

<sup>2</sup> Recommended: select from area different from concentration (ARTH-100—ARTH-128 including ARTH-202 & ARTH-225, or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111).

<sup>3</sup> Recommended: select course from 2C in concentration discipline.

<sup>4</sup> Students who have taken SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.

<sup>5</sup> Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110

## CONCENTRATIONS

Courses may be selected from the following categories to fulfill the 21-23 credit concentration in the Fine and Performing Arts.

**ART AND DESIGN CONCENTRATION** – Students select 21-23 credits in consultation with a departmental adviser as follows:

**Six (6) credits from:**

ARTH-100	Introductory Survey of Art
ARTH-101	History of Art I
ARTH-115	Modern Art
ARTH-116	American Art
ARTH-117	History of Photography
ARTH-120	Contemporary Art
ARTH-126	History of Asian Art
ARTH-202	History of Art II

**14-20 credits from:**

ARTH-115	Modern Art
ARTH-116	American Art
ARTH-117	History of Photography
ARTH-120	Contemporary Art
ARTH-126	History of Asian Art
ARTH-128	History of African Arts
ARTH-150	Art Administration
ARTS-121	Two-Dimensional Design
ARTS-122	Three-Dimensional Design: Introduction to Sculpture
ARTS-130	Art for Teachers of Children I
ARTS-131	Art for Teachers of Children II
ARTS-132	Introduction to Art Therapy
ARTS-141	Introduction to Photography
ARTS-151	Drawing I
ARTS-161	Painting I
ARTS-182	Sculpture
ARTS-186	Ceramics I
ARTS-191	Introduction to Video Art
ARTS-192	Web-Animation
ARTH-225	History of Graphic Design
ARTH-251	Art Curating
ARTH-252	Art Institutions and the Business of Art
ARTS-221	Color Theory
ARTS-242	Advanced Photographic Skills
ARTS-243	Digital Photography
ARTS-252	Drawing II
ARTS-253	Illustration
ARTS-262	Painting II
ARTS-263	Painting III
ARTS-270	Printmaking: Relief and Stencil
ARTS-271	Printmaking: Intaglio
ARTS-286	Ceramics II
ARTS-290	Advertising Design and Layout
ARTS-291	Electronic Imaging
ARTS-292	Design for Desktop Publishing
ARTS-293	Design for Motion Graphics
ARTH-380	Gallery Internship I
ARTH-381	Gallery Internship II
ARTS-343	Large Format and Studio Photography
ARTS-344	Photography as Fine Art
ARTS-345	Creating The Documentary Image
ARTS-346	Color Photography
ARTS-348	Photographing People
ARTS-349	Illustration and Fashion Photography
ARTS-380	Artist Apprentice Internship I
ARTS-381	Artist Apprentice Internship II
ARTS-382	Special Problems in Studio Art I
ARTS-383	Special Problems in Studio Art II
ARTS-390	Portfolio Project in Studio Art

**ART HISTORY CONCENTRATION** – Students select 21-23 credits in consultation with a departmental adviser as follows:

**The following courses are required (6 credits):**

ARTH-101	History of Art I
ARTH-202	History of Art II

**14-20 credits from<sup>1</sup>:**

ARTH-115	Modern Art
ARTH-116	American Art
ARTH-117	History of Photography
ARTH-120	Contemporary Art
ARTH-126	History of Asian Art
ARTH-128	History of African Arts
ARTH-150	Art Administration
ARTH-225	History of Graphic Design
ARTH-251	Art Curating
ARTH-252	Art Institutions and the Business of Art

<sup>1</sup> One studio art course may be substituted for an art history course in consultation with a departmental advisor.

**MUSIC CONCENTRATION** – Students select 21-23 credits in consultation with a departmental advisor as indicated below.

**The following courses are required:**

MU-110	Introduction to Music
	or
MU-120	Survey of Western Music
MU-241	Music Theory and Keyboard Harmony I and
MU-242	Music Theory and Keyboard Harmony II or
MU-231	Jazz Theory I and
MU-232	Jazz Theory II
MU-211	Sight Reading and Ear Training I
MU-212	Sight Reading and Ear Training II
MU-312	Piano II

**Two credits selected from the: MU-400 series**

The remaining 7-9 credits may be selected from any courses in the Department of Music, including those above not already taken, with the exception of MU-208, 209, 210, and 261. Please note that MU-208 replaces MU-205 and MU-311, and MU-209 replaces MU-206 and MU-207.

# PROGRAMS OF STUDY IN VAPA

**DANCE CONCENTRATION** – Students select 21-23 credits in consultation with a departmental adviser as follows:

**Recommended to take as part of Flexible Core (see Common Core Requirements):**

DAN-111 Introduction to the Art of the Dance

**The following courses are required (7 credits):**

DAN-110 Foundations of Dance Movement

DAN-249 Modern Dance Improvisation

DAN-251 Choreography I

**Two of the following courses in Modern Dance Technique (4 Credits):**

DAN-124 Beginning Modern Dance for Majors

DAN-125 Advanced Beginning Modern Dance I

DAN-126 Advanced Beginning Modern Dance II

DAN-127 Advanced Beginning Modern Dance III

DAN-220 Intermediate Modern Dance I

DAN-221 Intermediate Modern Dance II

DAN-222 Intermediate Modern Dance III

**Two of the following courses in Ballet Technique (4 Credits):**

DAN-134 Beginning Ballet for Majors

DAN-135 Advanced Beginning Ballet I

DAN-136 Advanced Beginning Ballet II

DAN-137 Advanced Beginning Ballet III

DAN-230 Intermediate Ballet I

DAN-231 Intermediate Ballet II

DAN-232 Intermediate Ballet III

**Two of the following courses in Repertory or Workshop (4-6 Credits):**

DAN-160 Repertory I

DAN-161 Repertory II

DAN-260<sup>1</sup> Dance Workshop I

DAN-261<sup>1</sup> Dance Workshop II

DAN-262<sup>1</sup> Dance Workshop III

**One of the following courses in Modern Dance or Ballet Technique (2 Credits):**

DAN-125 Advanced Beginning Modern Dance I

DAN-126 Advanced Beginning Modern Dance II

DAN-127 Advanced Beginning Modern Dance III

DAN-220 Intermediate Modern Dance I

DAN-221 Intermediate Modern Dance II

DAN-222 Intermediate Modern Dance III

DAN-135 Advanced Beginning Ballet I

DAN-136 Advanced Beginning Ballet II

DAN-137 Advanced Beginning Ballet III

DAN-230 Intermediate Ballet I

DAN-231 Intermediate Ballet II

DAN-232 Intermediate Ballet III

**One of the following courses as a Technique Elective (2 Credits):**

DAN-125 Advanced Beginning Modern Dance I

DAN-126 Advanced Beginning Modern Dance II

DAN-127 Advanced Beginning Modern Dance III

DAN-220 Intermediate Modern Dance I

DAN-221 Intermediate Modern Dance II

DAN-222 Intermediate Modern Dance III

DAN-135 Advanced Beginning Ballet I

DAN-136 Advanced Beginning Ballet II

DAN-137 Advanced Beginning Ballet III

DAN-230 Intermediate Ballet I

DAN-231 Intermediate Ballet II

DAN-232 Intermediate Ballet III

DAN-103 African and Afro-Caribbean Dance

DAN-140 Advanced Beginning Jazz Dance

DAN-252 Contact Improvisation

DAN-270 Special Topics in Modern Dance I

DAN-271 Special Topics in Modern Dance II

DAN-272 Special Topics in Modern Dance III

**THEATRE ARTS CONCENTRATION** –

Students select 21-23 credits in consultation with a departmental adviser as follows:

**The following courses are required (12 credits):**

TH-121 Introduction to Acting for the Major

TH-151 Voice and Movement for the Actor

TH-131 Stagecraft I

TH-132 Practicum in Stagecraft I

TH-111 Introduction to Theatre

**One of the following courses (3 Credits):**

TH-221 Acting II

TH-231 Stagecraft II

TH-152 Standard Speech for Stage, Film, Television & Digital Media

**The remaining 6-8 credits may be selected from any courses in the Department of Speech Communication and Theatre Arts, including those above not already taken.**

ENGL-203 Readings in Drama

SP-230 Video Production I

SP-321 Oral Performance for the Actor and Speaker

TH-134 Stage Makeup

TH-232 Practicum in Stagecraft II

TH-122 Actors Workshop I

TH-222 Actors Workshop II

TH-133 Theatre Production and Design I

TH-233 Theatre Production and Design II

SP-274 Introduction to Electronic Media

SP-275 Media Criticism

SP-471 American Film History I

SP-472 American Film History II

<sup>1</sup> Audition required.

## Music Production – A.A.S. Degree Program

The Music Production A.A.S. program, the only one of its kind in The City University of New York, is an innovative program integrating music production and recording studio training that prepares students for jobs in the music and recording industries. Graduates of the program can look forward to career opportunities at commercial recording and production facilities, on-site recording venues, radio and broadcast networks, and manufacturers who serve the music production and recording industries.

To achieve that goal, the curriculum offers a strong foundation in technology and practical recording studio experience, together with a broad base of general education in the liberal arts, sciences, and music. Music Production classes are taught in the Music department's technology laboratories and multi-track recording studios. During their last semester of the curriculum, students can participate in the cooperative internship program, which allows them to work as apprentices in professional working environments. The A.A.S. degree in Music Production is designed as a career program that provides the necessary academic foundation and specific training to students who plan to begin or advance in employment immediately after graduation. Many students choose to transfer their credits to baccalaureate degree programs at four-year institutions both inside and outside the City University of New York.

For further information, consult an adviser in the Department of Music.

### **REQUIREMENTS FOR THE A.A.S. DEGREE**

<b>COMMON CORE REQUIREMENTS</b>	<b>CREDITS</b>
REQUIRED CORE 1A: EN-101 English Composition I or EN-103 Writing for the New Media.....3 EN-102 English Composition II.....3	
REQUIRED CORE 1B: MA-321 Mathematics in Contemporary Society.....3	
REQUIRED CORE 1C: PH-140 Acoustics: The Physics of Sound.... 4	
FLEXIBLE CORE 2A, 2B, 2D or 2E: History or Social Science (2 courses) ..... 6	
FLEXIBLE CORE 2C: Choose one course from MU-100 series .....3	
<b>Sub-total</b>	<b>22</b>

### **REQUIREMENTS FOR THE MAJOR**

Musicianship/Music Theory <sup>1</sup> Choose any sequence of two: MU-208/MU-209, MU-209/MU-231, MU-209/MU-241, MU-231/MU-241, or MU-241/MU-242.....6	
MP-101 Introduction to the Recording Studio & MIDI.....3	
MP-102 Digital Music Sequencing.....3	
MP-103 Recording Techniques I Studio Equipment.....3	
MP-204 Digital Sound Design.....2	
MP-205 Recording Techniques II Studio Operation .....3	
MP-206 Virtual Instruments .....3	
MP-207 Microphones & Amplification Systems.....1	
MP-208 Digital recording.....3	
MU-290 The Business of Music .....3	
MU-312, 313 or 314 Class instruction in Piano II, III, IV (choose any two, 1 credit each) .....2	
MU-400 series Performance Series elective (choose any two, 1 credit each) .....2	
MU/MP <sup>2</sup> Advised electives <sup>2</sup> .....4	
<b>Sub-total</b>	<b>38</b>
<b>Total Credits Required 60</b>	

<sup>1</sup> Musicianship Placement: MU-208 (for students with minimal or no music background); placement into MU-209, MU-231, MU-241, MU-312 and MU-313 is determined by an evaluation of musicianship skills; 3 credits each.

<sup>2</sup> Advised Music elective list: MU-100 series, MU-210, MU-211, MU-231, MU-241, MU-242, MU-314, MU-321, MU-322, MU-331, MU-332, MU-400 series and MP-209, MU-210 and MU-900.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

# ACADEMIC DEPARTMENTS & COURSE DESCRIPTIONS

## Scheduling of Courses

Courses required for a degree or certificate, as outlined on the Programs of Study pages, are offered at least once a year. A broad range of elective courses are offered each semester. Some specialized courses are offered in alternate years or as needed.

A Schedule of Classes, published in the fall, spring, and summer of each year on the College's website, lists the specific courses offered in each session. In addition, courses not offered every semester have been so designated in the course descriptions that follow.

**Special Note:** *Queensborough courses are offered every semester, unless indicated as "Offered in Fall," "Offered in Spring," or "Offered as needed."*

## DEFINITION OF "HOURS"

The number of class hours, *studio hours*, *recitation hours*, or *laboratory hours* designated under the title of each course indicates the actual number of contact hours a student will have in that course. Although in many cases the number of credits a course carries and the number of contact hours it requires are equal, some courses require more contact hours than the number of credits earned.

## Credit Hour Guidelines

All City University of New York (CUNY) degree and certificate programs are approved by the New York State Education Department (NYSED). The University's method for awarding credit for courses in degree and certificate programs follow NYSED guidelines which are based on the U.S. Department of Education's definition of *credit hour*.

Below are the state and federal credit hour definitions and URL to their source documents.

## NYSED – CREDIT HOUR DEFINITION<sup>1</sup>

All courses and degree programs at the University must comply with Section 50.1 (o) of the New York State Commissioner of Education Regulations:

- *Semester hour* means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

## UNITED STATES DEPARTMENT OF EDUCATION – CREDIT HOUR DEFINITION<sup>2</sup>

The U.S. Department of Education defines *credit hour* as: An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,
- at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

## MIDDLE STATE ACCREDITATION<sup>3</sup>

CUNY Colleges are accredited by the Middle States Commission on Higher Education. The Middle States Commission on Higher Education (MSCHE) issued a "credit hour policy" in August 2012 that requires MSCHE institutions to comply with the U.S. Department of Education's definition of "credit hour."

MSCHE also noted in the statement that institutions must provide this information to the Commission's evaluators "at appropriate points of accreditation review so they can verify compliance with the credit hour regulations.

<sup>1</sup> Source: [http://www.highered.nysed.gov/ocue/title\\_8\\_chapter\\_ii\\_regulations\\_o.htm](http://www.highered.nysed.gov/ocue/title_8_chapter_ii_regulations_o.htm)

<sup>2</sup> Source: <http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr;sid=473ab369b9b3a0636d2a56d0122de50f;rgn=div2;view=text;node=20101029:1.21;idno=34;cc=ecfr;start=1;size=25>

<sup>3</sup> Middle States Documents

*Credit Hour Policy (2012)*

<http://www.msche.org/documents/CreditHourPolicyRev112012.pdf>

*Degrees and Credit Guidelines (2009)*

[http://www.msche.org/documents/Degree-and-Credit-Guidelines-062209-FINAL\[1\].pdf](http://www.msche.org/documents/Degree-and-Credit-Guidelines-062209-FINAL[1].pdf)

*Compliance with Federal Regulations (2014)*

<http://www.msche.org/documents/ComplianceBook2014FINAL.pdf>

# DEPARTMENT OF ACADEMIC LITERACY

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*Humanities Building, Room 324 • Telephone: 718-631-6378 • Fax: 718-281-5187*

Dr. Regina Rochford, **Chairperson**

Dr. Jed Shahar, **Deputy Chairperson**

**Professors:** Kitty Bateman, Regina Rochford, Jilani Warsi

**Associate Professors:** Julia Carroll, Margot Edlin\*

**Assistant Professors:** Cary Lane, Jennifer Maloy, Ilse Schrynemakers, Jed Shahar, Kerri-Ann Smith, Weier Ye

**Lecturers:** Emily Gordon, Susan Hock, Holly O'Donnell, David Rothman

**Higher Education Associate:** Josephine Pantaleo, Coordinator of Academic Literacy Learning Center

**Assistant to HEO:** Vivian Kaufman, Assistant to the Director, Learning Laboratory Center

**Senior College Laboratory Technician:** Sami Baig

**Adjunct Faculty:** approximately 30 each year

**Professors Emeriti:** Shirley Aaronson, Myrna B. Charry, Joseph G. Hosey, Charles Martin, Paul B. Panes, Sandra Seltzer, James F. Shepherd, Alvin Schlosser, Lynn Q. Troyka, Meredith L. Young

**Office Personnel:**

Margaret Chin Quee, *CUNY Office Assistant*

Laura Wittmer, *CUNY Office Assistant*

\* *On leave.*

## THE ACADEMIC LITERACY LEARNING CENTER

*Humanities Building, Rooms 237-239*

The Academic Literacy Learning Center provides support services to all students enrolled in the Academic Literacy courses.

Staffed by tutors trained in the Constructivist learning model, the Academic Literacy Learning Center assists native speaking and English Language Learners to gain proficiency in reading comprehension, writing skills, English grammar usage, and critical thinking skills.

Services are presented through small group meetings, ACT Reading and CATW review sessions, in-class assistance, Blackboard sites for ACT Reading and CATW exam preparations, and workshops. The Academic Literacy Learning Center offers students reference materials, current textbooks, learning style manipulatives, activity sheets, and videotapes on topics such as developing and enhancing note-taking skills, inferencing skills, critical thinking skills, and test-taking strategies for the ACT Reading and CATW Writing exams.

Also staffed by trained tutors, the 90-station Academic Literacy Computer Lab provides one-on-one and small-group educational technology support to all students enrolled in Academic Literacy courses. Its wide range of interactive networked software programs and access to Internet sites enables students with diverse learning styles to acquire and improve their technology skills while developing and enhancing their reading, writing, communication, and critical thinking skills. The center empowers students to become active, responsible learners who identify their learning strengths and who take personal responsibility for their learning.

In addition, the Academic Literacy Learning Center offers ACT COMPASS Reading Intervention Workshops for BE-122/BE-226 students with grades of NC.

## COURSES IN THIS DEPARTMENT

*For information about the courses offered by the Department of Academic Literacy, contact the Department directly.*

**Courses in this Department are college preparatory.** They cover such areas as reading, study skills, and composition. They are designed primarily for students who must raise their level of competence to the standard required for admission to courses of college level. They are also open to all students who wish to improve their reading comprehension, their study skills, and their ability to write clearly.

As a result of standard placement tests, one or more of these courses may be required before a student takes the regular college credit courses.

### SEQUENCE OF COURSES

Students may be assigned to:

- BE-111, 112 / BE-121, 122

*OR*

- BE-201, 203 and 205 / BE-225, 226 (Academic Literacy for ESL – English as a Second Language – students). ESL students with very limited skills in reading, writing, and speaking English should enroll in the CUNY Language Immersion Program. For information, call 718-281-5460.

**The Accelerated Learning Program (ALP)** is offered by the Academic Literacy and English Departments at Queensborough Community College in the fall and spring terms. ALP allows students still in need of passing the CATW/ACT to take ENGL-101, a course that is credit-bearing and that fulfills a general education requirement. ALP classes are a little smaller than other classes, creating a strong class community and allowing students a lot of time to work one-on-one with their instructor. In addition, ALP students have two opportunities during the

semester to take the CATW/ACT, in order to ensure that students have a passing grade in ENGL-101 and have passed the CATW/ACT by the end of the semester. In the ALP model at Queensborough, students with only one remedial need in reading or writing can enroll concurrently in an upper level writing (BE-112/205) or an upper level reading (BE-122/226) course and a linked ENGL-101 course. For more information on ALP, please visit our website: [www.qcc.cuny.edu/alp](http://www.qcc.cuny.edu/alp).

## ACADEMIC LITERACY

### BE-111 Development of Composition Skills

*3 class hours 1 recitation hour 1 laboratory hour 0 credit*

First course of a two-semester sequence in writing skills for students with fundamental writing problems who require extensive instruction prior to BE-112, as determined by a standard skills assessment or placement test and screening results. Grammar and usage, sentence structure, and facility with paragraph development stressed. To be followed by BE-112, except upon Departmental waiver.

### BE-112 Composition Workshop

*3 class hours 1 recitation hour 0 credit*

*Prerequisite: BE-111 or placement in BE-112*

*Pre- or co-requisite: BE-122 or Exempt Reading*

*If a student receives a grade of "R" two times, he/she cannot repeat the course. Instead, the student must enroll in a repeaters' workshop.*

For students with special writing problems who need intensified instruction, as determined by a standard skills assessment or placement test and screening results. Paragraph and essay composition and preparation of reports stressed, with emphasis on organization, thought development, and grammar.

### BE-121 Development of Reading Skills

*3 class hours 1 recitation hour 0 credit*

First course of a two-semester sequence designed for intensive instruction in fundamental reading skills. Emphasis placed on developing word recognition, comprehension, reference techniques, and introductory note-taking skills. The skills include phonics, word structure analysis, sentence meaning, and the organization of ideas in a simple outline. BE-121 will be followed by BE-122 except upon Departmental waiver.

### BE-122 College Reading and Study Skills Improvement

*3 class hours 1 recitation hour 0 credit*

*Prerequisite: BE-121 or placement in BE-122*

*If a student receives a grade of "R" two times, he/she cannot repeat the course. Instead, the student must enroll in a repeaters' workshop.*

Workshop in college reading improvement to help develop reading skills and effective use of time in required college reading. Emphasis on organizing ideas, increasing speed, improving comprehension and interpretation, developing vocabulary, and reading to remember facts.

## ENGLISH AS A SECOND LANGUAGE (ESL)

**Note:** Students who receive a reading placement "Language Immersion" have placed too low to take the remedial reading and writing courses offered by the Academic Literacy Department. They should enroll in the Language Immersion Program described above.

### BE-201 Beginning Composition for ESL Students

*3 class hours 1 recitation hour 1 laboratory hour 0 credit*

First course of a writing skills sequence for students of English as a second language who have little or no previous composition experience in English. The objective is to provide the student with a sound foundation in the basic structure of English through intensive instruction and drill in the relationship between spoken and written English and in the fundamentals of grammar, usage, sentence structure, and paragraph development.

**Note:** Students who complete BE-201 successfully will be informed by their instructors whether to register for BE-203 or BE-205.

### BE-203 Intermediate Composition for ESL Students

*3 class hours 1 recitation hour 1 laboratory hour 0 credit*

*Prerequisite: BE-201 or Placement in BE-203*

This course is intended for students who are judged to need additional preparation before taking BE-205, based on the results of the departmental examination administered in BE-201. Emphasis is on intermediate grammar, paragraph development, and writing the short composition. Students must demonstrate competence in writing a short composition in order to pass a Departmental examination before taking BE-205.

### BE-205 Advanced Composition for ESL Students

*3 class hours 1 recitation hour 1 laboratory hour 0 credit*

*Prerequisite: BE-201 and BE-203 (if required) or placement in BE-205. Pre- or co-requisite: BE-226 or Exempt Reading.*

*If a student receives a grade of "R" two times, he/she cannot repeat the course. Instead, the student must enroll in a repeaters' workshop.*

Designed for students who speak English as a second language and have had some experience in English composition, but who still require remedial work before taking content area courses. It is also the final course of the sequence for ESL students with serious writing deficiencies. Emphasis is on advanced grammar and organizing and writing a five-paragraph essay.

### BE-225 Basic Reading Skills for ESL Students

*3 class hours 1 recitation hour 0 credit*

First course of a two-semester sequence (with BE-226) for students who speak English as a second language and who are in need of intensive instruction in fundamental reading and communication skills. Emphasis is placed on development of word recognition skills, knowledge of English idioms, listening skills, and literal comprehension. These skills include phonics and pronunciation, word structure analysis, dictionary use, multiple meanings of words, language patterns in reading, following directions, and basic note-taking skills from oral presentations.

*BE-225 is followed by BE-226, except upon Departmental waiver.*

### BE-226 College Reading and Study Skills for ESL Students

*3 class hours 1 recitation hour 0 credit*

*Prerequisite: BE-225 or placement in BE-226*

*If a student receives a grade of "R" two times, he/she cannot repeat the course. Instead, the student must enroll in a repeaters' workshop.*

Designed for students who speak English as a second language who need to develop college-level reading and study skills. It is also the second course of a two-semester sequence (with BE-225) for students with serious skill deficiencies in reading. Emphasis is placed on development of fluency, patterns of organization in text type material, vocabulary in context, note-taking skills, test-taking skills, library and reference techniques, and knowledge of English idioms.

# DEPARTMENT OF ART AND DESIGN

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*C Building, Room 106 • Telephone: 718-631-6395 • Fax: 718-631-6612*

Professor Bob Rogers, **Chairperson**

**Professors:** Jules T. Allen, Bob Rogers

**Associate Professors:** Javier Cambre, Kenneth S. Golden, Anissa Mack, Kathleen Wentrack

**Assistant Professors:** Liz DiGiorgio, Hayes Mauro

**Lecturers:** Michael Ritchie

**Senior College Laboratory Technician:** Ernie Younge

**College Laboratory Technician:** Kaitlyn Santoro

**Adjunct Faculty:** approximately 20 each year

**Office Personnel:** Maria Palacio, *CUNY Administrative Assistant*

**Professors Emeriti:** Lola B. Gellman, Paul Tschinkel, Kenneth Walpuck

*For information about the academic programs offered by the Department of Art and Design, contact the Department or the following advisers as soon as possible after admission to work out an individual program of study:*

**Art History:** Kathleen Wentrack, Hayes Mauro

**Computer Graphics:** Kenneth S. Golden, Anissa Mack

**Visual and Performing Arts:** Bob Rogers

**Photography:** Bob Rogers, Jules Allen

**Studio Art:** Javier Cambre, Liz DiGiorgio

**Gallery & Museum Studies:** Kathleen Wentrack

## PROGRAMS OF STUDY:

### • VISUAL AND PERFORMING ARTS

#### **(Art & Design and Art History Concentrations**

**A.S. Degree Program)** Students interested in majoring in Art, Art History and/or Photography may enroll in this degree program.

### • GALLERY AND MUSEUM STUDIES

#### **(A.S. Degree Program)**

The A.S. in Gallery and Museum Studies offers students foundation courses in administration, conservation and curatorial work in art galleries and museums, and liberal arts courses necessary for the gallery and museum field. The program is articulated with the B.A. program in Art History at Queens College.

### • DIGITAL ART AND DESIGN (A.A.S. Degree Program)

Students interested in the new media technology areas of graphic and Web-based design, Web animation, desktop publishing or photo retouching, etc. should consider the Associate Degree program in Digital Art and Design.

**Note: All studio art, art history, photography, and commercial art courses may be taken as electives. Check course descriptions for pre- and corequisites.**

## FACILITIES

The facilities of the Department of Art and Design include studios for painting, drawing, and graphic arts, with an etching press for intaglio prints; a sculpture studio and a ceramics studio; a photography darkroom with up-to-date equipment for black and white and color processing and for studio photography; two Macintosh computer labs for digital photography and desktop computer graphics.

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The Department of Art and Design Awards for special merit/excellence in Art History, Photography, and Studio Art.

## ART AND DESIGN DEPARTMENT MUSEUM AND GALLERY STUDIES ADVISORY BOARD

Prof. Bob Rogers, *Chair*

Dr. Kim de Beaumont

Ms. Kat Griefen

Ms. Daile Kaplan

Mr. Marshall Price

## STUDIO ART

### ARTS-121 Two-Dimensional Design (formerly AR-121)

4 studio hours 3 credits

A foundation course in the analysis of various two-dimensional design ideas, such as line, shape and value. Emphasis is placed upon methods of organization, expression, and computer applications. Lectures, classroom projects, and additional work required outside the classroom.

### ARTS-122 Introduction to Sculpture: Three-Dimensional Design (formerly AR-122)

4 studio hours 3 credits

A study of three-dimensional design elements of line, plane, and volume: the use of basic tools and experience with various media (paper, wood, plastic, metal, plaster). Lectures, classroom projects, and additional work required outside the classroom.

### ARTS-130, ARTS-131 Art for Teachers of Children (formerly AR-271)

4 studio hours 3 credits

Provides art experiences for teachers of children using materials and techniques that are easily translatable to art experiences for children. Class work will include paint, clay, cut paper, found materials, paper maché, and puppets. There will be class discussion and keeping of a log. This course is also recommended for students interested in Art Therapy and Occupational Therapy.

ARTS-130 and ARTS-131 will be offered in alternate semesters. The projects for each course will be different. Students may take either course or both courses.

### ARTS-132 Introduction to Art Therapy (formerly AR-280)

1 class hour 2 studio hours 3 credits Offered in Spring  
Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test.

An overview of the history of Art Therapy, its principles and techniques. The course will cover the developmental stages of art from childhood through adult life and explore various approaches used in Art Therapy to deal with physical and emotional disabilities and developmental delays. Students will participate in a variety of art experiences in order to develop an understanding of the art process, its implications in therapy and its potential to facilitate growth and health.

### ARTS-151 Drawing I (formerly AR-251)

4 studio hours 3 credits

Drawing in pencil, ink, charcoal, and other appropriate media: development of skill in representation of objects through form, line, texture, drawing from nature, still life, and the human figure. Lectures, classroom projects, and additional work required outside the classroom.

### ARTS-161 Painting I (formerly AR-261)

4 studio hours 3 credits

Basic elements of oil or acrylic painting, designed for acquisition of skill and technique in the medium. Experiences in realism, abstraction, and nonobjectivity.

### ARTS-182 Sculpture (formerly AR-230)

4 studio hours 3 credits Prerequisite: AR-122

A continuation of the study of three-dimensional design elements working in both the abstract and the figurative. Further involvement in the understanding of various materials.

### ARTS-186 Ceramics I<sup>1</sup> (formerly AR-231)

4 studio hours 3 credits

Learning the use of the potter's wheel. Handbuilding techniques and an introduction to glazing and kiln operation. Development of individual strengths through critiques with the instructor, slide presentations, and group discussions.

### ARTS-221 Color Theory (formerly AR-148)

2 class hours 3 studio hours 3 credits Prerequisite: AR-121

An introductory study of the basic properties of color, including an examination of systems of color classification and a thorough analysis of the interaction of color. This is done through a series of exercises and individual assignments which refer to the use of color in both traditional and contemporary art. Additional work required outside the classroom.

### ARTS-252 Drawing II (formerly AR-252)

4 studio hours 3 credits Offered as needed

Prerequisite: ARTS-151 (formerly AR-251), or permission of the Department

A continuation of Drawing I with the inclusion of the human figure and visual points of view other than the representational.

### ARTS-253 Illustration (formerly AR-253)

4 class hours 3 credits Offered as needed

Prerequisite: ARTS-151 (formerly AR-251)

A study of visual styles and commercial points of view: fashion, spot, book, and editorial illustration. A variety of materials and resources, including computers, will be used.

### ARTS-262 Painting II (formerly AR-262)

4 studio hours 3 credits Prerequisite: ARTS-121 (formerly AR-121) and ARTS-161 (formerly AR-261)

Assumes basic knowledge and experience in oil or acrylic painting. Individual creativity encouraged.

### ARTS-263 Painting III (formerly AR-263)

4 studio hours 3 credits Prerequisite: ARTS-262 (formerly AR-262), or permission of the Department

Continuation of Painting II (ARTS-262).

### ARTS-286 Ceramics II<sup>2</sup> (formerly AR-232)

4 studio hours 3 credits Prerequisite: ARTS-186 (formerly AR-231)

A more concentrated study of techniques of Ceramics I (ARTS-186), with emphasis on individual creative development.

## STUDIO ART ADVANCED

### ARTS-382, ARTS-383 Special Problems in Studio Art (formerly AR-480, AR-481)

4 studio hours 3 credits Offered as needed

Prerequisite: 6 credits in elected art discipline and approval of the Department

A second-year independent study course specializing in the solving of aesthetic, technical and professional problems. Major emphasis is on motivation and independent decisionmaking, enabling the student to develop a personal and creative style.

### ARTS-390 Portfolio Project in Studio Art (formerly AR-483)

Independent study equivalent to 4 studio hours 1 credit

Prerequisites: 15 Credits in Studio Arts, ARTH-100 (formerly AR-310) or ARTH-101 (formerly AR-311), and at least one Art History elective

A second-year, independent study course specializing in the solving of aesthetic, technical and professional problems. Major emphasis is on building a portfolio for presentation for employment or application for 4-year degree programs based on a student-generated creative project in the medium of the individual student's concentration. The student meets with the course instructor and/or faculty adviser for regularly scheduled meetings to present their work as it develops, or for critique and discussion. There is a required term paper, due one week in advance of the final review at the end of the semester. A committee of art department faculty participates in the review and grading. Any incompletes are the decision of the committee only, and are based on the presentation of work during final review.

## GRAPHIC ART

### ARTS-270 Printmaking: Relief and Stencil (formerly AR-510)

4 studio hours 3 credits

Prerequisite or corequisite: ARTS-121 (formerly AR-121), or ARTS-151 (formerly AR-251), or ARTS-161 (formerly AR-261)

Introduction to the design and techniques of relief and stencil printmaking: lino cut, woodcut, silkscreen and photo silkscreen, and mono printing.

### ARTS-271 Printmaking: Intaglio (formerly AR-511)

4 studio hours 3 credits

Prerequisite or corequisite: ARTS-121 (formerly AR-121), or ARTS-151 (formerly AR-251), or ARTS-161 (formerly AR-261)

Design and techniques of intaglio printmaking: etching and photo etching, drypoint, mezzotint, aquatint, engraving, and sugar-lift process.

### ARTS-272 Printmaking II (formerly AR-512)

4 studio hours 3 credits Prerequisite ARTS-270 (formerly AR-510)

Continuation of Printmaking I allowing for the fuller exploration, with an introduction to the techniques of non-toxic intaglio processes, monoprinting and collotype.

<sup>1</sup> Students registering for ARTS-186 will pay a special supplies or services charge of \$50.00.

<sup>2</sup> Students registering for ARTS-286 will pay a special supplies or services charge of \$20.00

## PHOTOGRAPHY

**Please Note:** Students taking Photography courses should have access to the use of an appropriate camera and provide their own film, paper, and some equipment. Chemicals and equipment for use in the darkroom are available during classtime and during additional laboratory hours. Some advanced courses will employ computer imaging and printing, as well as traditional wet darkroom technologies.

### ARTS-141 Introduction to Photography (formerly AR-461)

4 studio hours 3 credits

Workshop in fundamentals of photography; its possibilities for visual communication. Use of cameras and equipment. Basic study of the photographic processes, developing, printing, and enlarging. **Note:** Each student must supply his or her own 35mm camera, paper, film, and film chemicals.

### ARTS-242 Advanced Photographic Skills (formerly AR-462)

4 studio hours 3 credits Prerequisite: ARTS-141 (formerly AR-461), or permission of the Department on review of portfolio.

Advanced techniques for those interested in beginning a career in photography; for the advanced beginner and the intermediate student seeking to develop creative and expressive power and to perfect picture-taking and darkroom skills.

### ARTS-243 Digital Photography (formerly AR-474)

4 studio hours 3 credits Prerequisite: ARTS-141 (formerly AR-461)

Students will learn how to use the digital camera to make images for a variety of photographic applications, and they will use computer-printing technologies to produce final prints. Students will develop skill in using photography as a tool for visual communication.

### ARTS-291 Electronic Imaging (formerly AR-473)

4 studio hours 3 credits Prerequisite or corequisite: ARTS-121 (formerly AR-121)

Methods of manipulating the digitized photographic image. Introduction to Adobe Photoshop: manipulation of scanned artwork and photographs using retouching, color correction, masking, painting and collaging techniques to make images photo-ready for traditional darkroom printing or new electronic media applications.

### ARTS-343 Large Format and Studio Photography (formerly AR-463)

4 studio hours 3 credits Offered as needed

Prerequisite: ARTS-121 (formerly AR-121), ARTS-141 (formerly AR-461), and ARTS-242 (formerly AR-462) or ARTS-243 (formerly AR-474)

Acquiring the technical skills for actualizing the preconceived image: lighting, backgrounds, controlling distortion, working with models. Successful published examples analyzed with a consideration of styles, trends, and markets.

### ARTS-344 Photography as Fine Art (formerly AR-464)

4 studio hours 3 credits Offered as needed

Prerequisite: ARTS-121 (formerly AR-121), ARTS-141 (formerly AR-461), and ARTS-242 (formerly AR-462) or ARTS-243 (formerly AR-474)

Advanced darkroom techniques for maximum expression of black and white print (such as toning, experiments in photochemistry—Beers Developer—protective solution). Nonsilver printing processes (platinum printing, gum bichromate, Van Dyke).

### ARTS-345 Creating the Documentary Image (formerly AR-465)

4 studio hours 3 credits Offered as needed.

Prerequisite: ARTS-121 (formerly AR-121), ARTS-141 (formerly AR-461), and ARTS-242 (formerly AR-462) or ARTS-243 (formerly AR-474)

Simulation of the experience of working on assignments for a publication. Some aspects considered include: developing a photo story or essay, working with editors, and the art of layout. History, trends, and markets surveyed. Outstanding and landmark work analyzed.

### ARTS-346 Color Photography (formerly AR-466)

4 studio hours 3 credits Offered as needed.

Prerequisite: ARTS-121 (formerly AR-121), ARTS-141 (formerly AR-461), and ARTS-242 (formerly AR-462) or ARTS-243 (formerly AR-474)

Principles of color photography, additive and subtractive color, color as a tool for visual communication, and color printing from negatives and slides.

### ARTS-348 Photographing People (formerly AR-468)

4 studio hours 3 credits Offered as needed.

Prerequisite: ARTS-242 (formerly AR-462) or ARTS-344 (formerly AR-464) and portfolio review

Approaches to photographing people for commercial and creative applications developed, including documentary, fashion, advertising, and fine art photography. Technical skills addressed, such as lighting, backgrounds, and camera format. Varying approaches to portraiture analyzed – candid, studio, and photojournalism.

### ARTS-349 Illustration and Fashion Photography (formerly AR-469)

4 studio hours 3 credits Offered as needed

Prerequisite: ARTS-121 (formerly AR-121), ARTS-141 (formerly AR-461), and ARTS-242 (formerly AR-462) or ARTS-243 (formerly AR-474)

This course will give students a full overview of illustration and fashion photography. Students will work with clothing stylists, hair and make-up artists, illustrators, models and art directors. By means of lectures and demonstrations, as well as hands-on experience, students will be given the expertise needed in this area.

## COMMERCIAL ART

### ARTS-290 Advertising Design and Layout (formerly AR-541)

4 studio hours 3 credits Prerequisite or corequisite: ARTS-121 (formerly AR-121)

Basic advertising art techniques; practical problems related to effective design advertising, including layout and typography. Introduction to computer graphics and desktop publishing.

### ARTS-292 Design for Desktop Publishing (formerly AR-543)

4 studio hours 3 credits Prerequisite: ARTS-290 (formerly AR-541) Offered as needed

In this project-oriented course, students receive further instruction in production techniques and design concepts with an emphasis on creating an advertising design and layout entirely on a computer. The student also learns to incorporate photography and text into a publishable format.

### ARTS-293 Design for Motion Graphics (formerly AR-544)

4 studio hours 3 credits Prerequisite: ARTS-290 (formerly AR-541) Offered as needed

Study of motion graphics techniques and principles of motion graphics including point of view, camera movement, editing, compositing, audio production, and titling. Introduction to digital production methods for video, audio, and animation.

## VIDEO ART

### ARTS-191 Introduction to Video Art (formerly AR-641)

4 studio hours 3 credits Offered as needed

This course will introduce students to digital video production and editing, with an emphasis on cinematic techniques and the history of moving images. Students will learn varied approaches to video production, gain cinematography skills, and develop a unique visual style. The course will consist of lecture, demos/in-class activities, class discussion, student presentations and studio time.

### ARTS-192 Web-Animation (formerly AR-642)

4 studio hours 3 credits Corequisite: ARTS-291 (formerly AR-473)

An advanced level course designed to create projects that will be included in a final Queensborough Portfolio. To develop the portfolio students will be given assignments to complete and all projects will be critiqued for quality. Focus will be placed upon developing a critical eye for professional computer art/graphics and design. All relevant software packages will be reviewed through classroom exercises.

## ARTS INTERNSHIPS

### ARTS-380, ARTS-381 Artist Apprentice Internship I, II (formerly AR-903, AR-904)

6 hours minimum per week 2 credits

Open only to matriculated students who have completed 24 credits, including at least 5 credits in art, and are recommended by the Department. Students interested in the program should contact the Department during the semester prior to registration. Students may register for one course per semester (ARTS-380 or ARTS-381) and may take up to a total maximum of 4 credits in the Artist Apprentice Internship. Departmental permission required.

The Artist Apprentice Internship provides an opportunity for the student to gain practical paid or unpaid experience as an apprentice with an individual practicing artist (painter, sculptor, photographer, etc.), or under the supervision of an artist in a workshop or studio approved by the faculty supervisor. The Internship will afford a meaningful experience within the artistic area, and where appropriate, actual creative work will be produced. A written report of the experience will be required, as well as an evaluation of the student by the artist or workshop/studio supervisor. The faculty supervisor will hold periodic conferences with the student, will oversee assignments, and will be responsible for the final evaluation of the student's work.

## ART HISTORY

**Note on ARTH-100, ARTH-101, and ARTH-202:** Students who have completed ARTH-101 (formerly AR-311) or ARTH-202 (formerly AR-312) may not enroll in ARTH-100 for credit. Students who have completed ARTH-100 (formerly AR-310) may enroll in ARTH-101 and ARTH-202 for credit.

### ARTH-100 Introductory Survey of Art (2C<sup>1</sup>) (formerly AR-310)

3 class hours 3 credits

Corequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A one-semester survey of the basic principles of art; a study of the art of various cultures through analysis of individual works of painting, sculpture, and architecture.

### ARTH-101 History of Art I (2C<sup>1</sup>) (formerly AR-311)

3 class hours 3 credits Offered in Fall.

Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A chronological study in depth of the evolution of style from ancient civilizations through the Gothic period; analysis of individual works of painting, sculpture, and architecture.

### ARTH-115 Modern Art (2C<sup>1</sup>) (formerly AR-315)

3 class hours 3 credits Offered in Fall.

Prerequisite: BE-112 (or BE-205), BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Survey of painting, sculpture, and architecture since the nineteenth century from Neoclassicism through the contemporary scene.

### ARTH-116 American Art (2C<sup>1</sup>) (formerly AR-316)

3 class hours 3 credits

Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Survey of painting, sculpture, and architecture of the United States from the Colonial period to the present day.

### ARTH-117 History of Photography (2C<sup>1</sup>) (formerly AR-317)

3 class hours 3 credits

Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Survey of the history of photography with emphasis on its evolution as a creative art form. Analysis of the work of significant photographers.

### ARTH-120 Contemporary Art (2C<sup>1</sup>) (formerly AR-320)

3 class hours 3 credits Offered in Spring.

Prerequisite: BE-112 (or BE-205), BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A study of the directions in art of the present day, set in the context of the major art movements of the twentieth century. Videotapes of gallery shows by living artists during the last five years will be integrated into a lecture/discussion format.

### ARTH-126 History of Asian Art (2C<sup>1</sup>) (formerly AR-326)

3 class hours 3 credits Offered in Spring

Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY/ACT Assessment Test

This class is a study of the art worlds of India, South East Asia, China, Korea and Japan from the beginning of civilization to the 19th century. It deals with aesthetic manifestations of the great religious and philosophical systems such as Taoism, Confucianism, Hinduism and Buddhism. The architecture, sculpture, painting, metalwork, textiles and ceramics are analyzed; themes, styles and technique distinctive of the art tradition of each country are stressed.

### ARTH-128 History of African Arts (2C<sup>1</sup>) (formerly AR-328)

3 class hours 3 credits

Prerequisites and/or co-requisites: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY/ACT Assessment Test

This course will examine arts of the African continent from ancient to modern, consider their connection to and impact on art of the African Diaspora and European modern art masters, while maintaining its emphasis on traditional art in areas south of the Sahara. The arts' historical importance (and their impact) will be emphasized, as well as the concept of aesthetics and the cultural, social and religious or spiritual context in which the objects were created. In addition to reading assignments, lectures and presentations, pertinent videotapes, films and/or DVDs will be screened, showing how objects were used in a traditional setting, and work will be assigned in conjunction with Queensborough's Gallery collection and exhibition of African art and artifacts.

### ARTH-202 History of Art II (2C<sup>1</sup>) (formerly AR-312)

3 class hours 3 credits Offered in Spring

Prerequisite: ARTH-100 or ARTH-101

A continuation of ARTH-101 (formerly AR-311) beginning with the Renaissance style in Italy in the fifteenth century; the emergence of major individual artists such as Michelangelo and Rembrandt; the contribution of women artists; and the developments leading to the art of the modern period.

### ARTH-225 History of Graphic Design (2C<sup>1</sup>) (formerly AR-325)

3 class hours 3 credits Prerequisite or corequisite: ARTS-290 (formerly AR-541)

This course will examine the history of graphic design from early typography for the industrial period to the digital revolution of the present age of information. Its primary aim is to provide the design student with a working knowledge of graphic design for use in contemporary multi-media. Among the topics to be studied will be photography as a new communication tool; national visions of design in a global economy; postmodern design and the digital revolution.

<sup>1</sup> Course qualifies as Pathways Common Core 2C—Creative Expression.

## GALLERY AND MUSEUM STUDIES

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### **ARTH-150 Art Administration (formerly AR-801)**

*2 class hours 1 recitation hour 2 credits*

This course will address the many and varied tasks involved in gallery/museum administration. Often, in a gallery or museum, an individual may be expected to perform or assist in more than one aspect of administration: assisting in the director's office, clerical and administrative support, training new staff, public relations, helping visitors, researching and writing a background history of the institution, organizing a volunteer program, providing educational services to visiting groups. In short, a gallery/museum is expected at all times to provide efficiency, effectiveness and economy in management, and an individual will be expected to be able to take charge of or assist in all aspects of administration.

### **ARTH-251 Art Curating (formerly AR-803)**

*3 class hours 3 credits Prerequisite: ARTH-202 (formerly AR-312)*

This course covers the basics of planning an exhibition for a targeted audience in a gallery or museum setting. Appropriate display design for a specific theme, utilizing the gallery/museum collection, research, sources of information, how to write informative text for the public (what to say and how to say it), exhibition design and production, contracts, insurance, construction and display of exhibitions, publicity. In addition, the course will cover policies for collecting and disposal of works of art, donations, purchases and loans. Classroom lecture and discussion will be supplemented with trips to the QCC Art Gallery to observe, to participate in meetings with the Gallery Director, and to participate in curatorial duties (under supervision) when the student achieves a grade point average of B or above, as determined by tests, quizzes, papers, and class participation.

### **ARTH-252 Art Institutions and the Business of Art (formerly AR-804)**

*3 class hours 3 credits*

*Prerequisite: ARTH-150 (AR-801) and either ARTH-101 (formerly AR-311) or ARTH-202 (formerly AR-312)*

This course will familiarize students with the various forms of art institutions – museums, galleries, not-for-profit organizations, and auction houses – and their funding structures. Students will learn about various art institutions through readings, class discussion, onsite visits, and individual research projects. Students will learn the roles of mission statements, budgeting, grant writing, fundraising, and publications for a variety of art institutions.

## GALLERY INTERNSHIPS

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### **ARTH-380, ARTH-381 Gallery Internship I, II (formerly AR-901, AR-902)**

*6 hours minimum per week 2 credits*

*Open only to matriculated students who have completed 24 credits with at least 5 credits in art, and are recommended by the Department. Interested students should contact the Department during the semester prior to registration. They may register for one course per semester (ARTH-380 or ARTH-381) and may take a maximum total of 4 credits in the Gallery Internship. Departmental permission required.*

The Gallery Internship provides an opportunity for the student to gain practical experience through a paid or unpaid apprenticeship in an art gallery or museum that offers this arrangement and meets the Department's approval. It is expected the student will receive experience in several of the following areas: curatorial and registration procedures; installation of exhibitions; writing and production of a catalog; and publicity.

A written report on the total experience will be required, as well as an evaluation of the student by the museum or gallery supervisor. The instructor will hold periodic conferences with the student and will arrange assignments with the gallery or museum involved. The instructor will be responsible for the final evaluation of the student's work.

# DEPARTMENT OF BIOLOGICAL SCIENCES AND GEOLOGY

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*Medical Arts Building, Room 213 • Telephone: 718-631-6335 • Fax: 718-631-6678*

Dr. Monica Trujillo, **Chairperson**

Dr. Nidhi Gadura, **Deputy Chairperson**

**Professors:** David P. Klarberg, Hugh Rance, Patricia Schneider, Raji Subramanian, Eugene Harris

**Associate Professors:** Sharon Ellerton, Nidhi Gadura, Chong Jue, Simran Kaur, Bryn Mader, Andrew Nguyen, Joan Petersen, Roland Scal, Julian Stark, Regina Sullivan, Monica Trujillo

**Assistant Professors:** Michael Altimari, Naydu Carmona, Sara Danzi-Engoron, Urszula Golebiewska, Susan McLaughlin, Peter Novick, Amos Z. Orlofsky, Gheorghe Proteasa, Christopher Roblowski, Anuradha Srivastava, Mangala Tawde, James Timbilla, Areti Tsimounis

**Lecturers:** Steven Frishman, Scott Sherman

**Chief College Laboratory Technician:** Teresa Salas

**Senior College Laboratory Technicians:** Antoinette Peragine

**College Laboratory Technicians:** Ruchel Hammer, Annette Perez-Lopez, Laura Rachiele, Terance Rohan

**Adjunct Faculty:** approximately 40 each year

**Professors Emeriti:** Joanna Ambron, Lucia L. Anderson, Sylvia G. Cline, Philip Costa, Francis E. Cotty, Richard G. Cotty, Blanche H. Felton, Melvin Gorelick, Sylvia R. Graham, Eugene Leff, Eduardo J. Martí, Dwight Meyer, Richard Pollak, Edith Schnall, Valerie Seeley, Harvey N. Workman

**Office Personnel:**

Sofia Flores, *CUNY Administrative Assistant*

Joi Merkl, *CUNY Office Assistant*

*For information about the academic programs, suggested sequences, and courses offered by the Department of Biological Sciences and Geology, contact the Department or the following advisers directly:*

**Bio Technology:** Dr. Nidhi Gadura, Dr. Peter Novick

**Community Health Education, Diagnostic Imaging:** Dr. M. Altimari, Dr. Urszula Golebiewska, Dr. Andrew Nguyen, Dr. J. Petersen

**Dietetics, Nutrition:** Dr. Eugene Harris, Dr. Simran Kaur, Dr. Monica Trujillo, Dr. James Timbilla

**Education – Secondary (Biology):** Dr. Mohammad Javdan, Dr. Bryn Mader, Dr. Christopher Roblowski, Dr. Mangala Tawde

**Environmental Health:** Dr. Mangala Tawde, Dr. Monica Trujillo

**General Biology:** Dr. Chong Jue, Dr. Susan McLaughlin, Dr. Patricia Schneider, Dr. Regina Sullivan, Dr. Areti Tsimounis

**Geology:** Mr. Steven Frishman, Dr. Hugh Rance, Dr. Roland Scal

**Health Services Administration:** Dr. David Klarberg, Dr. Regina Sullivan

**Medical Office Assistant:** Dr. Sharon Ellerton, Dr. Simran Kaur, Dr. Raji Subramaniam

**Medical Lab Sciences:** Dr. Raji Subramanian, Mr. Scott Sherman

**Pre-Dental, Pre-Medical:** Dr. Sara Danzi-Engoron, Dr. Eugene Harris, Dr. Gheorghe Proteasa

**Pre-Veterinarian:** Dr. Susan McLaughlin, Dr. Patricia Schneider

**Pre-Occupational Therapy:** Dr. Naydu Carmona, Dr. Regina Sullivan

**Pre-Pharmacy:** Dr. Julian Stark, Dr. Chong Jue

**Pre-Physical Therapy:** Dr. Joan Petersen, Dr. Patricia Schneider

**Pre-Physician Assistant:** Dr. Michael Altimari, Dr. David Klarberg

# DEPARTMENT OF BIOLOGICAL SCIENCES AND GEOLOGY

## FACILITIES

The Department offers a variety of courses with both lecture and laboratory components. Laboratory sections are scheduled into one of sixteen different laboratory classrooms. Each of the four major laboratory areas is serviced by a technician's preparation complex. The Department maintains its own computer facility/instructional resource area that is used by both students and faculty as an ancillary to formal classroom presentations; as an instructional center for several courses; and as a study/tutoring center for students requiring such assistance. In addition, a greenhouse supplies materials for courses and serves as a laboratory for plant-related courses.

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

Scholastic Excellence in Biological Sciences  
Scholastic Excellence in Environmental Health  
Scholastic Excellence in Health Sciences.  
Scholastic Excellence in the Medical Office Assistant Certificate Program  
The Drs. Edith Lea and Herbert Schnall Scholarship for Pre-Medical and Pre-Dental Students  
The Dr. Harold J. Smolin Endowed Award for Medical Office Assistant

## PROGRAMS OF STUDY:

- **BIOTECHNOLOGY**  
(Dual/Joint A.S./B.S. Degree with York College)

## DEGREE AND CERTIFICATE PROGRAMS RELATED TO ALLIED HEALTH

Students who plan to major in one of the Allied Health fields are referred to the following programs at Queensborough:

- **HEALTH SCIENCES (A.S. Degree Program)**
- **LIBERAL ARTS AND SCIENCES (MATHEMATICS AND SCIENCE) (A.S. Degree Program)**
- **MEDICAL OFFICE ASSISTANT (A.A.S. Degree Program)**

## PRE-PROFESSIONAL STUDY

The **Associate in Science (A.S.) Degree Program in Health Sciences** provides pre-professional training in a variety of baccalaureate majors in the Health Sciences. Students may follow one of the articulated programs listed below, or follow the general sequence of courses outlined in Programs of Study section. Consultation with a faculty adviser is critical.

**Special Note: *Completion of an articulated program insures that all admission requirements are met, but does not guarantee admission to the specific program.***

Transfer agreements may be found on the college website under "Academies." Queensborough has had partnerships with:

- **Community Health Education** – York College
- **Dietetics, Foods and Nutrition** – Lehman College
- **Health Education and Promotion** – Lehman College
- **Health Services Administration** – Lehman College
- **Medical Laboratory Sciences** – Hunter College
- **Occupational Therapy** – York College
- **Diagnostic Medical Sonography** – SUNY Downstate
- **Health And Nutrition Sciences** – Brooklyn College
- **Health Sciences** – Mercy College  
Leading to M.S. degree programs in Occupational Therapy, Physical Therapy, and Physician Assistant
- **Health Care Management or Clinical Science** – York College

The **Associate in Science (A.S.) Degree Program in Liberal Arts and Sciences** (Mathematics and Science) provides the foundation for students interested in pursuing careers in Medicine, Dentistry, Veterinary Medicine, Physical Therapy, and Chiropractic, as well as students interested in pursuing careers in Biology and Geology.

To plan an appropriate program of study, students must consult with an adviser in the Department of Biological Sciences and Geology as soon as possible after admission to Queensborough.

# BIOLOGICAL SCIENCES AND GEOLOGY COURSES

## GEOLOGY

### GE-100 Fundamentals of Earth Science

3 class hours 3 credits Offered in Fall only

An historical study of Earth Science from ancient times until the end of the nineteenth century is presented to illustrate the inductive processes of science in the derivation of a global understanding of meteorology, oceanography, botany, agriculture and geology.

### GE-101 Physical Geology (1C & 2E<sup>1</sup>)

3 class hours 3 laboratory hours 4 credits

Earth materials and landscapes are studied to formulate the principles of geology. Laboratory studies include minerals, rocks, soils, and topographic maps. A field trip to the American Museum of Natural History is a course requirement.

### GE-102 Historical Geology

3 class hours 3 laboratory hours 4 credits

Explains how nature has recorded in rocks the story of past landscapes and oceans and follows the evolution of plant life. Laboratory studies include minerals, rocks, fossils, and geological maps. A field trip to the American Museum of Natural History is a course requirement.

### GE-105 Gems and Semi Precious Stones (2E<sup>2</sup>)

3 class hours 3 credits

Gems and semi-precious stones are classified and their origins are explained. The economic, industrial, and aesthetic values of gem materials are related to their physical characteristics. The physical properties of gems and gem simulants are described. A trip to the American Museum of Natural History is a course requirement.

### GE-125 Earth Science

3 class hours 3 credits

*Prerequisite:* BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY/ACT Assessment Test.

*Not open to students who have taken GE-101 or GE-102.*

Origin of our solar system; structure and composition of our home planet, earth; origin of earth's landscapes and oceans; patterns of weather and climate.

### GE-132 Earth Resources: Gems, Metals, And Energy

3 Class hours 3 Laboratories hours 4 Credits

An introduction to how natural resources such as gems, metals, and energy resources are formed, located, and mined or produced and alternatives, such as synthetic gems and environmentally low impact energy resources are introduced. Emphasis is placed on gems and the New York City gem industry to draw examples of utilization, but world mining industries such as diamonds, gold, and the petroleum industry are described in terms of resource exploration, marketing, and distribution. Environmental impacts and social issues are addressed.

## BIOLOGICAL SCIENCES

**Please Note:** BI-140, 201, 202, 301, 302, and certain advanced courses in Biology require laboratory dissections of selected animals. In those courses in which a kit is loaned to the student, the course work will not be considered complete until the materials have been returned.

### BI-110 Fundamentals of Life Science (2E<sup>2</sup>)

3 class hours 3 credits

*Students who feel they need to reinforce their science background are urged to take BI-110 either before or with the indicated courses*

Presents basic concepts of the life sciences. Includes scientific measurement, the properties of matter and energy on which life is dependent, and levels of organization.

Especially recommended for those students who plan to take additional courses in the life sciences. Credit will not be given to students who have successfully completed BI-140, BI-160, BI-201, BI-301, or BI-501 prior to taking BI-110.

### BI-115 Introduction to Biology for Science Majors (2E<sup>2</sup>)

3 class hours 3 credits

*Prerequisites:* BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY/ACT Assessment test

The major concepts of biology including biochemistry, cell biology, genetics, and evolution are presented with an emphasis on their relevance to human biology. The course provides a foundation in hypothesis testing, experimental design, data interpretation and scientific communication needed for success in major's Biology.

### BI-120 Evolution and Man (2E<sup>2</sup>)

3 class hours 3 credits Offered as needed.

*Prerequisites:* BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY/ACT Assessment test

The principles and mechanisms of evolutionary change, including adaptation, mutation, differential reproduction, genetic drift, and speciation. The primate fossil record, hominid evolutionary trends, and the emergence of homo sapiens.

### BI-131 Foundations of Biology (1C<sup>3</sup>)

3 class hours 3 credits

*Prerequisites:* BE-112 (or BE-205) & BE-122 (or BE-226) or satisfactory score on the CUNY/ACT assessment test

An introductory course that provides an understanding of the natural world and how this knowledge can be applied to everyday life. Basic concepts in biology are explained with emphasis on cellular basis of life, genetics, reproduction, evolution, and ecology. Hands-on laboratory experience reinforces concepts learned in lecture and also includes dissection of selected vertebrates.

### BI-140 Principles of Biology (1C & 2E<sup>1</sup>)

3 class hours 3 laboratory hours 4 credits

*Prerequisites:* BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY/ACT Assessment test. Credit will not be given to students who have successfully completed BI-201.

A comprehensive approach to the interaction of living things in the biological world. Topics include the cellular basis of life, genetics, reproduction, evolution, and ecology. The laboratory experience includes dissection of selected vertebrates.

### BI-150 Organization and Delivery of Health Care

2 class hours 2 credits

This course is designed to provide a review of government and private health care administration for the general population of the United States. It introduces concepts of epidemiology and demographics, as well as issues of access and ethics, and discusses the roles, responsibilities, training/education and certification requirements, and employment trends for a wide variety of health professionals.

### BI-170 Plants and People (1C<sup>3</sup>)

3 class hours 3 credits

*Prerequisites:* BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY/ACT Assessment test

Plant forms and functions including plant evolution, ecology, heredity and diseases; plants in history, folklore, agriculture, horticulture, and industry, plant drugs and poison.

### BI-171 Laboratory: Plants and People

3 laboratory hours 1 credit Offered in Fall.

*Prerequisite or corequisite:* BI-170.

Laboratory experiments and demonstrations of the practical aspects of plants as they relate directly to our lives.

### BI-201 General Biology I<sup>4</sup> (1C & 2E<sup>1</sup>)

3 class hours 3 laboratory hours 4 credits

*Prerequisites:* BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY/ACT Assessment test

Structure of the cell and molecular basis of life. Classical and modern genetics and "molecular biology." Homeostasis-control mechanisms, both intracellular and intercellular.

### BI-202 General Biology II<sup>4</sup>

3 class hours 3 laboratory hours 4 credits

*Prerequisite:* BI-201

Strategy of populations in ecology and evolution; diversity of modern plant and animal life, their adaptations and evolutionary relationships. Laboratory includes dissection of representative species.

<sup>1</sup> Course qualifies as Pathways Common Core 1C—Life & Physical Sciences and 2E—Scientific World STEM Variant.

<sup>2</sup> Course qualifies as Pathways Common Core 2E—Scientific World.

<sup>3</sup> Course qualifies as Pathways Common Core 1C—Life & Physical Sciences.

<sup>4</sup> Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academies and Programs of Study.

# BIOLOGICAL SCIENCES AND GEOLOGY COURSES

## BI-235 Human Anatomy

3 class hours 3 laboratory hours 4 credits  
Offered in Fall. Prerequisite: BI-201

The anatomy of the human body from cellular organization to the systems. Laboratory work includes studies of slides, and the human skeleton, and dissection of representative mammals. Credit will not be given for both BI-235 and BI-301, 302.

## BI-250 The Professional Physician Assistant

2 class hours 2 credits  
Prerequisite: Permission of the Department

A comprehensive examination of the history, role orientation, training, practice characteristics, professional acceptance, certification, and legal issues of physician assistants and intense introduction to medical terminology. Many of the presentations will be given by certified physician assistants. Designed to provide transition of the pre-physician assistant into the professional phase of a baccalaureate physician assistant program.

## BI-301 Anatomy and Physiology I<sup>2</sup> (1C & 2E<sup>1</sup>)

3 class hours 3 laboratory hours 4 credits  
Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY/ACT Assessment test. Students may not receive transfer credit for BI-301 without BI-302 unless both courses are taken at the sending institution.

First semester of a one year integrated lecture and laboratory course for the study of the structure and function of the human organism. Topics include: biological chemistry, cellular ultrastructure and metabolism, tissues and organs, and a systematic study of both the anatomy and physiology of all of the organ systems of the body. Laboratory work includes mammalian dissection and physiological experiments

## BI-302 Anatomy and Physiology II<sup>2</sup>

3 class hours 3 laboratory hours 4 credits  
Prerequisite: BI-301

Second semester of a one year integrated lecture and laboratory courses for the study of the structure and function of the human organism. Topics include: biological chemistry cellular ultrastructure and metabolism tissues and organs, and a systematic study of both the anatomy and physiology of all of the organ system of the body. Laboratory work includes mammalian dissection and physiological experiments.

## BI-311 Microbiology

3 class hours 3 laboratory hours 4 credits  
Prerequisite: BI-202 or BI-302. May not be taken by those students who have completed BI-461

Study of bacteria, molds, yeasts, and viruses, with emphasis on micro-organisms associated with infectious diseases. Laboratory work includes basic microbiological techniques, and procedures for sterilization and disinfection.

## BI-325 Neurophysiology

3 lecture hours 3 credits  
Prerequisite: BI-301 and BI-302, or BI-235 & BI-421

The human nervous system is studied as a major regulatory system of the body. The curriculum includes a review of the neuron, impulse, CNS and PNS, ANA, and special senses. Emphasis is placed on the major spinal nerve plexi, neurological-endocrine relationships and current data supporting neuro-immune relationships.

## BI-330 Myology

2 lecture hours 3 laboratory hours 3 credits  
Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on placement tests. Corequisite: BI-301.  
Note: Priority is given to students in the Massage Therapy program. Students must obtain liability insurance.

The anatomy of the muscular system and its relationship to the skeleton are studied. Muscle location, attachments, nerve control and blood supply are examined for all regions of the body. Laboratory involves the study of models and the use of palpation to identify body parts.

## BI-331 Kinesiology

2 lecture hours 3 laboratory hours 3 credits  
Prerequisite: BI-330 or the permission of instructor.  
Note: Priority is given to students in the Massage Therapy program. Students must obtain liability insurance.

The study of the dynamics of body movement. The joints of the body are studied for their mobility and its limitations in the normal individual. Muscles are studied for their individual actions and their role in group actions. The laboratory involves the extensive use of palpation and muscle testing. Each student performs the hands-on testing of range of motion.

## BI-340 Assisting in the Medical Office: Clinical Testing Procedures

1 class hour 2 laboratory hours 2 credits  
Prerequisite: BI-110 and BI-520 for students in the Medical Office Assistant Certificate Program. (Students not enrolled in the Medical Office Assistant Certificate Program may substitute BI-140, BI-201, BI-301, or the equivalent.) Not open to students in the Medical Laboratory Technology Program who are required to take BI-401 and BI-407.

Acquaints the student with common clinical testing procedures performed by the medical office assistant in the examining rooms, treatment rooms, and laboratories of medical offices, clinics, and health maintenance organizations.

## BI-341 Assisting in the Medical Office: Medical Assisting Procedures

1 class hour 2 laboratory hours 2 credits  
Prerequisite: BI-110 and BI-520 for students in the Medical Office Assistant Certificate Program. (Students not enrolled in the Medical Office Assistant Certificate Program may substitute BI-140, BI-201, BI-301, or the equivalent.)

Acquaints the student with common medical assisting procedures performed by the medical office assistant in the examining room, the treatment room of medical offices, clinics, and health maintenance organizations.

## BI-356 Principles of Genetics

4 class hours 4 credits  
Prerequisite: BI-201 with a C or better

Molecular and general genetics. DNA structure, function, replication, mutations, recombinant DNA technology, RFLPs, cloning strategy and application. Gene structure, regulation, genetic code in prokaryotic and eukaryotic systems. Mendelian genetics and its application to population genetics.

## BI-357 Bioinformatics/Computational Biology

3 class hours 3 credits  
Prerequisite: BI-201 and BI-453 with a grade of C or better

Scientific concepts and computational methods of bioinformatics. Topics include sequence alignments, searching for homologous sequences, building phylogenetic trees and protein modeling. Current applications of computational biology in biotechnology and biochemistry. Use of bioinformatics as a tool for research in various biological fields.

## BI-401 Hematology and Urinalysis

2 class hours 3 laboratory hours 3 credits Offered as needed  
Prerequisite: BI-201 or BI-301. Credit will not be given for both BI-401 and BI-340.

Proper handling and care of laboratory equipment; instruction in blood collecting techniques; fundamentals and procedures of urinalysis and hematology; intensive practice with clinical material.

## BI-403 Medical Terminology

2 class hours 2 credits

An introduction to the language of medicine. The basic structure, literal meaning and synthesis of medical words taught through a systematic analysis of prefixes, suffixes, roots, and combining forms. This course covers essential terminology relative to human disease and associated diagnostic, surgical and imaging procedures, including the interpretation of prescriptions.

## BI-421 Human Physiology

3 class hours 3 laboratory hours 4 credits Offered in Spring  
Prerequisite: BI-201, and either BI-202 or BI-235

A comprehensive study of human function. Biological chemistry, cellular metabolism, and organ to systemic processes are discussed. Homeostatic mechanisms are stressed. Laboratory exercises demonstrate physiological principles using living systems and train the student in electronic instrumentation and in the use of the computer in report preparation.

## BI-425 Pathophysiology

3 class hours 3 credits  
Prerequisite: BI-302 or BI-421

An introduction to the basic concepts of pathophysiology. Examination of the phenomena that produce alterations in human physiologic function and the resulting human responses. Emphasis will be placed on disease processes in the human body, including its primary and secondary effects, and its application to clinical practice across the life span.

<sup>1</sup> Course qualifies as Pathways Common Core 1C—Life & Physical Sciences and 2E—Scientific World STEM Variant.

<sup>2</sup> Pathways Gateway Course into Major, see “Understanding Program Requirements” in Academics and Programs of Study.

# BIOLOGICAL SCIENCES AND GEOLOGY COURSES

## BI-451 Phlebotomy Technology

1 class hour .5 laboratory hour 1 credit

Consists of five three-hour classes and two three-hour laboratories.

Prerequisite: NU-102 or corequisite: BI-401 or BI-340, or permission of the Department. Free elective only.

An examination of the role of the phlebotomist as a vital member of the health care team. The theory and practice of the techniques for successfully obtaining blood specimens will be covered in lecture and laboratory sessions. The course includes one field trip to a clinical facility.

## BI-452 EKG Technology

2 credits Offered as needed

Consists of nine three-hour classes and five three-hour laboratories Prerequisite: BI-341 or NU-102

This course may be an advised or free elective in Medical Office Assistant Certificate program or a free elective in any other program.

This course provides the student with the basic knowledge and practical experience needed to perform an EKG. It includes training in electrocardiography, understanding EKG, and recognition of cardiac emergencies. Students must achieve a passing grade in both the lecture and laboratory components to pass the course.

## BI-453 Biotechnology

3 class hours 4 laboratory hours 5 credits

Prerequisite: BI-201 and permission of the instructor

A course in molecular biology that introduces recombinant DNA techniques and methods of genome analysis that are currently employed in industry. Topics covered include gel electrophoresis, plasmid transformation, restriction mapping of chromosomes, Southern hybridization, Polymerase Chain Reaction and forensic DNA fingerprinting.

## BI-455 The Immune System in Health and Disease

3 class hours 3 credits Prerequisite: BI-201 or BI-302,

or the equivalent, or permission of the Department. Offered as needed. Suitable for students in health care careers, and open to any student who is interested and meets the prerequisite. Can be used as a concentration elective in the A.S. (Mathematics and Science) degree program or as a free elective in all curricula. Especially valuable for working technicians, technologists, and health care personnel who need or wish to update or upgrade in this subject area.

Biology and pathology of the immune system including consideration of hypimmunity (congenital and acquired immune deficiency syndrome (AIDS), hyperimmunity (allergy), autoimmunity, and immunomodulation in the treatment of diseases such as the leukemias.

## BI-456 Introduction to Biological Research

2 class hours 4 laboratory hours 4 credits

Prerequisite: BI-201 Co-requisites: BI-202 and permission of the instructor.

An introduction to current biological techniques including protein biochemistry, molecular biology and microbiology. Other topics include laboratory safety, scientific literature review, analysis and interpretation of data; written and oral communication of results. Students will be expected to carry out group or independent research projects under the direction of the instructor.

## BI-457 Seminar in Biological

2 class hours 2 credits

Prerequisites: BI-201 or CH-151 or BI-140

An introduction to reading, analyzing and interpreting primary scientific literature. The format of the course is a series of lectures by visiting researchers and faculty on various biological topics. Students will prepare for each seminar through directed readings from primary literature. Appropriate for biology and chemistry students.

## BI-480 Environmental Science

3 class hours lecture 3 class hours lab 4 credits

Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226)

or satisfactory scores on the CUNY ACT Assessment test

NOTE: Students will not be given credit for both BI-501 and BI-480.

An introduction to Earth's natural systems, including ecosystem structure and function. Topics include human impact on the environment, air and water pollution, global climate change, and sustainability of natural resources and environmental quality. Field trips are required.

## BI-501 Environmental Health

3 class hours 3 laboratory hours 4 credits Offered in Spring

Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226)

or satisfactory scores on the CUNY ACT Assessment test

An introduction to our environment and its influence on human health; emphasis on scientific principles needed to understand environmental requirements of life; role of air, water, food, energy; effect of pollutants. Laboratory may involve field trips.

## BI-505 The Environmental Health Professional

1 class hour 1 credit Offered in Fall.

May not be used to fulfill the liberal arts and sciences core or elective requirement in any curriculum.

A survey of the field of Environmental Health, including its history and traditional areas of concern, such as air, water, waste management, and risk assessment. Other topics include degrees, certification, and environmental health agencies. Guest lecturers, films, field trips, and seminars will be scheduled.

## BI-510 Pharmacology

3 class hours 3 credits

Prerequisite: BI-302, or the equivalent as determined by the Department. Suggested as an elective course for Allied Health students.

Basic principles of pharmacology; effects of drugs on the body; reactions of the body to drugs as foreign chemicals; principal actions and untoward effects of the major classes of therapeutic agents; use of drugs to alleviate or remedy altered physiological functions associated with various disease states.

## BI-520 Public Health Science (1C & 2E<sup>1</sup>)

3 class hours 3 laboratory hours (including field observations)

4 credits Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory scores on the CUNY ACT Assessment test

A study of how society deals with health and disease; topics include major determinants of health and disease, community health, health care delivery systems and manpower. Selected exercises in physiology and anatomy provide background needed to understand major problems in environmental health and public health. Field observations at nearby community health, environmental, and industrial facilities reinforce these concepts.

## BI-550, 551 Field Internship in Health Sciences

2 credits each course

Prerequisite: Open only to matriculated students who have completed at least 12 credits of required laboratory courses in the EH, HS or AS curriculum; have a minimum cumulative index of 2.0; and are recommended by the Departmental adviser. Students must contact the Departmental adviser during the semester, prior to enrollment to make necessary arrangements.

This internship is strongly recommended for students intending to pursue careers in Environmental Health, Pre-Occupational Therapy, Pre-Physical Therapy, as well as selected other health science fields. Can be used to satisfy the major concentration but not the basic liberal arts and sciences core, in the A.S. in Liberal Arts and Sciences (Mathematics and Science) curriculum.

Students are selected by the adviser for this course on the basis of academic preparation and suitability for the field experience, subject to availability. The field internship supplements classroom theory and laboratory instruction with related professional training without compensation. Students are placed with selected agencies for a minimum of 90 hours. Course requirements include a monthly seminar of at least two hours for the discussion of field assignments, and submission of a final report covering the activities participated in during the experience. The final grade is determined by the departmental adviser. Proof of liability insurance may be required. All internships must be completed before graduation to be included in the student's degree certification.

<sup>1</sup> Course qualifies as Pathways Common Core 1C—Life & Physical Sciences and 2E—Scientific World STEM Variant.

# BIOLOGICAL SCIENCES AND GEOLOGY COURSES

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## **BI-554 Research Laboratory Internship**

90 hours 2 credits

*Prerequisite: BI-201 and permission of the instructor*

This internship provides an opportunity to learn advanced techniques and gain practical experience working in a modern research laboratory. Students are placed with selected research laboratories for a minimum of 90 hours. Course requirements include submission of a detailed lab notebook and a final report summarizing the activities at the end (exact schedule to be arranged with affiliated lab) of the internship. A final grade will be determined by the internship coordinator based upon the final report, lab notebook, and lab supervisor's evaluation.

## **BI-950, 951, 952 Field Experience in Medical Assisting**

*1 credit each, minimum of 45 hours for each credit. Students may request field experiences up to a maximum of 3 credits, but should register for a minimum of 2 credits.*

*Open to matriculated students in the Medical Office Assistant, Nursing (pre-clinical or clinical), or the Office Administration and Technology curricula with a grade-point index of at least 2.0. Students must apply during the semester prior to enrollment so that proper arrangements can be made. These courses may be applied as advised electives or free electives in other curricula.*

This field experience provides an opportunity for students to become acquainted with areas of medical assisting so that students can make intelligent, informed career choices and decisions. It allows students to gain appropriate practical experience in a doctor's office, health maintenance office, clinic, hospital, or other health-related facility. This can facilitate job acquisition on completion of the various programs in allied health professions. The field experience supplements classroom theory and laboratory instruction with related professional training. Students will be selected by the field experience coordinator on the basis of their academic preparation, their suitability for work experience, and availability of positions. Students meet with the coordinator at least once a week to discuss their progress. A final paper covering activities during the field experience must be submitted, and a written evaluation is requested from the field experience supervisor. A final grade will be determined by the field experience coordinator. Proof of liability insurance may be required. All internships must be completed before graduation to be included in the student's degree certification.

## **BI-961 Phlebotomy Practice**

100 hours 2 credits

*Prerequisite: BI-451, and permission of the instructor prior to registration.*

Phlebotomy practice in a cooperating hospital structured to provide the student with all the competencies required by national professional certification agencies. Proof of liability insurance may be required. All internships must be completed before graduation to be included in the student's degree certification. Enrollment limited.

## **BI-991 Cooperative Education in the Health Professions**

*Hours to be arranged 2 credits*

*Prerequisite: Open to matriculated students who have completed at least 12 credits of course work in a health care-related curriculum including at least one laboratory course; have a cumulative index of at least 2.0; and are recommended by the course coordinator. Students must contact the coordinator during the semester prior to enrollment to make the necessary arrangements. Can be used to satisfy the major concentration but not the basic liberal arts and sciences core for the A.S. (Mathematics and Science) degree program.*

Students are selected for employment in a field experience with compensation to the student. Students are placed with selected cooperative employers for a minimum of 90 hours. Course requirements include weekly meetings with the coordinator, submission of weekly progress reports, and a final report covering the activities in the experience. The final grade is determined by the cooperative education coordinator, who assigns a grade of Pass or Fail, based on weekly and final reports and field site evaluation. Proof of liability insurance may be required. All internships must be completed before graduation to be included in the student's degree certification.

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## **INTERDISCIPLINARY**

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### **IS-151 The Health of the Nation**

*See Interdisciplinary Courses page 209.*

# DEPARTMENT OF BUSINESS

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*Administration Building, Room 405 • Telephone: 718-631-6245 • Fax: 718-631-6250*

Professor Kathleen Villani, **Chairperson**

**Professors:** Jonas Falik, Karen R. Grant, Phyllis Pace, Arlene Podos, James B. Rosa, Mona E. Seiler, Kathleen Villani

**Associate Professors:** Shele Bannon, Glenn Burdi\*, Marjorie Deutsch, Kelly Ford, Wendy Ford, Edward Hanssen, Anthony Kolios, Ben Milchman, Christine Mooney, Ted Rosen, Edward Volchok

**Assistant Professors:** Leslie Francis, Stephen Hammel, Nina Sarkar, Christina Tucker-Manzo, Linda Meltzer, Sebastian Benjamin Murolo, Cheryl Tokke

**Instructor:** Cheng (Lawrence) Luo

**Lecturers:** Layne L. Bonaparte, Suzanne B. D'Agnes, Carol Goldfond, Marilyn Katz

**Chief College Laboratory Technician:** John B. Luby

**Senior College Laboratory Technicians:** Mahendra Mohan

**Adjunct Faculty:** approximately 50 each year

**Professors Emeriti:** Paul Alexander, Abraham Axelrud, Stanley J. Garfunkel, Dennis J. Green, Brenda B. Hersh, Esther H. Highland, Saul Karasyk, Milton N. Katz, Howard L. Lapidus, Melchior L. LaSala, Arlene Moriber, Theresa M. Reilly, Nancy L. Rutherford, Helen N. Saputo, Philip Schulman, Steven L. Shapiro, Shirley Silvers, Sheldon Somerstein, Michael L. Trombetta, Benjamin Wieder, Hyman Wolfson

**Office Personnel:**

Brenda Warr, *CUNY Administrative Assistant*

Anna Edick, *CUNY Office Assistant*

**Program Coordinators:**

Professor Mona Seiler, *Accounting*

Dr. Edward Hanssen, *Computer Information Systems*

Dr. Nina Sarkar, *Management/Marketing*

Professor Karen Grant, *Office Administration and Technology*

Professor Kelly Ford, *Evening Supervisor*

\* On leave.

## PROGRAMS OF STUDY:

- **ACCOUNTING FOR FORENSIC ACCOUNTING**  
(Dual/Joint A.S./B.S. Degree with John Jay College of Criminal Justice)
- **BUSINESS ADMINISTRATION (A.S. Degree Program)**
- **ACCOUNTING (A.A.S. Degree Program)**
- **COMPUTER INFORMATION SYSTEMS (A.A.S. Degree Program)**
- **MANAGEMENT (A.A.S. Degree Program)**  
Concentrations in Marketing or Real Estate/Insurance
- **OFFICE ADMINISTRATION AND TECHNOLOGY (A.A.S. Degree Program)**
- **COMPUTER INFORMATION SYSTEMS (Certificate Program)** Options in Computer Programming or Microcomputer Applications Software
- **HEALTH CARE OFFICE ADMINISTRATION: MANAGEMENT, CODING AND BILLING (Certificate Program)**
- **OFFICE ADMINISTRATION ASSISTANT (Certificate Program)** Options in Corporate Office Administration Assistant, Legal Office Administration Assistant, Accounting/Office Administration Assistant or Health Care Office Administration Assistant

*For information about the programs offered by the Department of Business, contact the Department directly.*

## ACCREDITATION

The Queensborough Community College Business Department is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

## SUPPORT SERVICES FOR STUDENTS

When classes are not scheduled in our PC classrooms, these rooms are open as labs. Business students are invited to use these PCs to study software and to work on assignments.

The **Accounting Lab** (Humanities Building, Room 406) is available to students enrolled in the computerized accounting course.

The **Office Administration and Technology Labs** (Humanities Building, Rooms 443 and 453) are available to students enrolled in the office and administration and technology courses).

The **CIS (Computer Informations Systems) Labs** (Administration Building, Rooms 308 and 414, and Humanities Building, Rooms 340, 341, and 344) are available to students enrolled in computer programming and information systems courses.

## BUSINESS DEPARTMENT ADVISORY BOARD

Professor Kathleen Villani, *Chair*

Mr. Seth Bornstein

Ms. Heather Czech

Mr. Jukay Hsu

Mr. Frank Korzekwinski

Ms. Aliya Merali

Mr. Eric Nelson

Ms. Lisa Scotto

Mr. Burt Wallerstein

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

Academic Excellence Certificate Awards in

Accounting

Business Administration (Transfer Program)

Computer Information Systems

Management

Office Administration and Technology

Eva Bobrow Incentive Awards for excellence by

Evening Session graduates in Accounting

Computer Information Systems

Management

Office Administration and Technology

The New York State Society of Certified Public Accountants Awards

The International Association of Administrative Professionals Award

The Harry Berlin Award

The Doris Katz Memorial Scholarship Award

The Helen Krizman Memorial Award

The Roberta Rosenbaum Memorial Scholarship Award

The Samuel Sherman Memorial Award

The Arthur Werner Memorial Award

The Henry Winkler Scholarship Award

## BUSINESS

### BU-101 Principles of Accounting I

5 class hours 4 credits

Accounting concepts and conventions; accounting tools and techniques, including records and statements; general and special journals; general and subsidiary ledgers; controlling accounts, adjusting and closing entries; worksheets and financial statements; systems and controls (including payroll system).

### BU-102 Principles of Accounting II

5 class hours 4 credits Prerequisite: BU-101, with a grade of C- or better

Partnership, corporation, departmental, branch, and manufacturing accounting covering: organization; operations; equity; earnings; dividends; long-term obligations; investments; preparation and analysis of various financial statements, including Statement of Cash Flows; and the use of accounting in the solution of managerial problems and decision making.

### BU-103 Intermediate Accounting I

5 class hours 4 credits Prerequisite: BU-102, with a grade of C or better

Review of basic accounting concepts, procedures, and financial statements, including the Statement of Cash Flows; the principles of accounting applied to special problems involving cash, receivables, inventories, current liabilities, stockholders' equity, including earnings per share.

### BU-104 Intermediate Accounting II

4 class hours 3 credits Prerequisite: BU-103

The principles of accounting applied to special problems involving tangible fixed assets, intangible assets, pensions, and leases. The nature of long-term investments and long-term liabilities. Mathematical principles and applications. Analysis and interpretation of accounting data including change of accounting principles and correction of errors. Also covers accounting for income taxes.

### BU-108 Income Taxation

2 class hours 2 recitation hours 1 laboratory hour 3 credits Prerequisite: BU-102

Comprehensive analysis of basic income tax principles as they affect individuals, partnerships, and corporations; application of the tax concepts of gross income, adjusted gross income, taxable income, exemptions, deductions, and credits as interpreted under the Internal Revenue Code, regulations, and court decisions; extensive hands-on laboratory practice in preparation of tax returns and forms with professional level software packages; comparison with New York State laws.

### BU-110 Cost Accounting

5 class hours 4 credits Prerequisite: BU-102, with a grade of C or better

The nature of cost accounting and reporting, concepts and classifications, design and operation of a cost accounting information system. Accounting for material, labor factory overhead. Cost accounting cycles, job order, process, joint and by-product. Budgets, standard cost and variance analysis. Differential and comparative cost analysis, quantitative methods for planning and decision making and profit performance measures.

### BU-111 Computer Applications in Accounting

3 class hours 2 laboratory hours 3 credits Prerequisite: BU-500 & BU-101, both with the minimum grade of C.

A review of business applications currently used to enhance the productivity of the accountant. The student is expected to be able to apply new tools, such as electronic spreadsheets, integrated accounting, and data base management, to solve selected business problems through hands-on experience in a microcomputer laboratory.

### BU-201 Business Organization and Management

3 class hours 3 credits

Structure and character of modern business; business and its relationship to other social organizations; how businesses are organized and managed; human factors in business and industry; management and the decision-making process; planning, organizing, programming, and controlling processes; production, financing, and marketing considerations in operation of business enterprises.

### BU-203 Principles of Statistics<sup>1</sup>

4 class hours 3 credits Prerequisite: MA-128 or MA-260 or MA-321 or MA-440 (Students who have taken MA-240, which is no longer offered, have satisfied the mathematics prerequisite for BU-203).

An introduction to statistical methods and statistical reasoning; nature and scope of statistical inquiries; collection and presentation of data; descriptive methods with particular reference to frequency distributions, correlation, index numbers and time series analysis; elements of probability, sampling methods, sampling error and principles of estimation.

### BU-208 Entrepreneurship I: Starting Your Own Business

3 class hours 3 credits Prerequisite: BU-201

Entrepreneurship I examines the process of creating and developing a small business from the conception of the original idea or opportunity through the development and start-up of the actual business. Topics covered include idea generation, successful entrepreneurs, start-up and buy-out opportunities, market-gap analysis, as well as legal and financial planning and market research. Students will also be required to research business opportunities and to develop a comprehensive business plan.

### BU-301 Business Law I<sup>1</sup>

3 class hours 3 credits Prerequisite: BE-122 (or 226) or satisfactory score on the CUNY/ACT Assessment Test

A brief survey of the American legal system; development and application of essential principles of law of business contracts; study of New York State laws and recent cases; Uniform Commercial Code as it applies to business contracts.

### BU-305 Insurance I

4 class hours 4 credits

Declaration; insuring agreements; exclusions; principles of fire, inland marine, and accident and sickness insurance; stock companies; mutuals; reciprocals; cooperatives; state funds; rating organizations; New York State Insurance Law. Successful completion of both BU-305 and 306 will satisfy the educational requirements for the New York State Broker's License Examination.

### BU-306 Insurance II

4 class hours 4 credits

Casualty insurance; suretyship; marine insurance; general and automobile liability coverages; workmen's compensation; disability benefits; burglary; fidelity and surety coverages. Successful completion of both BU-305 and 306 will satisfy the educational requirements for the New York State Broker's License Examination.

### BU-310 Real Estate (Salesperson)

5 class hours 5 credits

License law and regulations; law of agency; legal issues; the contract of sales and leases; real estate finance; land use regulations; construction and environmental issues; valuation process and pricing properties; human right and fair housing; real estate mathematics; municipal agencies; property insurance; taxes and assessments; condominiums and cooperatives; commercial and investment properties; income tax issues in real estate transactions; mortgage brokerage. Successful completion of BU-310 will satisfy the educational requirements for New York State Real Estate Salesperson's License Examination.

### BU-308 Real Estate II

3 class hours 3 credits

Liens and easements; voluntary and involuntary alienation; leases and agreements; rent regulations; condominiums and cooperatives; taxes and assessments; investment property; subdivisions and developments; property management; appraisal; real estate office management. Successful completion of both BU-310 and 308 will satisfy the educational requirements for the New York State Real Estate Broker's License Examination.

<sup>1</sup> Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academies and Programs of Study.

## BU-401 Elements of Marketing

3 class hours 3 credits Prerequisite: BU-201

Basic course in merchandising distribution; methods, policies, and institutions involved in distribution of goods from producer to consumer; the manufacturer, the wholesaler, and the retailer — their marketing activities and methods.

## BU-402 Marketing Research

3 class hours 3 credits Prerequisite: BU-401

Survey of basic techniques; formulating research design; data collection; sampling; questionnaire design; interpretation of data; report design; marketing problems.

## BU-403 Elements of Salesmanship

3 class hours 3 credits Prerequisite: BU-401

Techniques of selling, including analyzing products, evaluating customer needs, buying motives, organization and presentation of sales talks, handling objections, closing sales, personal qualifications.

## BU-404 Elements of Advertising

3 class hours 3 credits Prerequisite: BU-401 or SOCY-275

Survey of basic advertising and related fields; product identification, all major media, campaigns, production, layout and copy, research, space and time buying, radio and TV production, employment.

## BU-405 Elements of Retailing

3 class hours 3 credits Prerequisite: BU-401

Survey of retailing: type of retail stores; major divisions, their functions and interrelationship; merchandising; promotion; control; operations; personnel.

## BU-600 Business Internships

Hours to be arranged 3 credits

Prerequisite: minimum 2.5 cumulative GPA, matriculated business major in degree or certificate curricula, or enrollment in the Medical Office Assistant A.A.S. or Medical Office Assistant Certificate curricula.

A student is usually accepted as an intern **only if** the student is near the end of his/her curricula.

Open to matriculated business majors in degree or certificate programs and to students enrolled in the Medical Office Assistant AAS and the Medical Office Certificate curricula. Students planning to register for the internship should contact the Business Department Internship Faculty Coordinator and should have a minimum 2.5 cumulative GPA. Students are usually accepted as an interns only if they are near the end of their curricula.

The internship (cooperative) experience in business includes employment in a field that supplements classroom learning. Students will be assisted with their search for an internship and are required to work a minimum of 135 hours during the semester. Students participate in seminars and submit a final paper related to their work experience. A written evaluation from the employer may be required. Students receive a grade of pass or fail.

## BU-701 Principles of Finance

3 class hours 3 credits Prerequisite: ECON-101 or ECON-102

Principles of money and banking; development of money and credit system; U.S. monetary history; American banking institutions, including policies and operations of Federal Reserve system; monetary and fiscal policies; inflation and international monetary institutions.

## BU-801 Typewriting/Keyboarding I<sup>1</sup>

1 class hour 3 laboratory hours 2 credits

The techniques of touch typewriting/keyboarding are introduced. Students develop the ability to format letters, tables, memoranda, and reports. They learn how to follow instructions and acquire good work habits. Emphasis is on accuracy, speed, and aesthetic arrangement of material used in office situations.

## BU-802 Typewriting/Keyboarding II<sup>1</sup>

1 class hour 3 laboratory hours 2 credits

Prerequisite: BU-801, or the equivalent.

Building on the skills developed in BU-801, students are guided toward higher speed, greater accuracy, improved formatting techniques for letters, manuscripts, statistical material, and reports used in personal, business, and professional life.

## BU-804 Administrative Office Procedures

2 class hours 2 laboratory hours 3 credits

Critical thinking/problem-solving techniques and skills required of an administrative assistant will be improved through simulated office assignments. Communication, interviewing and human relations skills will be developed. Students will learn to use Microsoft Outlook, an integrated desktop information management program, to sharpen administrative skills while preparing documents such as scheduling, itineraries, accounting records, and their own resumes.

## BU-810 Legal Office Procedures

4 class hours 3 credits

Prerequisite: BU-801 or the equivalent.

Not offered on a regular basis.

This course is designed to develop an understanding of, and ability to complete various legal office activities. Students will use state-of-the-art word processing software for legal document transcription and preparation, layout, and formatting. Projects and case studies will be used to develop decision-making, writing, and internet research skills and to build a foundation in legal terminology. Case studies with a legal focus will be discussed in class to develop critical thinking abilities.

## BU-812 Transcription and Dictation of Business Documents

1 class hour 3 laboratory hours 2 credits

Prerequisite: BU-801 Typewriting/Keyboarding 1 or equivalent

Through the use of audio and word processing software, students will transcribe business documents that are used in corporate, government, and professional environments. Students will become familiar with business terminology used in the fields of advertising, education, real estate, accounting, banking, insurance, engineering, entertainment, marketing, travel, medicine, and law

<sup>1</sup> Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academies and Programs of Study.

## **BU-850 Fundamentals of Microsoft Windows**

*2 laboratory hours 1 credit*

This course covers the features of Microsoft Windows for office applications. Desktop, file, program and printer management are included. The Windows accessory programs and the system files will be presented.

## **BU-859 Desktop Publishing (Software)**

*2 class hours 2 laboratory hours 3 credits*

Intended to develop an understanding of and ability to use desktop publishing software on personal computers, this course offers a full semester of hands-on training so that students gain a knowledge of techniques needed to produce camera-ready publications incorporating text, scanned pictures, diagrams, and graphics.

## **BU-903 Medical Office Procedures**

*4 class hours 3 credits*

*Prerequisite: BU-801, or the equivalent*

Designed to acquaint the student with the routines of a medical office, including medical records, financial records, correspondence, case histories, medical articles, appointment scheduling, and filing methods. The student will acquire a basic knowledge of medical terminology along with practical applications.

## **BU-906 Advanced Microsoft Office**

*2 class hours 2 laboratory hours 3 credits*

*Prerequisite: BU-500*

Students will use the advanced features of Microsoft Office Professional to produce business reports and manuscripts. Through these projects, students will demonstrate their mastery of using word processing, designing worksheets, developing databases and presenting this information in a slide show. The techniques of using the Internet (World Wide Web) as a research and business tool will also be covered.

## **BU-907 Word Processing**

*2 class hours 2 laboratory hours 3 credits*

This course develops mastery of word processing software. Emphasis is placed on the creation, design, development, and analysis of complex Microsoft Word documents for business, professional, and academic environments.

## **BU-916 Medical Coding and Billing I**

*2 class hours 2 laboratory hours 3 credits*

Students will learn current coding systems for medical diagnoses and procedures, using the current edition of a coding or classification system such as the International Classification of Diseases (ICD) or Current Procedural Terminology (CPT). Coders may abstract information from a patient record to assign the correct codes(s). BU-917 Healthcare Information Management

## **BU-917 Healthcare Information Management**

*3 class hours 1 laboratory hour 3 credits*

This course covers the development, evolution and use of healthcare information technology in the healthcare industry. It is also designed to show how healthcare information management professionals serve the patient, physician, and the public by using the highest ethical standards to manage healthcare information through the use of both database software and paper formats.

## **BU-918 Medical Coding and Billing II**

*2 class hours 2 laboratory hours 3 credits*

*Prerequisite: BU-916*

This class builds on the coding and billing procedures learned in Billing and Coding I, focusing on teaching the student how to enhance reimbursement in today's healthcare environment. Using current ICD and CPT coding system resources, students will learn in depth coding systems for medical procedures and diagnoses. Lab work will include working directly with complex medical records, using steps to assure third party approval for recommended treatments/procedures and responding to and appealing insurance denials.

## **COMPUTER INFORMATION SYSTEMS**

### **CIS-101 Introduction to Microcomputer Applications (formerly BU-500)**

*2 class hours 2 laboratory hours 3 credits*

Introduction to the fundamentals of computer use in business, including concepts of computer hardware, operating system and application software, elements of problem-solving. The course is designed to provide hands-on experience with the personal computer. Solutions to practical business problems are explored through the use of word processing, spreadsheet, and presentation software.

### **CIS-102 Programming Fundamentals for Business**

*2 class hours 2 laboratory hours 3 credits*

Introduction to algorithmic thinking, problem solving and computer fundamental programming for business applications. Use of hierarchy chart development, flowcharting, pseudo-code and computer language statements for program development. A current computer programming language i.e. (Python) will be utilized for hands-on experience in developing, writing, running and debugging computer code.

### **CIS-152 Computer Programming for Business I (formerly BU-520 Introduction to Computer Programming for Business)**

*2 class hours 2 laboratory hours 3 credits*

*Prerequisite: CIS-102*

Introduction to algorithm development and computer programming for business applications in higher-level languages. Problem-solving and hierarchy chart development; flowcharting and pseudocode fundamentals. Input and output statements, conditional and unconditional control statements, the case structure, looping statements, string and numeric functions, arrays, sequential files.

### **CIS-153 Microcomputer Operating Systems and Utility Software (formerly BU-532)**

*2 class hours 2 laboratory hours 3 credits*

*Prerequisite: CIS-101*

Files and file names; diskette preparation and backup; tree-structured directories; dos commands; advanced dos commands; screen and keyboard control; multiuser operations; application considerations. Accessing databases; electronic mail; bulletin board services; microcomputers with mainframe functions; linking microcomputers in local area networks; various LAN configurations; file and print server functions.

<sup>1</sup> Also offered as credit by exam with the permission of the Department

## **CIS-201 Local Area Network Management (formerly BU-534)**

*2 class hours 2 lab hours 3 credits Prerequisite: CIS-153*

An introduction to local area network configurations, components, and software. Students will develop hands-on experience using Microsoft 2000 Server to manage user accounts, link data files, application programs, peripheral devices, and other resources. Designed to prepare the student for career opportunities in the growing field of computer communications.

## **CIS-202 Computer Programming for Business II (formerly BU-522 Business Programming with Visual Languages)**

*2 class hours 3 laboratory hours 3 credits*

*Prerequisite: CIS-152 and MA-10 or satisfactory score on the Mathematics Placement Test.*

An introduction to Graphical User Interface (GUI) programming using Visual Basic. Exposure to objects and event-driven programming, Dynamic Linked Libraries (DLL), Object Linking and Embedding (OLE), sound and multimedia. Students will develop an understanding of the new concepts of visual programming in an object-oriented programming environment. Laboratory hours complement course work.

## **CIS-203 Object Oriented Programming for Business (formerly BU-521 Business Programming with Objects)**

*2 class hours 3 laboratory hours 3 credits*

*Prerequisite: CIS-152 and MA-10 or satisfactory score on the Mathematics Placement Test.*

This course provides an introduction to object-oriented programming methods using the Object Oriented programming language. The object approach supports the development of independent and reusable software components for building complex applications. Using these techniques results in shorter development time, more robust applications, and greater programmer productivity.

## **CIS-204 Web Design (formerly BU-524 Web Page: Design and Applications)**

*2 class hours 2 laboratory hours 3 credits*

*Offered as needed*

*Prerequisites: CIS-153 and MA-10 or satisfactory score on the Mathematics Placement Test.*

This course introduces Web Page Design principles and concepts, provides hands on experience utilizing Web page authoring software, employs Scripting Programming Languages for data manipulation, and prepares students for developing business applications deployed on the World Wide Web (WWW).

## **CIS-205 Introduction to Information Systems Management<sup>1</sup> (formerly BU-512 Introduction to Information Systems and Technologies)**

*2 class hours 2 laboratory hours 3 credits*

*Prerequisite: for CIS Majors only: CIS-101 and MA-10 or satisfactory score on the Mathematics Placement Test.*

Introduction to how today's businesses use ever-changing technology to operate, compete, and do business. Students will learn the differences between the major types of hardware, software, and network solutions that meet business needs. Students will learn why familiarity with today's information systems has become indispensable for tomorrow's business leaders due to the rapid developments in Information technology (IT).

## **CIS-206 Spreadsheet Business Applications (formerly BU-530 Spreadsheet Applications)**

*2 class hours 3 laboratory hours 3 credits*

*Prerequisite: CIS-101 and MA-10 or satisfactory score on the Mathematics Placement Test*

Students will apply spreadsheet concepts to real-world business situations and strengthen their ability to analyze business problems, examine alternative solutions, and implement solutions using software. Topics include spreadsheet design, efficient/effective data handling, computational analysis, decision support, graphs, templates and macros, advanced statistical, financial, and database functions, use of data tables, logical functions and formulas and lookup tables.

## **CIS-208 Database Management Systems (formerly BU-508)**

*2 class hours 2 laboratory hours 3 credits*

*Prerequisite: CIS-101*

An overview of data base issues and the evolution of the data base concept. The three fundamental data base structures; hierarchical, relational, and network. Visual and physical representations of data base architectures. Applications and advantages of each approach. Comprehensive review of representative commercial products on today's market and extensive laboratory experience with commercial systems. The duties and responsibilities of the data base administrator.

## **CIS-251 Analysis and Design of Systems Projects**

*2 class hours 2 laboratory hours 3 credits*

*Prerequisites: CIS-152, CIS-208 and MA-10 or satisfactory score on the Mathematics Placement Test.*

Students use all previously learned data processing concepts and techniques in this laboratory course to design and implement a complete data processing application package for common business needs, such as payroll, inventory management, accounts receivable files, and management information systems. Development of the application will be accomplished concurrently with the study of the phases of Systems Analysis and Design.

## **CIS-252 Application Development for Mobile Devices (formerly BU-529)**

*2 class hours 2 laboratory hours 3 credits*

*Prerequisite: CIS-202 or CIS-203 and MA-10 or satisfactory score on the Mathematics Placement Test.*

This course concentrates on application development for Android based mobile devices – Tablets, Cell Phones, PDA, etc. Topics include fundamentals of Android applications development and programming concepts, and techniques for mobile devices. Emphasis is placed on hands on business applications development for mobile Android devices. This course requires computer programming knowledge in applications development with a GUI programming language.

## **CIS-254 Data Security for Business (formerly BU-537)**

*2 class hours 2 laboratory hours 3 credits*

*Prerequisite: CIS-201 and MA-10 or satisfactory score on the Mathematics Placement Test.*

This course is intended to meet the needs of students who want to be able to protect their computers and networks from attacks. The course is designed to provide a truly interactive learning experience through textbook case studies, lectures and hands-on lab projects. The case studies place the student (or student groups) in the role of problem solver, requiring them to apply concepts presented in the text and lectures. The course covers desktop security, Internet security, personal security, wireless network security, and enterprise security.

<sup>1</sup> Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academies and Programs of Study.

# DEPARTMENT OF CHEMISTRY

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*Science Building, Room 445 • Telephone: 718-631-6280 • Fax: 718-281-5078*

Dr. Sasan Karimi, **Chairperson**

**Professors:** Sasan Karimi, Paris D. Svoronos, Moni Chauhan, Sharon Lall-Ramnarine

**Associate Professors:** Tirandai Hemraj-Benny, Irina Rutenburg, David Sarno, Jun Shin

**Assistant Professors:** Derek Bruzewicz, Paul Sideris, Sujun Wei

**Lecturers:** Dominic Hull, Kevin Kolack, Marlon Moreno

**Chief College Laboratory Technician:** Pedro Irigoyen

**Senior College Laboratory Technician:** Bruce Montalbano, Tian Chun Xu

**Adjunct Faculty:** approximately 25 each semester

**Professors Emeriti:** Beatrice Arnowich, Irmgard F. Karle, Anatol Mancott, Frank Rudo, Edward Sarlo, Grace Snyder, Pak Wong

**Office Personnel:**

Wendy Goldsman, *CUNY Administrative Assistant*

*For information about courses in Chemistry, contact the Department directly. Chemistry, Chiropractic, and Related Areas: Dr. Sasan Karimi*

## PROGRAMS OF STUDY:

- **CHEMISTRY**  
(Dual/Joint A.S./B.S. Degree in Pharmaceutical Sciences with York College)
- **SCIENCE FOR FORENSICS**  
(Dual/Joint A.S./B.S. Degree with John Jay College of Criminal Justice)

## HONORS PROGRAM

The Honors Program at the Chemistry Department has been widely acclaimed by students. These classes are usually small in size and provide an excellent opportunity for a one to one contact between the student and the instructor. Registration in any of these courses requires a minimum GPA of 3.0 or a recommendation from an instructor. Currently, the Chemistry Department offers three honors courses, CH-127, CH-151 and CH-152. In addition students who conduct research and make presentations at American Chemical Society (ACS) conferences can register for CH-900/901 (if the mentor is not a Queensborough faculty) or CH-911—CH-914 (if the mentor is a Queensborough faculty).

Honors courses are more intensive and most of the registered students eventually conduct supervised research under the department's professors' supervision. Every year such honors students make oral presentations at the American Chemical Society (ACS)- New York section Undergraduate Research Symposium. Many honors students have made poster presentations at the National ACS Meetings, the Middle Atlantic Regional Meeting as well as other national and international conferences. These students continue their successful career after graduation and transfer to various baccalaureate programs.

## FACILITIES

The Chemistry Department operates four fully-equipped teaching laboratories. All the laboratories are equipped with computers, probes, digital interfaces, and access to the Internet. A fifth room is equipped with advanced instrumentation that includes among others, UV spectrophotometers, NMR spectrometer, Scanning Electron Microscope, FT-IR spectrometer, GC/Mass spectrometer and High Pressure Liquid Chromatograph. There are also two labs dedicated for undergraduate research.

Testimonials and Photos, as well as Honors articles, comments from present Honors students, and comments from faculty and former students, may be seen at the Chemistry Department Web site.

Students have the opportunity to:

- expand several new and innovative experiments adopted from recent publications
- give power-point presentations on various lecture-related topics
- learn to do curve fittings of obtained data by using Excel
- attend departmental seminars given by invited guest scientists, including Nobel Prize winners
- improve their writing skills by submitting summaries of the above mentioned talks
- join internship programs with the Food and Drug Administration (FDA) or Department of Environmental Protection (DEP).

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The JaimeLee Cohen Award for Excellence in Undergraduate Research  
 The Joseph Iorio Memorial Chemistry Award  
 The Dr. Irmgard F. Karle Scholarship  
 The Professor Anatol Mancott Scholarship  
 The Rose Mancott Memorial Award for Excellence in General Chemistry  
 The Professor Frank Rudo Award for Excellence in Environmental Chemistry  
 The Dr. Edward Sarlo Award for Excellence in Organic Chemistry  
 The Dr. Paris Svoronos Scholarship  
 The Walter Zozulin Memorial Award for overall Excellence in Chemistry

## CHEMISTRY

### CH-101 Living in a Chemical World (1C<sup>1</sup>)

3 class hours 3 credits Prerequisite: none  
 Successful completion of CH-101 satisfies the Life and Physical Sciences General Educations Core Requirement.

This is a lecture course with hands-on laboratory experiments where the role of chemistry in everyday processes is highlighted and discussed. Topics covered include: The chemistry of food and medicines, vitamins and minerals, water and air, household products and fuels. The approach is non-mathematical and strives towards making chemistry stimulating and relevant to daily life. The goal is to introduce the applied aspects of chemistry to non-science majors, explain the world we live in, and to aid students to become more educated consumers and citizens. The Writing Intensive section includes writing assignments centered around these topics.

Successful completion of CH-101 satisfies the Life and Physical Sciences General Educations Core Requirement. To satisfy the laboratory science requirement for the A.A. degree, students are required to take the associated laboratory class CH-102. May not be used as part of the Mathematics or Science Concentration required in the A.S. in Liberal Arts and Sciences curriculum.

### CH-102 Living in a Chemical World Laboratory<sup>2</sup>

2 laboratory hours 1 credit Corequisite: CH-101  
 This laboratory course should be taken with CH-101 (Living in a Chemical World lecture). The role of chemistry in everyday life is highlighted and explored. Basic experimental design and analysis are studied. Methods are introduced for the analysis of food, medicines, and household products. Laboratory techniques such as synthesis, titrations, chromatography, use of the spectrophotometer, and Geiger-Muller counter are employed.

Successful completion of CH-101 and CH-102 satisfies the laboratory science requirement for the Associate in Arts (A.A.) degree. May not be used as part of the Science or Mathematics Concentration required in the A.S. in Liberal Arts and Sciences curriculum.

### CH-103 Chemistry and the Arts (2E<sup>3</sup>)

3 class hour 3 credits Prerequisite: none  
 This course offers a general background in the connections between chemistry and the arts. Topics include light absorption and reflection; the nature of color; additive and subtractive color mixing; separation of mixtures; properties of paints and pigments; preservation and authentication of art objects; common chemical hazards; and the principles of photography.

Either CH-106 or a combination of CH-103 and CH-104 meets requirements for the A.A.S. degree in Digital Art and Design and are recommended for students in programs offered by the Art and Photography Department. These courses may not be used as part of the Mathematics or Science concentration in A.S. in Liberal Arts and Sciences curriculum and is not open to students who have completed CH-151, CH-152, CH-251 or CH-252.

### CH-104 Chemistry and the Arts Laboratory<sup>2</sup>

2 laboratory hours 1 credit Corequisite: CH-103  
 This laboratory applies chemical theory and techniques to practices involved in creating works of art. Students use modern laboratory instrumentation and methods such as chromatography to make and examine materials used in art.

Either CH-106, Chemistry and the Arts (lecture and laboratory combined) or CH-104 and CH-103 is required for the A.A.S. degree in Digital Art and Design and is recommended for students in programs offered by the Art and Photography Department. This course may not be used as part of the Mathematics or Science concentration in A.S. in Liberal Arts and Sciences curriculum and is not open to students who have completed CH-151, CH-152, CH-251 or CH-252.

### CH-106 Chemistry and the Arts (Combined Lecture and Laboratory)<sup>2</sup> (1C<sup>1</sup>)

3 class hours 2 laboratory hours 4 credits  
 Prerequisite: none

This course offers a general background in the connections between chemistry and the arts. Topics include light absorption and reflection; the nature of color; additive and subtractive color mixing; separation of mixtures; properties of paints and pigments; preservation and authentication of art objects; common chemical hazards; and the principles of photography.

The laboratory component applies chemical theory and techniques to practices involved in creating works of art. Students use modern laboratory instrumentation and methods such as chromatography to make and examine materials used in art.

This course is required for the A.A.S. degree in Digital Art and Design and is recommended for students in programs offered by the Art and Photography Department. This course satisfies the laboratory science requirement for the A. A. degree. Completing CH-106 is equivalent to completing CH-103 and CH-104. This course may not be used as part of the Mathematics or Science concentration in A.S. in Liberal Arts and Sciences curriculum and is not open to students who have completed CH-151, CH-152, CH-251 or CH-252.

### CH-110 Chemistry and the Environment (1C<sup>1</sup>)

3 class hours 3 credits Prerequisite: none  
 This is a lecture course with hands-on laboratory experiments where the role of chemistry in current environmental topics of interest to all citizens is examined. Topics covered include: Green Chemistry, Acid Rain, Destruction of Ozone layer, Greenhouse effect and Global Warming, Traditional and Alternative Energy sources, Air, Water and Land Pollution sources, effects, detection and control/prevention. An emphasis is placed on the importance of practicing green chemistry in order to achieve a sustainable civilization. The Writing Intensive section includes writing assignments centered around these topics.

Successful completion of CH-110 satisfies the Life and Physical Sciences General Educations Core Requirement. To satisfy the laboratory science requirement for the A.A. degree, students are required to take the associated laboratory class CH-111. May not be used as part of the Mathematics or Science Concentration required in the A.S. in Liberal Arts and Sciences curriculum.

### CH-111 Chemistry and the Environment Laboratory<sup>2</sup>

2 laboratory hours 1 credit Corequisite: CH-110  
 An environmental chemistry laboratory course which should be taken with CH-110 (Chemistry and the Environment lecture). The role of chemistry in environmental processes is highlighted and explored. Basic experimental design and analysis are studied. Methods are introduced for the determination of some aspects of air and water quality. Laboratory techniques such as titrations, chromatography, use of the spectrophotometer, and Geiger-Muller counter are employed in pollutant determinations.

Successful completion of CH-110 and CH-111 satisfies the laboratory science requirement for the Associate in Arts (A.A.) degree. May not be used as part of the Science or Mathematics Concentration required in the A.S. in Liberal Arts and Sciences curriculum.

<sup>1</sup> Course qualifies as Pathways Common Core 1C–Life & Physical Sciences.

<sup>2</sup> Students registering in CH-102, CH-104, CH-106, CH-111, CH-121, CH-127, CH-151, or CH-152 pay a special supplies charge of \$12.00 per course.

<sup>3</sup> Course qualifies as Pathways Common Core 1C–Life & Physical Sciences and 2E–Scientific World STEM Variant.

## CH-115 Introduction to Nanoscience

3 laboratory hours 3 credits

This is a Writing Intensive course which will give students an introduction to nanoscience, which is a rapidly growing field in our society. The synthesis of nanomaterials, the tools used to characterize these materials (Electron Microscopy (SEM/TEM), Atomic Force Microscopy (AFM), Scanning Tunneling Microscopy (STM) and UV-Vis spectroscopy), and societal impacts of nanomaterials/technology (such as ethical, legal and environmental implications) will be covered. Students will select a nanomaterial of interest and also do a term paper and presentation.

## CH-120 Fundamentals of Chemistry (1C<sup>1</sup>)

3 class hours 3 credits Prerequisite: none

This hybrid lecture and laboratory course covers the most fundamental laws, theories, and principles of general chemistry, including classification and properties of matter; measurements; elements and compounds; atomic theory and structure; the periodic table; chemical equations; the mole concept and stoichiometry; chemical bonding; and acids and bases. This course includes five experiments to give students hands-on experience with basic laboratory methods and application of theory. Knowledge of basic mathematics is assumed. Students are strongly encouraged to also take CH-121 (Fundamentals of Chemistry Laboratory). Successful completion of CH-120 and CH-121 satisfies the laboratory science requirement for the A.A. degree. This course is not open to students who have completed CH-127, CH-128, CH-151, CH-152, CH-251, or CH-252.

## CH-121 Fundamentals of Chemistry Laboratory<sup>2</sup>

2 laboratory hours 1 credit Corequisite: CH-120

This laboratory course complements CH-120 (Fundamentals of Chemistry) and provides basic knowledge of modern experimental chemistry. It demonstrates how chemical laws are derived, verified, and applied. It introduces essential laboratory methods and techniques including separations and chromatography; determination of density and melting and boiling points; electrical conductivity of solutions; qualitative analysis; chemical reactions and stoichiometry; pH analysis; and titration. Students are strongly encouraged to take CH-121 while taking CH-120. Successful completion of CH-120 and CH-121 satisfies the laboratory science requirement for the A.A. degree. This course is not open to students who have completed CH-127, CH-128, CH-151, CH-152, CH-251, or CH-252.

## CH-127 Introductory General Chemistry<sup>2</sup> (1C & 2E<sup>3</sup>)

3 class hours 3 laboratory hours 4.5 credits

Prerequisite: none

This course is the first semester of a two-semester sequence intended to provide students with basic knowledge of general chemistry. The second semester introduces organic chemistry (CH-128). Topics include units of measurement and dimensional analysis, elements and compounds, atomic structure, chemical bonding and chemical reactions, properties of solutions and chemical equilibrium, acid-base chemistry, physical states and gas laws, intra- and intermolecular forces, and nuclear chemistry. In the laboratory component, students apply the scientific method to explore natural phenomena using basic experimental techniques.

The course is a requirement for the B.S. or B.A. in Nursing, Nutrition, and other Allied Health Professions. It also satisfies the laboratory science requirement for the A.S. in Health Sciences, A.A. in Liberal Arts and Sciences (non-science concentration) and other non-science majors. This course is not open to students who have completed CH-151, CH-152, CH-251, and CH-252.

## CH-128 Introductory Organic Chemistry<sup>3</sup> (1C & 2E<sup>1</sup>)

3 class hours 4 laboratory hours 4.5 credits

Prerequisite: CH-120, CH-127, or CH-151.

This course is the second of a two-semester sequence and is intended to provide a brief, but thorough introduction to organic chemistry and biochemistry. The major functional groups such as hydrocarbons, alcohols, amines and carbonyl compounds are studied with some emphasis on nomenclature, reactions, and stereochemistry. Several aspects of organic chemistry related to biochemistry are also stressed including units on amino acids, enzymes, carbohydrates and lipids. The laboratory introduces students to the various synthetic methods for making organic compounds, as well as to purification techniques like distillation, recrystallization and extraction.

This course is recommended for students in Nursing and others planning to pursue careers in the Allied Health fields. It may be used as a preparation for CH-251, but may not be substituted for CH-251 and is not open to students who have already completed CH-251 or CH-252.

## CH-151 General Chemistry I<sup>2</sup> (1C & 2E<sup>1</sup>)

3 class hours 1 recitation hour 3 laboratory hours

4.5 credits

Prerequisite: MA-119 and MA-121 or satisfactory score on the Mathematics Placement Test. Students who have not had high school chemistry are strongly advised to take CH-127 prior to CH-151.

This course is the first part of a two-semester sequence that provides students with a fundamental knowledge of the modern theory in general and inorganic chemistry. It covers topics that are essential to many disciplines in science and technology, and the health professions, with an emphasis on developing problem-solving skills. Topics include matter and energy; chemical nomenclature; mass relationships and stoichiometry; reactions in aqueous solutions; gas laws and kinetic molecular theory; atomic structure and quantum theory; periodicity of elements; chemical bonding and molecular structure; states of matter and intermolecular forces; properties of solutions; and colligative properties. Laboratory work provides training in common experimental methods and hands-on application of theory. The students in Honors classes will attend scientific seminars and write a short paper.

## CH-152 General Chemistry II<sup>2</sup> (1C & 2E<sup>1</sup>)

3 class hours 1 recitation hour 3 laboratory hours

4.5 credits Prerequisite: CH-151

This course is the second part of a two-semester sequence that provides students with a fundamental knowledge of the modern theory in general and inorganic chemistry. It covers topics that are essential to many disciplines in science and technology, and the health professions, with an emphasis on developing problem-solving skills. Topics include enthalpy, entropy, and free energy; chemical kinetics; chemical equilibrium in gaseous and aqueous systems; properties and equilibria of acids and bases; buffers and acid-base titrations; solubility and complex ion equilibria; qualitative analysis; electrochemistry and redox reactions; and an introduction to nuclear chemistry. Laboratory work provides training in common experimental methods and hands-on application of theory. The students in Honors classes will give 10-15 minute oral presentations on topics and concepts chosen from the course material. This course makes extensive use of computers and requires the development of scientific communication skills.

<sup>1</sup> Course qualifies as Pathways Common Core 1C—Life & Physical Sciences and 2E—Scientific World STEM Variant.

<sup>2</sup> Pathways Gateway Course into Major, see “Understanding Program Requirements” in Academies and Programs of Study.

<sup>3</sup> Students registering in CH-128, CH-251, or CH-252 pay a special supplies charge of \$30.00 per course.

## CH-251 Organic Chemistry I<sup>2</sup> (1C & 2E<sup>1</sup>)

3 class hours 1 recitation hour 4 laboratory hours  
5 credits

Corequisite: CH-152, by permission of the Department

The relationship between structure and properties of organic compounds is discussed, with emphasis on reaction mechanisms, stereochemistry, and synthesis. Laboratory work involves preparation, isolation, and identification of organic compounds.

## CH-252 Organic Chemistry II<sup>2</sup> (1C & 2E<sup>1</sup>)

3 class hours 1 recitation hour 4 laboratory hours  
5 credits Prerequisite: CH-251.

A sequel to CH-251; this course develops the relationship between properties and structure of organic compounds in greater detail. In addition, current syntheses, modern mechanisms of organic reactions, and spectroscopic identification of compounds are discussed. The main families of organic compounds of biochemical interest and their typical reactions are studied. Laboratory work involves the synthesis, purification, and identification of organic compounds, as well as organic qualitative analysis including IR spectroscopy.

## CH-900, 901 Cooperative Education in Chemical Instrumental Analysis I

1 credit per course 45 hours per course

Prerequisite: CH-152 for CH-900 and CH-901.

One credit is earned for each of two courses, each with a minimum of 45 hours experience. Open only to matriculated students who have completed CH-152 with a grade-point average of at least 2.5 in Chemistry courses and who have been recommended by the Chemistry Department. Students will be selected by the coordinator of the Cooperative Education program on the basis of their academic background and the availability of positions. Students should apply for this course in the semester preceding the one in which they plan to take it so that proper arrangements can be made. These courses can be used either as free electives in all curricula, or as part of the concentration in the A.S. in Liberal Arts and Science (Mathematics and Science) degree program.

These courses provide an opportunity for a student to learn modern instrumental techniques, and to gain practical experience working in a professional chemistry laboratory. Students will meet with the coordinator at least once a month to discuss their work. An evaluation will be submitted by the supervisor in the laboratory to which the student has been assigned. A final grade of Pass or Fail will be awarded by the Cooperative Education Coordinator.

## CH-911, 912 Independent Study and Research I

1 credit per course, 45 hours per course

Students may only register for one credit of research per semester.

CH-911: Prerequisites/Co-requisites: CH-120 or CH-127 or CH-151

During the first semester students are introduced to the basic concept of research combined with gaining practical experience with modern instrumental techniques such as NMR, IR, UV-Vis, SEM, HPLC, or X-ray fluorescence. Students meet with their faculty as necessary to discuss progress of their research. A minimum of 45 hours of work and submission of a paper that summarizes their work at the end of the semester are required. Students are also required to make a presentation in the fall semester; spring semester students will present at one or more of the following conferences: National American Chemical Society (ACS), Mid-Atlantic Regional Meeting (MARM), Undergraduate Research Symposium (URS), the Honors Conference at QCC, or any other related conference. Students may only register for one credit of research per semester.

CH-912: Prerequisite: CH-911

The second semester is intended for students to continue with their research project and acquire more experience with modern instrumental techniques NMR, IR, UV-Vis, SEM, HPLC, or X-ray fluorescence. Students meet with their faculty as necessary to discuss progress of their research. A minimum of 45 hours of work and submission of a paper that summarizes their work at the end of the semester are required. Students are also required to make a presentation in the fall semester; spring semester students will present at one or more of the following conferences: National American Chemical Society (ACS), Mid-Atlantic Regional Meeting (MARM), Undergraduate Research Symposium (URS), the Honors Conference at QCC, or any other related conference. Students may only register for one credit of research per semester.

## CH-913, 914 Independent Study and Research II

1 credit per course, 45 hours per course

Students may only register for one credit of research per semester.

CH-913: Prerequisites: CH-151 and CH-912

CH-914: Prerequisites: CH-151 and CH-913

These courses are intended for students to continue their research projects independently and integrate the modern instrumental techniques such as NMR, IR, UV-Vis, SEM, HPLC, or X-ray fluorescence. Students meet with their faculty as necessary to discuss progress of their research. A minimum of 45 hours of work and submission of a paper that summarizes their work at the end of the semester are required. Students are also required to make a presentation in the fall semester; spring semester students will present at one or more of the following conferences: National American Chemical Society (ACS), Mid-Atlantic Regional Meeting (MARM), Undergraduate Research Symposium (URS), the Honors Conference at QCC, or any other related conference. Students may only register for one credit of research per semester.

<sup>1</sup> Course qualifies as Pathways Common Core 1C–Life & Physical Sciences and 2E–Scientific World STEM Variant.

<sup>2</sup> Students registering in CH-128, CH-251, or CH-252 pay a special supplies charge of \$30.00 per course.

# DEPARTMENT OF ENGINEERING TECHNOLOGY

Technology Building, Room T-20 • Telephone: 718-631-6207 • Fax: 718-281-5564

Professor Stuart M. Asser, **Chairperson**

**Deputy Chairpersons:** Dr. Belle Birchfield

**Professors:** Stuart M. Asser, Belle Birchfield, Nathan Chao, Richard Yuster

**Associate Professors:** Marvin Gayle, Joseph Goldenberg, Danny Mangra, Hamid Namdar, Craig R. Weber

**Assistant Professors:** Edward Davis, Merlinda Drini, MD. Shahadat Hossain, Robert Kueper, Mike Metaxas, Kee Park, Jeffrey L. Schwartz, Dugwon Seo

**Lecturers:** John Buoncora

**Chief College Laboratory Technician:** Jerry H. Sitbon

**Senior College Laboratory Technicians:** Grace K. Heinz, Bernard Hunter, Nicolas Stoian, Steven Trowbridge, Richard Victolo, Ernie Younge

**College Laboratory Technicians:** Klebert Andujar, Enrique Haro

**Adjunct Faculty:** approximately 35 each year

**Professors Emeriti:** Robert Boylestad, Edward Brumgnach, Pericles Emanuel, Thomas J. Gerson, Gaetano A. Giudice, Irving Kalson, Leon Katz, Sheldon I. Kohen, Salvatore Levanti, Jackson Lum, Bernard E. Mohr, Louis Nashelsky, Norton E. Reid, Byron G. Schieber, Jr., Charles J. Spiteri, Peter A. Stark, James Valentino, Henry Zanger, Lawrence Zucker

## Office Personnel:

Anna Tsoukias, *CUNY Administrative Assistant*

Michael J. Khan, *CUNY Office Assistant*

*For information about the academic programs offered by the Department of Engineering Technology, contact the Department directly.*

## PROGRAMS OF STUDY:

- **COMPUTER ENGINEERING TECHNOLOGY (A.A.S. Degree Program)**  
Accredited by the Engineering Technology Accreditation Commission Of ABET, <http://www.abet.org>
- **ELECTRONIC ENGINEERING TECHNOLOGY (A.A.S. Degree Program)**  
Accredited by the Engineering Technology Accreditation Commission Of ABET, <http://www.abet.org>
- **MECHANICAL ENGINEERING TECHNOLOGY (A.A.S. Degree Program)**  
Accredited by the Engineering Technology Accreditation Commission Of ABET, <http://www.abet.org>

**THE FOLLOWING PROGRAMS ARE NOT ETAC OF ABET ACCREDITED.**

- **INTERNET AND INFORMATION TECHNOLOGY<sup>1</sup> (A.A.S. Degree Program)**
- **COMPUTERIZED ARCHITECTURAL AND INDUSTRIAL DESIGN (A.A.S. Degree Program)**
- **TELECOMMUNICATIONS TECHNOLOGY (A.A.S. Degree Program)**
- **ENGINEERING SCIENCE (A.S. Degree Program)**  
Co-sponsored with the Physics Department.
- **NEW MEDIA TECHNOLOGY (Certificate Program)**

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

Computer Engineering Technology Award  
Electronic Engineering Technology Award  
Mechanical Engineering Technology Award  
The Joseph B. Aidala Memorial Award  
The Miro Brumgnach Memorial Award  
Architectural Technology Award  
N&R Chao Foreign Student Award  
The Clive M. Hartt Award  
The Martin J. Horowitz Memorial Award  
The Gabriel Kousourou Award  
The Harold E. Levinson Award  
The Jackson and Muriel Lum Endowment Award  
The Louis Nashelsky Award  
The Pasquale Savarese Award  
The Underwriter's Laboratory Award

## DEPARTMENT OF ENGINEERING TECHNOLOGY ADVISORY BOARD

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Mr. Andrei Szabo	

<sup>1</sup> Pending NYSED approval.

# ENGINEERING TECHNOLOGY COURSES

## TECH-100 Introduction to Engineering & Technology (formerly MT-100)

3 laboratory hours 1 credit

An introduction to the history, philosophy and methodology of engineering and technology related professions. The disciplines of computer, electrical and mechanical engineering and technology are introduced. Basic mathematical, graphical and analytic skills are developed as well as experimentation and data analysis techniques. The analysis and presentation of engineering data and designs, as well as ethical and professional considerations, are considered.

## ELECTRICAL & COMPUTER ENGINEERING TECHNOLOGY

### ET-110 Electric Circuit Analysis I<sup>1</sup>

3 class hours 3 laboratory hours 4 credits

Corequisite: MA-114. This course must be completed with a grade of C or better before a student will be permitted to register for advanced courses in electrical engineering technology.

Resistance; Ohm's law; Kirchhoff's laws, networks with DC current and voltage sources; branch-current analysis; mesh and nodal analysis, superposition. Thevenin's, Norton's, maximum power theorems; capacitance; magnetic circuits; inductance; DC meters. Laboratory hours complement class work.

### ET-125 Electrical Circuits

3 lecture hours 2 lab hours 4 credits Prerequisite: MA-114

This course will train students in the application of Ohm's law, Kirchhoff's laws, Thevenin's and Norton's theorems, and superposition to the analysis of DC and AC circuits, including R-L-C circuits, impedances, phase angles, resonance, and transformers.

### ET-140 Sinusoidal and Transient Circuit Analysis

1 class hour 2 recitation hours 3 laboratory hours 3 credits  
Prerequisite: ET-110 Corequisite: MA-128

Sinusoidal waveforms; impedance, phasor quantities, AC meters; passive filters; the differential equation formulation of the electric circuit behavior; initial conditions, transients in RC and RL circuits. Laboratory hours complement class work.

### ET-210 Electronics I<sup>2</sup>

3 class hours 3 laboratory hours 4 credits

Corequisite: ET-140 or Prerequisite: ET-910 or ET-125

Basic theory and operation of solid-state devices including diodes, BJTs, FETs, and MOSFETs, silicon-controlled rectifiers, varactors and Zener diodes. Clipping and clamping circuits. Graphical and equivalent circuit analysis of active devices. DC biasing and AC analysis of transistor circuits. Rectifiers, filter and power supply circuit design. Laboratory hours complement class work.

### ET-220 Electronics II

3 class hours 3 laboratory hours 4 credits

Prerequisite: ET-210

Design of small and large signal amplifiers (transistor, FET); frequency response of amplifiers; D.C. amplifiers, operational amplifier circuits; integrated circuit theory; regulated transistor power supplies. Laboratory hours complement class work.

### ET-230 Telecommunications I

3 class hours 3 laboratory hours 4 credits

Prerequisite: ET-220

The theory and principles of modern electronic telecommunications devices, including telephones, wire-line and optical communications links, radio, television, radar, and digital communications. Includes the generation of signals, modulation and demodulation methods, receivers and transmitters, transmission lines and antennas. Laboratory hours complement class work.

### ET-231 Telecommunications II

3 lecture hours 2 laboratory hours 4 credits

Prerequisite: ET-230, and either ET-510 or ET-540

This course extends the study of communications primarily toward digital communications. Areas covered include serial and parallel communications concepts, pulse modulation methods, codes, error detection and error correction, communications protocols, networks, multiplexing, and communications channels, including wireline, wireless, and fiber optic channels. Laboratory hours complement class work.

### ET-232 Wireless Mobile Communications

3 class hours 3 credits

Prerequisite: ET-704 or Permission of the Department

This course covers the important aspects of mobile and wireless communications from the Internet to signals, access protocols and cellular systems, emphasizing the key area of digital data transfer.

### ET-270 Introduction to Electronics

3 class hours 3 laboratory hours 4 Credits

Prerequisite: ET-125 and PH-201

This course covers the characteristics and applications of amplifiers using op-amps with respect to amplification, dB, frequency response, and input and output impedance. Troubleshooting and analysis by computer simulation software is stressed throughout.

### ET-275 Electronic Communications

3 class hours 3 laboratory hours 4 Credits

Prerequisite: ET-270

This course covers the analysis and application of advanced electronic circuits as applied to the telecommunications industry. Topics include frequency response of active filters, oscillators, amplitude modulation, frequency modulation, phase locked loops, pulse modulation concepts, and an introduction to television.

### ET-282 Fundamentals of Audio Electronics

1 Lecture Hour 2 Recitation hours 3 Laboratory Hours

3 credits Prerequisite: ET-920 Electrical Technology Fundamentals and MA-321 Mathematics in Contemporary Society

This course is an introduction to the technical aspects of sound (and, to some extent, video) recording, editing, and reproduction. It covers both analog and digital storage and processing methods, transmission of data between various kinds of processing equipment, and the interplay between the technical and cognitive aspects. Demonstrations and laboratory experiments will complement class work.

### ET-305 Transients and Electromechanical Transducers

1 lecture hour 2 recitation hours 2 credits

Prerequisite: ET-140. Corequisite: MA-128

Transients in pure elements, transients in RL, tachometers, shaft encoders; DC motors and generators; transformers, 3-phase system; AC motors and generators. Solid state control devices, SCRs, triacs.

### ET-320 Electrical Control Systems

1 class hour 2 recitation hours 3 laboratory hours 3 credits

Prerequisite: ET-220

Servomechanism components, operational amplifiers, Laplace transforms, block diagram algebra, transfer functions, steady state and transient analysis of second order systems, proportional control and tach feedback, frequency response analysis, Bode plots, stability gain margin and phase margin, compensation techniques, digital to analog conversion, robotic applications. Laboratory hours complement class work.

### ET-350 Computer Control Systems

3 class hours 3 laboratory hours 4 credits

Corequisite: ET-560

Servomechanism components, operational amplifiers, Laplace transforms, transfer functions, block diagram algebra, steady state and transient analysis of second order system, digital-to-analog and analog-to-digital converters, shaft encoders, stepper motors, data acquisition, sample/hold, multiplexers, filters, pulse code modulation, remote control systems, robotic applications. Laboratory hours complement class work and include the use of microcomputers.

### ET-360 Electronics and Automation for the Home

3 class hours 3 laboratory hours 4 credits

Prerequisite: ET-210 or Permission of the Department

The design, layout, installation, and troubleshooting of home electronics systems. Covers modern entertainment systems, alarm and monitoring systems, remote control applications for heating, air conditioning, and lighting systems, interconnection of home appliances; and environmental concerns. This course covers material for the CEA-CompTIA DHTI+ Certification. Laboratory work will complement class work.

### ET-375 Introduction to Robotics

3 class hours 3 laboratory hours 4 credits

Prerequisite: ET-110 and either ET-510 or ET-540

or permission of the Department

This course is designed to introduce robotic construction, programming, operation and basic theory to students. Topics included are electronic components, analog and digital signals, CPU, microcontroller, I/O ports, continuous rotation and servo motors, light sensors, ultrasonic sensors, IR sensors, encoders, robot controllers, structure and motion of a robot, power, and programming of robots. Also covered are building a gear formation, speed and torque, transmitter and receiver, and autonomous mobile robots. Students will construct and test microcontroller-based robots in the laboratory.

<sup>1</sup> Students registering in ET-110 pay a special supplies fee of \$30.00.

<sup>2</sup> Students registering in ET-210 pay a special supplies fee of \$30.00

<sup>3</sup> Students registering in ET-410 pay a special supplies fee of \$45.00

## ET-410 Electronic Project Laboratory<sup>3</sup>

3 laboratory hours 1 credit  
Prerequisite: ET-501. Corequisite: ET-230

A practical course exposing the student to the design, fabrication, assembly and trouble-shooting techniques associated with the manufacture and servicing of consumer electronic products. Working individually, students construct finished products employing Computer Aided Design software, the departmental printed circuit fabrication facility, small tools and test equipment.

## ET-420 Computer Project Laboratory<sup>1</sup>

3 laboratory hours 1 credit Prerequisite: ET-560

A practical course exposing the student to the design, fabrication, assembly and trouble-shooting techniques associated with the manufacture and servicing of computer-controlled devices. Working individually, students construct finished products employing Computer Aided Design software, the departmental printed circuit fabrication facility, small tools and test equipment.

## ET-481 Personal Computer Technology, Architecture and Troubleshooting

1 lecture hour 3 laboratory hours 2 credits  
Prerequisite: ET-501 or ET-504 or Permissions of the Department

Essential concepts in PC architecture, application and history are demonstrated via this hands-on course in modern PC computing technology. This course covers the hardware and software concepts for CompTIA A+ Certification. Completion of this course requires the successful construction, configuration and troubleshooting of a personal computer. Topics include a comprehensive overview of internal PC components, operating systems and diagnostics.

## ET-501 Computer Applications<sup>2</sup>

3 laboratory hours 1 credit

A practical course for the technically oriented student to provide an understanding of how to use the computer as an engineering tool. Topics include: computer operation; word processing to enhance lab reports; input/output devices; graphics software; technical use of spreadsheets; use of application programs; telecommunications and information accessing; and computer sound. Provides hands-on experience in the Department's computer center with applications specific to Electrical and Computer Engineering Technology.

## ET-502 Introduction to Computer Programming

3 laboratory hours 1 credit Prerequisite: ET-501

Introduction to the VISUAL Basic programming language with application problems in electrical and Computer Engineering Technology. Provides hands-on experience in the Department's computer center.

## ET-503 Introduction to Assembly Language Programming

3 laboratory hours 1 credit  
Prerequisite: ET-502 or ET-509 Offered as needed

Introduction to assembly and machine language programming on the desktop computer system and laboratory breadboard computers. Use of debuggers and assemblers in the program development process. Development of numerical, alphanumeric and I/O programming at the assembly language level. Use of libraries and modules as building blocks toward more complex programs.

## ET-504 Operating Systems and System Deployment<sup>2</sup>

1 class hour 3 laboratory hours 2 credits

The course covers a number of operating system types such as: single tasking, cooperative, preemptive, multithreading and multitasking systems. Current operating systems are deployed under various environmental configurations. Operating Systems and programs will be installed using Remote Network Access Services. The Internet will be utilized to download drivers, apply corrective service packs and updates. The entire course is available over the Internet via a Blackboard Server.

## ET-505 Introduction to C++ Object Oriented Programming<sup>2</sup>

3 class hours 3 laboratory hours 4 credits

Introduction to C++ with object oriented programming emphasizes applications and their solutions. Topics include data types and their operators, I/O, control statements, functions, classes and objects. Students will be introduced to Microsoft's Integrated Development Environment (IDE) and learn how to create, compile, link and debug their own C++ programs. Students will be given extensive hands-on experience on their own computer workstations, provided through the department's computer facility.

## ET-506 Introduction to UNIX (LINUX)

3 lecture hours 3 laboratory hours 4 credits  
Prerequisite: ET-501 or permission of the Department

This foundation course provides a general understanding of the UNIX (LINUX) operating system and teaches the basic skills for using it. Topics include: file system concepts, basic UNIX (LINUX) commands, data manipulation, shell programming, and the vi editor. The course includes extensive hands-on training and stresses practical skills that will improve performance.

## ET-507 Advanced C++ Object Oriented Programming

3 class hours 3 laboratory hours 4 credits  
Prerequisite: ET-505 or permission of the Department  
Offered as needed

A detailed study of advanced concepts in C++ programming with emphasis on structure, modularity, efficiency and good programming design. Selected topics include: arrays, strings, file I/O, pointers, data structures, recursion, stacks, queues and dynamic memory allocation. Each student will be given intensive hands-on instruction on his/her own computer workstation.

## ET-508 Computer Applications for Telecommunications

2 lecture hours 2 lab hours 3 credits

A practical course to provide the student with an understanding of how to use the computer in a variety of applications. Topics include: computer operation, word processing, input/output devices, use of graphics software, using spreadsheets, use of various application programs, telecommunications (BBS, LAN). This course provides hands-on experience in the department's computer lab. (Students in the Verizon program use their own laptop computers.)

## ET-509 C++ Programming for Embedded Systems

3 laboratory hours 1 credit Prerequisite: ET-501

The nature of a program, simple C++ programs, variables, binary and hex number system, mathematical and logic operations with binary and hex numbers, looping and delays, arrays, pointers, microprocessor memory characteristics, data manipulation using pointers, input output programming exercises on a real microprocessor.

## ET-510 Introduction to Digital Electronics<sup>2</sup>

3 class hours 3 laboratory hours 4 credits

Number systems; Boolean algebra; memory elements; logic elements; timing elements; digital computer logic circuits — AND, OR, NAND, NOR; multivibrator circuits flip-flop, clock, one-shot; computer organization arithmetic, control, memory, input and output units; elements of programming and use of microcomputers, including robotic applications. Laboratory hours complement class work.

## ET-531 PC Essentials I

3 Hours Lecture 3 laboratory hours 4 Credits  
Prerequisite: MA-114, College Algebra and Trigonometry for Technical Students

This course presents topics in digital hardware and PC computer systems. Binary numbers systems are discussed and electrical and digital circuits are explored. Students will explore PC computer hardware at the modular level. They will perform system upgrades, diagnose system failures, and make repairs.

## ET-532 PC Essentials II

3 Hours Lecture 3 laboratory hours 4 Credits  
Prerequisite: ET-531, PC Essentials I

This course presents topics in the installation, setup and management of the PC Operating System. Included are: software setup, maintenance and installation of applications; use of software, utilities in the PC environment. Software troubleshooting of the operating system and software applications.

## ET-540 Digital Computer Theory I<sup>2 3</sup>

3 class hours 3 laboratory hours 4 credits

Number systems; Boolean algebra; logic elements; multivibrators; clock circuits; decoders; counters; data registers. Laboratory hours complement class work.

## ET-542 Computer and Electrical Device Applications

3 laboratory hours 1 credit  
Prerequisite: ET-210 and ET-540 or ET-510

A practical course in the design and building of computer and electrical device applications. Topics include: Zener Diode Voltage regulators, Switching Applications, Darlington Configurations, Photo transistors, OP AMP Applications, Relays, and the use and design of Programmable Logic Devices into circuit applications.

<sup>1</sup> Students registering in ET-420 pay a special supplies fee of \$60.00.

<sup>2</sup> ET-501, ET-504, ET-505, ET-510, ET-540; prerequisite and/or corequisite: none

<sup>3</sup> Students registering in ET-540 pay a special supplies fee of \$30.00

<sup>4</sup> Students registering in ET-560 pay a special supplies fee of \$50.00.

# ENGINEERING TECHNOLOGY COURSES

## ET-560 Microprocessors and Microcomputers<sup>4</sup>

3 class hours 3 laboratory hours 4 credits

Prerequisite: ET-509, ET- 210, either ET-510 or ET-540

Study of microprocessor and microcomputer systems. Topics include: microprocessor architecture, memory and memory interfacing, I/O systems, interrupt processing, microprocessor communications, and microcomputer peripherals. Laboratory hours complement class work.

## ET 570 Creating Smartphone Apps<sup>1</sup> (2E<sup>2</sup>)

3 Class Hours 3 Credits

This course introduces the use and features of smartphones in modern life and how to create working applications. Students will create apps using existing modules and building blocks. No prior programming knowledge is necessary. After this initial experience, basics of the Java programming language will be introduced along with a minimum of XML programming to introduce the student to the needs of more advanced apps. Software development kits (SDK), along with the development environment will also be covered. In addition, students will have the opportunity to distribute apps into the Marketplace. ET-575 Introduction to C++ Programming Design and Implementation (2E<sup>1</sup>)

## ET-575 Introduction to C++ Programming Design and Implementation (2E<sup>1</sup>)

3 Class Hours 3 Credits

Prerequisite and/or corequisites: None

This foundation course provides a general understanding of the use and development of computer software applications in fields such as science, mathematics, and business using a high level computer language. The course will concentrate on assessing the practical requirements of a software package and developing applications in C++, which is a high level computer language that teaches the basic skills necessary for implementing it in a variety of real world applications. Topics include the analysis and use of concepts such as: primitive data types and their operators, basic I/O, control statements, decision making, looping, subprograms, arrays, strings and computer ethics. Each student will have a computer platform at his/her disposal from which he/she will design, develop, implement and test programs, while evaluating the interactions between a user and the computer.

## ET-704 Networking Fundamentals I

3 class hours 3 laboratory hours 4 credits

Prerequisite and/or corequisites: None

This is an introductory level course that provides students with the basic terminology and skills needed to design, build and maintain small to medium networks. Topics include: OSI model; electronics and signals, collisions and collision domains, MAC addressing, LANs, structured cabling, cabling tools, Ethernet, network design and documentation, power supply issues, Internet Protocol addressing and subnetting, network protocols. This course is the first in a series of four courses designed to prepare students for taking the Cisco Certified Network Associate (CCNA) certification exam. Students are provided with classroom and laboratory experience in current and emerging networking technology.

## ET-705 Networking Fundamentals II

3 class hours 2 laboratory hours 4 credits

Prerequisite: ET-704

This course continues to build the skills needed to design, build and maintain small to medium networks. Students will learn how to startup and configure network routers and utilize the OSI model in troubleshooting router configurations. Topics include: WANs and routers, basic network testing, router startup and setup, router configuration, IOS images, TCP/IP, IP addressing and subnetting, routing protocols. This course is the second in a series of four courses designed to prepare students for taking the Cisco Certified Network Associate certification (CCNA) exam. Students are provided with classroom and laboratory experience in current and emerging networking technology.

## ET-706 Network Configuration I

3 class hours 2 laboratory hours 4 credits

Prerequisites: ET-705 Offered as needed

This course extends the skills needed to build and maintain a VLAN and segmentation of networks using switches and routers. Topics include: LAN switching, LAN segmentation, VLAN implementation, network design methodology, IGRP, IP, Access Control Lists, Novell IPX, monitoring and managing protocols, network security, network performance and troubleshooting, and server administration. This course is the third in a series of four courses designed to prepare students for taking the Cisco Certified Network Associate certification (CCNA) exam. Students are provided with classroom and laboratory experience in current and emerging networking technology.

## ET-707 Network Configuration II

3 class hours 2 laboratory hours 4 credits

Prerequisites: ET-706 Offered as needed

This course extends the skills needed to design, build and maintain Wide Area Network (WAN) services using switches and routers. Topics include: Frame Relay, ISDN/LAPD, LAPB, HDLC, PPP, DDR, WAN Devices, How WANs relate to the OSI Model, WAN Design, PPP Session Establishment, ISDN Services: BRI and PRI, Dial-on-Demand Routing, LMI Features, Troubleshooting Networks, Network+ Certification Exam Review, and CCNA Certification Exam Review. This course is the fourth in a series of four courses designed to prepare students for taking the Cisco Certified Network Associate certification (CCNA) exam. Students are provided with classroom and laboratory experience in current and emerging networking technology.

## ET-710 Web Technology I: Building and Maintaining Web Sites

3 class hours 3 laboratory hours 4 credits

Prerequisite and/or corequisites: None

Students will learn to design, build, and administer their own World Wide Web site. The course will cover everything from Web Server installation to the preparation of multimedia content for delivery on the Internet/Intranet. Topics include: Using Microsoft FrontPage; WebSite Design and Implementation; creating WebPages that include Text, Hypertext, Graphics, Sound, Forms, Frames, Links and Embedded Multimedia Content; Java Script Programming, and using Java Applets.

## ET-712 Web Client Programming: JavaScript

2 class hours 2 laboratory hours 3 credits

Students will learn to write Web client programs using JavaScript and Dynamic HyperText Markup Language (DHTML). The course will be project and results oriented, with real-world problem solving. Topics covered will include: DHTML; JavaScript language: statements, operators, functions, methods, expressions, variables, and properties; Cascading Style Sheets; Object Orientation and Layers; Objects: arrays, windows, documents, screen, navigator, math, date, strings.

## ET-714 Web Technologies II: Building Database– Driven Web Sites

3 class hours 3 laboratory hours 4 credits

Prerequisite: ET-710

Students will learn to plan, write, implement, and debug database driven Web applications utilizing active server pages (ASP). Topics will include relational database design and implementation, structured query language (SQL), VB script, ODBC, DSN & DSNless connections, queries, and basic programming logic (including loops and conditional statements). Typical Web application development environments such as Dreamweaver or Visual Studio will be employed.

## ET-716 Java Programming Technology

3 class hours 3 laboratory hours 4 credits

Prerequisite: ET-712 and ET-710

This is a project-oriented computer-programming course in the Java Language. Students will learn to develop, test, and debug Java-based solutions to real-world problems. Solutions will be posted and tested on the department's student-project Web server in the form of Java-enhanced Web pages.

## ET-718 Database Technology

2 class hours 2 laboratory hours 3 credits

Prerequisite: ET-710

Students will learn the fundamentals of modern database technology. They will study and create solutions using Enterprise database technology such as Microsoft SQL Server. Topics covered will include: database planning, installation, and configuration; database administration techniques; database integrity, consistency, and security; database replication planning and deployment; publishing database data on the Web.

## ET-720 Advanced Web and Multimedia Programming

3 laboratory hours 1 credit Prerequisite: ET-710

Students will learn to write Graphic Web programs using video editing software and Multimedia developing tools. Students will investigate the use of webcams and video movies in websites. The course will be project and results oriented, using real-world problem solving techniques. Topics covered will include: photo editor programming, video, movies, webcams, and advanced multimedia tools to develop graphical Web page.

<sup>1</sup> ET-570 prerequisite and/or corequisite: none

<sup>2</sup> Course qualifies as Pathways Common Core 2E–Scientific World.

# ENGINEERING TECHNOLOGY COURSES

## ET-725 Computer Network Security

3 Class Hours 3 Credits

Prerequisite: ET-704 or Department Permission

This course covers computer network security design and vulnerabilities. Topics include: Cryptography and encryption, denial-of-service attacks, firewalls and intrusion prevention systems, software and operating system [OS] security, legal and ethical aspects of cybercrime and computer crime.

## ET-728 Web Technology: XML

3 class hours 3 laboratory hours 4 credits

Prerequisite: ET-714 or ET-718 Corequisite: ET-712

Students will learn some of the advanced database techniques behind today's Business to Business (B2B) Web sites, as well as advanced Web server programming techniques that make Business to Consumer (B2C) work. Students will study and create solutions using eXtensible Markup Language tools. Topics covered will include: creating XML Documents; parsing XML; Document Type Definitions (DTDs); XML Schema; validating XML; CSS and XSL; creating XML with Java; Business-to-Business (B2B); Business to Consumer (B2C).

## ET-741 Telecommunications Technology I

3 class hours 3 laboratory hours 4 Credits

Prerequisite: ET-125 and ET-532 Corequisite: ET-270

This course is designed to train students in the organization, architecture, setup, maintenance, hardware and software aspects of local area networks. Topics include: introduction to networks; types and characteristics of different network architectures and network topologies; intra and inter-network devices; network operating systems; peer-to-peer and client/server environments; LAN setup and maintenance, network printing; internal web server.

## ET-742 Telecommunications Technology II

3 class hours 3 laboratory hours 4 Credits

Prerequisite: ET-741 and ET-532

This course will cover the basics of Voice over Internet Protocol (VoIP) systems. Topics include: an overview of TCP/IP networks with a focus on VoIP; an introduction to VoIP; Quality of Service (QoS); VoIP system components; VoIP protocols and VoIP protocol analysis, VoIP architecture and VoIP codecs.

## ET-743 Telecommunications Technology III

3 class hours 3 laboratory hours 4 Credits

Prerequisite: ET-742, Telecommunications Technology 2

This course is designed to train students in the organization, architecture, setup, hardware and software aspects networked video delivery systems. Topics include: Video transport; compression; packet transport; multicasting; Content Ownership and Security; Transport security; IPTV-IP Video to the Home; Video File Transfer; VPN's and Home -Office video links.

## ET-744 Telecommunications Technology IV

3 class hours 3 laboratory hours 4 Credits

Prerequisite: ET-743

A survey of current and emerging technologies in Telecommunications will be presented. Lectures, interactive learning, demonstrations, and hands-on work will be employed.

## ET-820 Computers in Society

2 class hours 2 laboratory hours 3 credits

Prerequisite: open to students who have successfully completed a minimum of 12 college credits or who have Departmental permission. Not open to majors in the Electrical and Computer Engineering Technology curricula. May be applied as a free elective in any degree program or as the computer literacy option in the Associate in Arts (A.A.) degree program.

Implications of the computer age; present-day use of computers in homes, careers, and other aspects of modern life; future impact on the job market and society; nontechnical explanation of basic structure and operation of computers, including the use of the Department's computer center. Hands-on experience is provided in the computer laboratory.

## ET-821 Computers in the Modern Society (2E<sup>2</sup>)

3 Class Hours 3 Credits

Prerequisites (and/or) corequisites: none

In the last three or four decades, computers have gone from a luxury owned only by large organizations, to the point where they surround us on all sides. Society has adapted to their ubiquity, and we can hardly imagine life without them. This course examines their effect on modern life. We look at how they work, what they do, where they can be used, what they are capable of, what happens when they fail, and how they are used – and misused. Among the many topics included are gaming, entertainment, communications and social networking, encryption and cryptography, data security, piracy and copyright, governmental regulation and related issues. Class demonstrations are used to illustrate the major points.

## ET-830 Technology and Society

3 Class Hours 3 Credits

Prerequisites (and/or) co-requisites: none

This course explores the effects of technology and engineering design in areas such as robotics, computers, internet, and energy sources on the past, present, and future of society. Topics include the 21st century emerging technologies as they relate to education, the environment, economy, industry, and social issues. Students are also introduced to the concepts of the development and use of robotics, computers, internet, and energy sources, along with the societal impact of such technologies.

## ET-840 Energy and Power for a Green Society

3 class hours 3 laboratory hours 4 credits

Prerequisite: MA-010 Corequisites: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY ACT placement test. Satisfies the laboratory science requirement for the A.A. in Liberal Arts & Sciences. Free elective for all other programs.

This course examines the science and technology of energy and how humans use it on a daily basis. Topics include: work, energy and power; importance of energy in society; how energy is used in food production, materials, manufacturing, transportation, communications, lighting, heating and cooling concepts; passive and active solar, wind, waves, geothermal, hydrogen based, and biomass energy.

## ET-841 The Science of Energy and Power in the Modern World (1C<sup>1</sup>)

3 Class Hours 3 Credits

Prerequisites (and/or) co-requisites: none

This course examines the science and technology of energy and how humans use it on a daily basis. Topics include: importance of energy in modern society; how energy is used in food production, materials, manufacturing, transportation, communications, lighting, heating and cooling; the relationship between various forms of energy and greenhouse gases; individual and societal conservation methods and their economical and environmental impact; the laws of thermodynamics and equations relating energy, work and power; the electrical grid and elementary home and auto wiring; the pn junction and active and passive solar technology; wind, hydro, wave, geo and ocean thermal renewable energy schemes; the fuel cell and the new generation of electromechanical propulsion; Law of Conservation of Energy.

## ET-842 Energy Production and Conservation for a Sustainable World

3 laboratory hours 1 credit Co-requisite ET-841

This course provides students with the opportunity to relate their daily energy use to various renewable and non-renewable energy sources. Students will also participate in hands-on laboratory experiments that demonstrate how energy can be controlled and conserved in order to reduce harmful carbon emissions and costs.

## ET-843 The Role of Energy in Society

3 Class Hours 3 Credits

Prerequisites (and/or) co-requisites: none

The history of how energy is used by hominids to humans and the societal changes brought about as energy use evolved. The present day situation of energy use, resources, distribution and its current and future impact on the quality of life for individuals and society are considered. The way energy is used from fossil fuels to current and future forms of renewable energy. Different energy technologies, their economics and environmental impact are included. How individuals use energy in their everyday lives and daily activities. The importance of sustainability and its role in the energy equation, how individual choices and habits relate to ethical use of energy today, and the societal impact of ethical energy use are discussed. The politics of energy worldwide and in this country, along with the role of major industries involved in energy sourcing and use and their lobbies are examined. How best to advance the optimum choices regarding our energy future through the political system to effect the best long term economic and environmental results.

<sup>1</sup> Course qualifies as Pathways Common Core 1C–Life & Physical Sciences.

<sup>2</sup> Course qualifies as Pathways Common Core 2E–Scientific World.

# ENGINEERING TECHNOLOGY COURSES

## ET-880 Science and Technology in Modern Life (2E<sup>1</sup>)

3 Class Hours 3 Credits

Prerequisites (and/or) co-requisites: none

Basic scientific principles that underlie and enable the conveniences and necessities we take for granted in our modern society will be introduced and studied. The science and technology underlying the electrical grid, power generation, automobile, aircraft, television, cell phones, solid state electronics, cat scans, MRI, molecular medicine, DNA, fission and fusion, LED lighting, photovoltaics, nano-materials, stem cells, heat pumps, fuel cells, artificial intelligence, robotics, GPS, WiFi, internet, sonar, radar, microprocessor and the PC.

## ET-910 Principles of Electrical Technology

1 class hour 2 recitation hours 3 lab hours

3 credits Corequisite: MA-114. Offered as needed

Designed for students in the Laser and Fiber Optics program; DC and AC circuits; electric machinery; electrical wiring. Laboratory hours complement class work.

## ET-920 Electrical Technology Fundamentals

1 Lecture Hour 2 Recitation hours 3 Lab Hours 3 credits

Prerequisite/Corequisite: Any credit-bearing QCC math course

This course introduces the beginning student to those fundamentals of Electrical Technology that are useful for work in audio or video studios. Topics covered include basic DC and AC electricity, electrical components and test instruments, simple electrical circuits and their properties, signal and power wiring techniques. Demonstrations and laboratory experiments will complement class work.

## ET-991, 992, 993 Cooperative Education in Engineering Technology

1 class hour plus appropriate work experience for each credit;

1 credit each course

Open only to matriculated students who have achieved a minimum grade-point average of 2.0 in their major field of study; have completed at least 12 pertinent credits in the Electronic or Computer Engineering Technology curricula; and are recommended and approved by the chairperson of the Department and the coordinator of Cooperative Education.

The cooperative education experience in Engineering Technology includes employment in a field experience which supplements classroom theory and laboratory instruction with related on-the-job professional training. Students are placed in a work situation for 45 hours, participate in a monthly seminar, and submit a term project related to the work experience. A written evaluation is provided by the employer. Students receive a grade of Pass or Fail

## ELECTRICAL ENGINEERING

### EE-101 Engineering Design I

3 laboratory hours 1 credit

Prerequisite: MA-128 or MA-440

This course provides an introduction to engineering practice through hands-on investigations, computer applications, design projects and student presentation in the fields of electronics, science and robotics.

### EE-103 Computer-Aided Analysis for Electrical Engineers

1 class hour 2 laboratory hours 2 credits

Corequisite: MA-441

This course provides an introduction to computer-aided analysis techniques necessary for the study of electrical engineering and the design of electrical systems. Concepts introduced through short lectures are examined thoroughly during computer workstation-based exercises. Among the topics studied are: function of a real variable and its graphs, complex numbers and phasors, linear algebra, difference equations with applications to signal processing, and an introduction to system analysis.

### EE-204 Electrical Circuits

3 class hours 3 credits Prerequisite: MA-441

Circuit elements and their voltage-current relations; Kirchhoff's laws; elementary circuit analysis; continuous signals; differential equations; state variable equations; first and second order systems; introduction to circuit analysis software.

### EE-205 Linear Systems Analysis

3 class hours 3 credits Prerequisite: EE-204

This course is designed to introduce students to Laplace Transforms and Applications, Bode Plots, and Fourier Transforms and Analysis.

## MECHANICAL ENGINEERING TECHNOLOGY AND COMPUTERIZED ARCHITECTURE

### MT-111 Technical Graphics

1 class hour 3 laboratory hours 2 credits

Introduction to the theory and practice of basic engineering drawing. Use of drafting instruments, geometric constructions, lettering, multi-view projection, and isometric drawings. Sectional and auxiliary views. Principles of dimensioning.

### MT-122 Manufacturing Processes<sup>2</sup>

2 class hours 3 laboratory hours 3 credits

Prerequisite or co-requisite: MT-111

Production techniques in manufacturing, including introduction to materials, gaging, machining, welding, casting and molding, forming and finishing processes are introduced. Techniques in the use of hand tools, machine tools, and precision measuring instruments are employed in the lab.

### MT-124 Metallurgy and Materials

3 class hours 3 credits

Prerequisite: MA-010 or satisfactory score on the Mathematics Placement Test, and BE -122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test.

Matter; its existence, forms and combinations. Mechanical behavior and the structure-property relationships of materials. General properties and applications of metals, polymers, concrete and wood. Solidification of pure and alloyed metals. Introduction to phase diagrams. Solid solutions. Fundamentals of the Fe-C system. Principles of heat treating. Stainless steels. Corrosion. Overview of composite materials and their applications.

### MT-125 Metallurgy and Materials Laboratory

3 laboratory hours 1 credit Corequisite: MT-124

The laboratory complement to MT-124. Students perform "hands-on" experiments that emphasize the major topics discussed in MT-124. Students will be required to produce formal laboratory reports and deliver oral presentations.

<sup>1</sup> Course qualifies as Pathways Common Core 2E–Scientific World.

<sup>2</sup> Students registering in MT-122 must pay a special supplies or service charge of \$9.00.

# ENGINEERING TECHNOLOGY COURSES

## MT-140 Engineering Analysis

3 laboratory hours 1 credit

Co-requisite: PH-201

An introduction to general problem-solving methodology for the beginning engineering and technology student. The focus is on how to solve any kind of engineering analytical problem in a logical and systematic way. Starting from mathematical fundamentals, students are introduced to the analysis of problems from such fields as statics, strength of materials, electrical circuits, fluid mechanics and thermodynamics.

## MT-161 Fundamentals of Computer Numerical Control

2 class hours 3 laboratory hours 3 credits

Offered in Spring

Prerequisite: MT-122, or permission of the Department

The planning of manufacturing operations; production control and tooling, quality control, plant layout, time and motion study, and economic aspects of an enterprise. Laboratory practice in manufacturing techniques, inspection methods and use of automated machines applicable to modern production methods, including computer numerical control (CNC).

## MT-162 Microcomputer Programming for Computer Numerical Control

2 class hours 2 laboratory hours 3 credits

Prerequisite: MT-161 or 122 Offered in Fall

Principles and applications of numerical control. Point-to-point and continuous path systems. Economic justification and specialized tooling of numerical control. Laboratory practice and demonstrations in programming the Burgmaster and Bridgeport Machining Centers.

## MT-163 Computer-Aided Manufacturing (CAM)

2 class hours 3 laboratory hours 3 credits

Prerequisite: MT-488 and 122 or 161 Offered in Fall

Evaluation of CAM. Review of important CAD methods and commands. Creation of three-dimensional manufacturing models. Surfacing of models. Applying CAM subroutines to manufacture model from raw stock to finished item.

## MT-164 Computer-Integrated Manufacturing (CIM)

2 class hours 3 laboratory hours 3 credits Offered in Spring

An overview of CIM (Computer Integrated Manufacturing): Review the Architecture Types and Control concepts of CIM. Ways of controlling business operations by means of CIM. Use of CAPP (Computer-Aided Process Planning) in CIM. Application of CIM concepts to SQC (Statistical Quality Control) optimization of MRP (Manufacturing Resource Planning) and JIT (Just In Time) through CIM. Group Technology and CIM. Artificial Intelligence Applications in CIM. Use of computers in networking communications for CIM. CIM effects on management. Economic justification of CIM. Strategies for implementing CIM.

## MT-212 Technical Descriptive Geometry and AutoCad Applications

2 class hours 4 laboratory hours 3 credits

Pre or Co-requisite: MT-488

Introduction to methods of solving spatial problems using conventional, as well as computer graphic techniques. Topics include orthographic projection with points, lines, planes and solids. Determination of surface intersections and developments for mechanical as well as architectural applications.

## MT-219 Surveying and Layouts

2 class hours 3 laboratory hours 3 credits

Prerequisites (and/or) co-requisites: none

Principles and practice of elementary surveying. Use, adjustment, and care of surveying instruments. Field work in practical application of surveying techniques; measurement of distances, angles, and elevations. Computation and mapping of closed traverses. Use of topographical maps. Scientific calculator required.

## MT-293 Parametric Computer-Aided Design

1 lecture hour 2 recitation hours 3 laboratory hours 3 credits

Prerequisite or co-requisite: MT-111

Use of mechanical design software to build parametric models of parts and assemblies. Students create parts using techniques such as extrude, revolve and sweep. Emphasis is on the concepts of design intent and scalability. Assemblies are created using appropriate geometric constraints. Theory of engineering graphics is covered so that appropriate working drawings can be created from the parametric models. Introduction to the theory and practice of basic engineering drawing and blueprint reading. Multi-view projection including sectional and auxiliary views. Principles of dimensioning.

## MT-341 Applied Mechanics

3 class hours 3 credits

Prerequisite: PH-201 with a grade of C or better

Vector treatment of the static equilibrium of particles and rigid bodies. Equivalent force and couple systems. Distributed force systems. Application of basic analytical techniques to mechanical devices and structures. Centroids, center of gravity, moments of inertia. Friction and impending motion.

## MT-345 Strength of Materials

3 class hours 3 credits Prerequisite: MT-341

Mechanics of materials. Analysis and design of members subjected to various combinations of loading. Stress and strain, beams, columns and members in torsion.

## MT-346 Strength of Materials Laboratory

3 laboratory hours 1 credit Corequisite: MT-345

Offered in Spring

Strength of materials laboratory experiments to determine mechanical properties of engineering materials using ASTM standard procedures. Use of microcomputer in processing laboratory data.

## MT-369 Computer Applications in Engineering Technology

2 class hours 3 Laboratory hours 3 credits

Prerequisites: MT-161 or MT-488

Essentials of applied computer technology used in the industrial environment. Students will advance their engineering skills by using state-of-the-art CAD/CAM MASTERCAM software to generate coding for CNC Machining and Turning Centers. Topics include creation of part geometry, stock sizing, material assignment, tool path generation, tool selection, entry of machining parameters, verification via solid model animation software, and post processing to generate a word address part program.

## MT-453 Piping Systems

3 class hours 3 credits Prerequisite: MT-488

Design and layout of piping systems and related equipment for heat power, heating, air conditioning, and petrochemical industries. National piping and pressure vessel codes utilized in conjunction with manufacturers' catalog data and piping handbook. Use of piping software is introduced.

## MT-454 Fundamentals of HVAC Systems

1 class hour 4 laboratory hours 2 credits

Prerequisite: MT-111 and MT-212

Design and layout of sheet metal ducts for heating, ventilating, and airconditioning systems. Industry codes, standards, and specifications used; duct construction and methods of fabrication studied. Practical HVAC equipment and duct arrangement drawings prepared and used to introduce fundamentals of air flow and air balancing techniques.

## MT-481 Architectural Design I

2 class hours 4 laboratory hours 3 credits

Prerequisite: MT-111

Introduction to architectural drawing presentation; plan, elevation, section, detail, perspective, and model-making. Development of preliminary working drawings. Understanding of basic architectural design concepts.

## MT-482 Structural Drafting and Design

2 class hours 4 laboratory hours 3 credits

Prerequisite: MT-111, MT-345, MA-114

Design and analysis of steel, reinforced concrete, and timber structures. Practice in the preparation of structural drawings including framing plans; general plans; structural steel shop detail drawings; bolted, welded, and riveted connections; reinforced concrete details. Practical projects in building, heavy machine, and bridge construction. Use of structural design codes and specifications.

# ENGINEERING TECHNOLOGY COURSES

## MT-484 Construction Methods

1 lecture hour 2 recitation hours 3 laboratory hours  
3 credits Prerequisite: MT-488

Construction elements and materials used in the building industry. Types of framing and assembly systems for commercial buildings. Preparation of working drawings to code, with an emphasis on comprehension of the total building process. This course assists in the production of a design studio portfolio.

## MT-486 Architectural Design II

2 class hours 3 laboratory hours 3 credits  
Pre-requisite: MT-481

A continuation of the design concepts begun in MT-481. Students create advanced architectural designs, professional prints and presentation drawings. Use of advanced software is introduced. Design problems are structured so as to necessitate the resolution of multiple issues simultaneously and interdependently. This course assists in the production of a design studio portfolio

## MT-488 Computer-Aided Design I

1 class hour 2 recitation hours 3 laboratory hours  
3 credits Prerequisites (and/or) co-requisites: none

A general overview of how CAD operates in a modern design environment. Introduction to major commercial CAD software. Production of two dimensional images of design concepts. Introduction to the theory and practice of basic engineering drawing and blueprint reading. Multi-view projection including sectional and auxiliary views. Principles of dimensioning.

## MT-489 Computer-Aided Design II

1 class hour 2 recitation hours 3 laboratory hours  
3 credits Prerequisite: MT-488

Further development of CAD principles and concepts. Design problems chosen from mechanical and architectural applications.

## MT-490 Advanced Architectural Modeling

3 class hours 3 credits Pre-requisite: MT-488

Practical application of advanced architectural software to the generation of 3D models, rendering and the creation of animated visuals for architectural designs. Topics include: creating designs in 3D space, editing 3D designs, viewing objects in 3D space, setting lights, cameras, applying color and materials to surfaces, background color and objects; rendering creation of scenes tracking animation and walk-throughs. This course assists in the production of a design studio portfolio.

## MT-491 Computer Controlled Manufacturing

1 class hour 3 laboratory hours 2 credits  
Prerequisite: MT-161 Offered in Fall

Instruction in the concepts and practices associated with the set up, operation, and programming of CNC Turning Centers and Wire EDM's (Electrical Discharge Machines). Emphasis will be placed on using a CNC machine to cut in a two and four axis environment. Students will prepare and cut parts on a Kia CNC Turning Center with Fanuc Controller and a Sodick 4 axis wire EDM machine during laboratory time.

## MT-492 Introduction to Virtual Automation

1 class hour 3 Laboratory hours 2 credits  
Pre- or Co- prerequisite: Either MT-293 or MT-369 Offered in Spring

A study of the principles and practices involved in conceiving, designing, producing and measuring products quickly and effectively, using the latest RP (Rapid Prototyping) methods and CMM (Coordinate Measuring Machines) technology. Students will learn Stereolithography Technology on a Z Corporation's 3D printer. Students will be instructed in the latest techniques in quality control and operate a Zeiss CNC controlled CMM.

## MT-500 Principles of CAD Management

3 class hours 3 credits  
Prerequisites: MT-488 or MT-293

A study of the computer management skills needed by the CAD professional. Topics include: templates, managing access to software and files, mapping network drives, organizing jobs and folders, profiles, custom icon and command creation.

## MT-513 Thermo-Fluid Systems

2 class hours 2 recitation hours 3 credits  
Prerequisite: MT-345 with a grade of C or higher  
Corequisite: MT-514 Offered in Spring

An integrated approach to thermodynamics and fluid mechanics principles, emphasizing the ways in which different types of energy are converted from one form to another. Topics include thermo fluid properties, work and heat transfer in a thermal system, properties of fluids, fluid statics, flow of real incompressible fluids, laws of thermodynamics, steady flow process, pipe flow.

## MT-514 Thermo-Fluid Systems Laboratory

3 laboratory hours 1 credit Corequisite: MT-513  
Offered in Spring

Laboratory practice in the use and calibration of instruments. Engineering tests of energy systems, fluid machinery, heat transfer, heat balances, digital data acquisition.

## MT-523 Thermodynamics

3 class hours 3 credits  
Prerequisites: MA-128 and PH-201 both with a grade of C or better.

An introduction to the science of thermodynamics. Properties of pure substances; concepts of work and heat; closed and open systems. Fundamental laws of thermodynamics. Carnot and Clausius statements of the 2nd law; entropy and entropy production; heat engines, refrigerators, heat pumps; efficiencies, coefficients of performance.

## MT-525 Measurement Techniques in the Thermal Sciences

3 laboratory hours 1 credit

A conceptual introduction to the thermo-fluid sciences. The use and calibration of instruments in the thermo-fluids lab is introduced and used to perform engineering tests of energy systems, fluid machinery and heat transfer equipment. Digital data acquisition equipment is utilized.

## MT-900 Cooperative Education/Design Projects in Engineering Technology

1 class hour plus appropriate work experience 3 credits  
Offered as needed

Open only to matriculated students who have completed at least 12 pertinent credits in an Engineering Technology related curricula.

Students enrolled in the cooperative education experience are required to complete a project. Projects are formulated by the student and instructor and may include:

- employment experience or internship
- research on a topic or development of a design

Students participate in a weekly seminar and complete an additional minimum of 90 hours per semester. Students participating in internships submit complete written reports, related to the work experience. Students who complete research or design projects submit a written report containing a complete set of design prints and project descriptions. Students receive a grade of pass or fail.

# DEPARTMENT OF ENGLISH

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**Humanities Building, Room 428 • Telephone: 718-631-6302 • Fax: 718-631-6637**

Dr. David Humphries, **Chairperson**

**Professors:** Robert J. Becker, Jean Darcy, David Humphries, Linda Reesman, David Shimkin

**Associate Professors:** Trikartikaningsih Byas\*, Beth Counihan, Peter Gray, Susan Jacobowitz, Zivah Perel Katz, Joel Kuszai, Jean Murley, Jan Ramjerdi, Karen B. Steele,\* John Talbird

**Assistant Professors:** Kathleen Alves, Leah Anderst, Aliza Atik, Kimberly Banks, Johannes Burgers, Elise Denbo, Melissa Dennihy, Joan Dupre, Robin Ford, George Fragopoulos, Laurel Harris, Matthew Koch, Matthew Lau, Christopher Leary, Vartan Messier, Benjamin Miller, Mark Schiebe, Danny Sexton, Elizabeth Toohey, Stephen Tumino, Agnieszka Tuszynska, Tanya Zhelezcheva

**Lecturers:** Alisa Cercone, Michael Dolan, Tammi Rothman, John Yi

**College Laboratory Technician:** Mahir Hossain

**Senior College Laboratory Technician:** Peter Irigoyen

**Adjunct Faculty:** approximately 60 each year

**Professors Emeriti:** Doris R. Asmundsson, Alfred Dorn, Terezinha Fonseca, Sheena Gillespie, Allen H. Lanner, Robert S. McLean, Eli Merchant, Anthony Pipolo, Alan Schwartz, Sidney Shanker, Robert R. Singleton, Linda Stanley

**Office Personnel:**

Patricia Gorton, CUNY Administrative Assistant  
Rosita Saldivar, CUNY Office Assistant

\* On leave.

**For information about academic programs in English, contact the Department or the following advisers directly:**

**Writing Program Coordinator:** Dr. John Talbird

**WID/WAC Program Coordinator:** Dr. Robert Becker, Dr. Jean Murley

**Creative Writing:** Dr. Joan Dupre, Dr. Peter Gray, Dr. Jan Ramjerdi

## PROGRAMS OF STUDY:

- **LIBERAL ARTS AND SCIENCES (A.A. Degree Program)**
  - Concentration in English
  - Concentration in Gender Studies

## PLACEMENT AND ADVANCED STANDING

On the basis of the CUNY/CATW Test in Reading and Writing required of all students without previous college credits, students are assigned to:

- BE-111, BE-112 / BE-121, BE-122  
or
- BE-201, BE-203, BE-205 / BE-225, BE-226  
(These are Academic Literacy courses for ESL students.)
- or ENGL-101 (English Composition I) or ENGL-103 Writing for the New Media
- or ENGL-102 (English Composition II).

*Students given advanced standing are exempted from ENGL-101 and ENGL-102.* They must, however, complete an equivalent number of English course credits for a degree by choosing courses from the ENGL-200 series.

## ELECTIVES

These courses emphasize critical reading and are open to all students who have completed ENGL-102 or have advanced standing. With special written permission, students may take electives concurrently with ENGL-102.

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

Dr. Arnold Asrelesky Award for achievement in writing and literature by an Evening Student  
Robert D. Crozier Memorial Award for outstanding achievement in literature and writing  
The Sheena Gillespie Literary Scholarship Endowment  
The Marcia Keizs Award for outstanding achievement in literature and writing for students in the Education Curriculum  
The Smithline/Trefman Awards for outstanding creative writing pieces  
The Linda Stanley Scholarship Endowment for the writing of non-fiction  
The Herbert Seitz Award for Liberal Arts students in financial need  
The Harold Stolerman Award for outstanding English 101 essays  
The Hedy Jacobowitz Memorial Award for outstanding writing in Journalism  
The Meredith Young Endowed Award for a single parent

## ENGLISH COMPOSITION

### ENGL-101 English Composition I<sup>2</sup> (1A<sup>1</sup>) (formerly EN-101)

3 class hours 1 conference hour 3 credits

*Prerequisite:* A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY/ACT Writing and Reading tests.

*Note:* Credit will not be given to students who have successfully completed EN-103.

Development of a process for producing intelligent essays that are clearly and effectively written; library work; 6,000 words of writing, both in formal themes written for evaluation and in informal writing such as the keeping of a journal. During the recitation hour, students review grammar and syntax, sentence structure, paragraph development and organization, and the formulation of thesis statements.

### ENGL-102 English Composition II: Introduction to Literature<sup>2</sup> (1A<sup>1</sup>) (formerly EN-102)

3 class hours 1 conference hour 3 credits

*Prerequisite:* EN-101

Continued practice in writing combined with an introduction to literature: fiction, drama, and poetry. During the recitation hour, students review basic elements of writing and analytical and critical reading skills and research strategies.

### ENGL-103 Writing for New Media (1A<sup>1</sup>) (formerly EN-103)

3 class hours 1 conference hour 3 credits

*Prerequisite:* A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY/ACT Writing and Reading tests.

*Note:* Credit will not be given to students who have successfully completed EN-101.

Students will study and practice writing in Digital Media. They will concentrate on producing clearly and effectively written formal essays with the goal of learning how to communicate in the World Wide Web and e-mail environments. Particular attention will be given to the process of writing, including the use of informal writing strategies. Proficiency in standard grammar and syntax, sentence structure, paragraph development and organization, and the formulation of thesis statements will be stressed in the context of preparing essays, arguments, hyperlinked and other new media documents.

## INTRODUCTION TO THE DISCIPLINE

### ENGL-201: Introduction to Literary Studies<sup>2</sup> (formerly EN-230)

3 class hours 1 recitation hour 3 credits

*Prerequisite:* EN-102

An inquiry into what it means to study literature, involving close reading and critical analysis of a variety of prose fiction, drama, and poetry, and informed by an introduction to some of the theoretical issues currently debated in literary studies and a consideration of how such issues have evolved historically. In addition to works of literature, students will read critical and theoretical works, some of which they will identify through their own research. This course combines a study of literature with continued training in clear and effective writing.

### ENGL-202 Readings in Poetry (formerly EN-303)

3 class hours 1 recitation hour 3 credits

*Themes and conferences required Prerequisite:* EN-102

Critical study of the genre of poetry, including epic, narrative, and lyric poems.

### ENGL-203 Readings in Drama (formerly EN-302)

3 class hours 1 recitation hour 3 credits

*Themes and conferences required Prerequisite:* EN-102

Critical study of the genre of dramatic literature from the Greeks to the Moderns.

### ENGL-204 Readings in Prose Fiction (formerly EN-301)

3 class hours 1 recitation hour 3 credits

*Themes and conferences required Prerequisite:* EN-102

Critical study of the short story, the novella, and the novel; readings in fiction of the past three centuries.

## LITERATURE IN CONTEXT

### ENGL-211 English Literature I: Anglo-Saxon Period through the Eighteenth Century (formerly EN-401)

3 class hours 1 recitation hour 3 credits

*Themes and conferences required*

*Prerequisite:* EN-102 Offered as needed

Major British writers from the Anglo-Saxon period through the eighteenth century; principal genres – poetry (the dominant form in this period), romances, and plays.

### ENGL-212 English Literature II: Nineteenth Century to Present (formerly EN-402)

3 class hours 1 recitation hour 3 credits

*Themes and conferences required*

*Prerequisite:* EN-102 Offered as needed

Major British writers from the nineteenth century to the present: principal genres.

### ENGL-213 World Literature I: Ancient through Renaissance (formerly EN-444)

3 class hours 1 recitation hour 3 credits

*Prerequisite:* EN-102, or permission of the Department

*Offered in Fall*

An exploration of the ideas of some of the greatest writers through the Renaissance. Readings from the Bible and Greek drama, The Divine Comedy and The Canterbury Tales, Don Quixote, Hamlet, and Paradise Lost. Emphasis on the varied ways our ancestors looked at love and war, heaven and hell.

### ENGL-214 World Literature II: Masterpieces from the Eighteenth to the Twentieth Centuries (formerly EN-445)

3 class hours 1 recitation hour 3 credits

*Prerequisite:* EN-102, or permission of the Department

*Offered in Spring*

Emphasis on the writer as interpreter of changing culture, science, and psychology, and as creator of imaginative forms; selections from Swift, Voltaire, Rousseau, Goethe, Dostoyevsky, Joyce, Sartre, and Camus.

### ENGL-215 American Literature I: Colonial Period to American Renaissance (formerly EN-411)

3 class hours 1 recitation hour 3 credits

*Themes and conferences required*

*Prerequisite:* EN-102 Offered as needed

Major American writers from the Colonial period to the American Renaissance; study of text in historical perspective.

### ENGL-216 American Literature II: Civil War to Present (formerly EN-412)

3 class hours 1 recitation hour 3 credits

*Themes and conferences required*

*Prerequisite:* EN-102 Offered as needed.

Major American writers from the decade preceding the Civil War to the contemporary period; study of texts in historical perspective.

### ENGL-217 Contemporary Literature in English (formerly EN-446)

3 class hours 1 recitation hour 3 credits

*Prerequisite:* EN-102

This course recognizes the spread of English as a world language in the twentieth century. It will address important changes which have occurred in the English-language literature and “englishes” from non-Western nations, the influence of postmodernist aesthetics and popular culture’s influence on literature. The readings will be selected from a number of national literatures, such as those of Africa, Australia, the Caribbean, Great Britain, Asia, and the United States.

<sup>1</sup> Course qualifies as Pathways Common Core 1A–English Composition.

<sup>2</sup> Pathways Gateway Course into Major, see “Understanding Program Requirements” in Academies and Programs of Study.

## WRITING STUDIES

### ENGL-221 Creative Writing: Fiction (formerly EN-201)

3 class hours 1 recitation hour 3 credits

Themes and conferences required

Prerequisite: EN-102 Offered as needed

Critical study of the short story, novella, and novel with emphasis on techniques helpful to young writers. Students submit samples of their work for classroom discussion.

### ENGL-222 Creative Writing: Poetry (formerly EN-202)

3 class hours 1 recitation hour 3 credits

Themes and conferences required

Prerequisite: EN-102 Offered as needed

Critical study of poetry with emphasis on techniques helpful to young writers. Students submit samples of their work for class discussion.

### ENGL-231, 232 Special Topics in Writing Studies (formerly EN-224, 225 Special Topics in Writing as Art & Craft)

3 class hours 1 recitation hour 3 credits

Prerequisite: EN-102

These courses will focus on fiction and non-fiction writing about a specific theme or topic to be announced in advance and will vary each semester. Descriptions of the topic in a particular semester will be available in the English Department before registration.

Students may take two such courses for credit, as long as they do not repeat the topic. Topics will include but not be limited to:

- Reading and Writing about Crime and Murder
- Reading and Writing about the Immigrant Experience
- Finding Nurture in Nature: Reading and Writing about the Natural World
- Reading and Writing about Place: Geography, Travel, and Identity
- Reading and Writing about War
- Be Home Before Dark: Reading and Writing about Family
- Navigating Difference: Reading and Writing about Being "Other"
- Love, Lust and Romance: Reading and Writing about Love
- I Can't Believe I Ate the Whole Thing: Reading and Writing about Food
- Reading and Writing about Prison, Criminality and the Law
- Writing for Children and Young Adults
- The Teaching of Writing
- Multimedia Writing

## JOURNALISM, MEDIA & CULTURAL STUDIES

### ENGL-241 Introduction to Journalism; Editing Principles and Practices (formerly EN-214)

3 class hours 2 laboratory hours 4 credits

Prerequisite: EN-102

An introduction to journalistic practice through teaching and developing of those writing skills fundamental to the work of reporters and editors. Straight news, feature, and editorial writing are stressed along with the principles and practices of general editing and copy editing. Students learn to edit, revise, cut, and expand written material to make it suitable for publication in the school newspaper and for professional publication.

### ENGL-242 Documentary Film: The New Journalism (formerly EN-221)

2 lecture hours 2 screening lab hours 3 credits

Prerequisite: EN-102 Offered as needed

A study of film as a form of contemporary "journalism" that employs proven methods of persuasion and manipulation. It focuses on the power of the medium to record and reveal – but also to distort – aspects of the real world. Documentary films and television newsreels are examined in order to judge the validity of their claims for capturing the "truth" of events. A variety of films, including war documentaries, sociological "essays," and rock concerts, will be screened and compared to rhetorical and journalistic models. Instruction on writing strategies and techniques specific to audio/visual media.

### ENGL-251 Popular Culture (formerly EN-216)

3 class hours 1 recitation hour 3 credits

Prerequisite: EN-102

A critical study of the pervasive role the popular arts play in our lives, with emphasis on a rhetorical approach to the mass media. Students will write about the contemporary arts and related issues.

### ENGL-252 Film and Literature (formerly EN-220)

2 lecture hours 2 screening lab hours 3 credits

Prerequisite: EN-102

A comparative investigation of the narrative and non-narrative methods and modes of literature and film, their similarities and differences. Novels, plays, short stories, and films are studied. Screenings. Instructions on writing strategies and techniques specific to audio/visual media.

## TOPICS IN LITERATURE

### ENGL-261 Autobiography (formerly EN-217 Reading and Writing Autobiography)

3 class hours 1 recitation hour 3 credits

Prerequisite: EN-102

Readings in autobiographies combined with students' writing about their own lives and times. Readings selected from the world's literature including African, Asian, European, Chicano-Latin American, Native American, and American sources.

### ENGL-262 New York (formerly EN-219 Reading and Writing about New York)

3 class hours 1 recitation hour 3 credits

Prerequisite: EN-102

Study your city, the most influential in the world. Readings will include the rich literature about New York, from Washington Irving to Tom Wolfe, as well as The New York Times. Write about the New York you know and the one you'll discover.

## ADVANCED COURSES IN WRITING & JOURNALISM

### ENGL-301 Advanced Fiction Writing (formerly EN-223)

3 class hours 1 recitation hour 3 credits  
Prerequisites: EN-201

This course offers students the opportunity to further develop fiction writing techniques introduced in ENGL-221 (formerly EN-201). The course will provide students with intensive practice in a wide variety of narrative forms, supportive critical feedback on their work, strategies for editing, and exposure to a broad range of contemporary published fiction.

### ENGL-311 Journalism II: Feature and Magazine Article Writing (formerly EN-215)

3 class hours 1 recitation hour 3 credits  
Prerequisite: EN-214 Offered as needed

A continuation of the principles and practices of print journalism established in ENGL-241 (formerly EN-214), with an emphasis on the non-deadlined "soft news" or feature article suitable to special interest areas of newspapers or magazines.

### ENGL-321, 322 Cooperative Education in Journalism (formerly EN-901, 902)

EN-901: 2 credits (90 hours)  
EN-902: 3 credits (135 hours)

This course is open only to matriculated students who have completed at least 36 credits in Liberal Arts and Sciences with a 2.5 index and who have completed Introduction to Journalism (ENGL-241 formerly EN-214) or who have received special permission from the English Department. It is recommended that students who apply possess word processing skills.

The cooperative experience in journalism is designed to provide students with internship training in newspaper reporting, editing, and production. Students intern with local weeklies, where they have the opportunity to learn beat reporting, writing news and feature stories and working with editorial, design and business staff. Students are evaluated on the basis of portfolios, journals, conferences with the instructor, and a written evaluation by the employer. Students will earn a grade of "Pass" or "Fail." **Only one of these courses may be taken for credit.**

Interested students should contact the English Department during the semester prior to enrollment to make necessary arrangements.

## LITERATURE ELECTIVES

### ENGL-501 The Novel (formerly EN-601)

3 class hours 3 credits Prerequisite: EN-102  
Offered as needed

Works of such writers as Richardson, Melville, Joyce and others who have contributed to the development of the novel in the English language.

### ENGL-502 Modern Drama (formerly EN-602)

3 class hours 3 credits Prerequisite: EN-102  
Offered as needed

Modern drama as represented in the works of such authors as Ibsen, Strindberg, Ionesco, and Albee.

### ENGL-503 Shakespeare in Elizabethan Drama (formerly EN-611)

3 class hours 3 credits Prerequisite: EN-102  
Offered in Spring or Fall

Intensive study of selected plays of Shakespeare.

### ENGL-504 The Bible as Literature (formerly EN-621)

3 class hours 3 credits Prerequisite: EN-102  
Offered as needed

Study of the Old and New Testaments as an anthology of poetry, folklore, history, proverbs, letters, and drama; the influence of the Bible on literature, art, and music.

### ENGL-505 Children's Literature (formerly EN-651)

3 class hours 3 credits Prerequisite: EN-102  
Offered as needed

A study of literature for children from its deep cultural roots in myth and legend to its contemporary manifestations as both a reflection and a determiner of modern society.

### ENGL-591, 592 Special Topics in Literature (formerly EN-815, 816)

3 class hours 3 credits Prerequisite: EN-102  
Offered as needed

These courses will focus on a specific theme or topic to be announced in advance and will vary each semester. Descriptions of the topic in a particular semester will be available in the English Department before registration.

Students may take two such courses for credit, as long as they do not repeat the topic. Topics will include but not be limited to:

- Women in Literature
- Afro-American Literature
- Asian-American Literature
- Love and Sexuality
- The Experience of War
- Growing Up
- The Search for Identity
- Literature of Madness and the Irrational
- Views of Aging in Literature
- The Individual and the Community
- The Literature of Revolt
- The City in Literature
- The Immigrant Experience
- The American Dream
- The Graphic Novel

# DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

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*Humanities Building, Room 217 • Telephone: 718-631-6259 • Fax: 718-631-6261*

Dr. Laura Sabani, **Chairperson**

**Professors:** Antonella Ansani, Lorena Ellis, Maurizio Santoro

**Associate Professors:** Aránzazu Borrachero, Luisa Garcia-Conde, Maan (Jenny) Lin, Jose Luis Madrigal, José Osorio, Sharon Reeves, Laura Sabani

**Assistant Professors:** Wei Lai, Eladia Raya

**Lecturers:** Indra Avens, Umberto D'Arista

**College Laboratory Technician:** Darryl A. Williams

**Adjunct Faculty:** approximately 25 each year

**Professors Emeriti:** Anne-Marie Bourbon, Gerardo Ciarambino, Elliot S. Glass, Isabel H. Norman, Julia Ortiz-Griffin, Maria E. Stoffers

**Office Personnel:**

Rosalyn Smernoff, *CUNY Administrative Assistant*

Mary Flohr, *College Assistant*

## PROGRAM OF STUDY:

- **LIBERAL ARTS AND SCIENCES  
(A.A. Degree Program)  
Concentration in International Studies**

### IMPORTANT NOTE:

*All incoming students planning to take foreign language classes need to be placed at their proper level by the Department of Foreign Languages and Literatures before registering. Students who have not been placed by the Department and who enroll in courses that are above or below their knowledge of the language may be moved to a more appropriate course.*

*For specific instructions about the placement process please contact our office in Room 217 of the Humanities Building (718 631-6259).*

## LANGUAGE PLACEMENT PROCEDURES

Students may choose:

1. To continue a language previously studied (level and sequence of courses are determined by the Department of Foreign Languages according to students' previous knowledge and/or performance on departmental placement exam).

*OR*

2. To start a new language of their choice.

## ADVANCED PLACEMENT (AP) CREDIT

Students who have received Advanced Placement (AP) credit in high school (score of 4 or higher, as of January 1, 2013) should contact the Foreign Languages and Literatures department to receive appropriate college credit.

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The Lorenzo Georgiou Memorial Award (Italian)

Departmental Award for Overall Excellence in Foreign Languages (one award per language)

Departmental Award for Multilingual Excellence

(one award for excellence in more than one foreign language)

## LANGUAGE LABORATORY

Supplementary work in the Language Laboratory is required in all elementary language courses. In more advanced courses, such work may be required at the discretion of the instructor.

The **Language Lab** (Humanities Building, Room 240) is open to students who have required assignments in the lab and to those who wish to supplement their classroom lectures with additional aural practice. Audio materials are available in Arabic, Chinese, French, German, Hebrew, Italian, and Spanish.

The Foreign Language Department also has a state-of-the-art instruction Language Lab for class use in Room H-241. This lab is equipped with Internet access, a smartboard, a scanner, a digital camera and a projector able to produce digital sound.

# FOREIGN LANGUAGES AND LITERATURES COURSES

## FOREIGN LANGUAGES AND LITERATURES

### ARABIC

For placement in these classes, please consult the Department of Foreign Languages. Students who have not been placed by the Department and who are enrolled in courses below or above their knowledge of the language may be moved to a more appropriate course.

#### LA-111 Elementary Arabic I

4 lecture hours 4 credits

*Prerequisite:* Placement by the Department of Foreign Languages

This course is designed for students who have no previous background in Arabic. It focuses on the four essential language skills: listening, speaking, reading and writing. The alphabet, sound system, and basic greetings and expressions will be covered this semester. The main focus is on Modern Standard Arabic (MSA), although students are also trained to speak using spoken Arabic. Weekly attendance in the language laboratory is required.

#### LA-112 Elementary Arabic II

4 lecture hours 4 credits

*Prerequisite:* LA-111 or the equivalent, with a grade of C or better or permission of the Department

This is the second semester course for elementary Modern Standard Arabic. It focuses on the four essential language skills: listening, speaking, reading and writing. Students will continue studying the language through a communicative approach. They will also develop basic conversational and grammatical skills, and they will acquire additional insight into the cultural and social contexts of the Arabic speaking world. Consistent emphasis is placed on authentic materials that are derived from the living cultural context. Weekly attendance in the language laboratory is required.

#### LA-213 Intermediate Arabic I

3 lecture hours 3 credits

*Prerequisite:* LA-112 with a grade of C or better or permission of the Department

Intermediate Arabic I is a third-semester course, continuing to develop listening, speaking, reading, and writing in Modern Standard Arabic (MSA), and fostering acquaintance with colloquial variants of Arabic. The course builds vocabulary as well as knowledge of the Arabic grammar system and conventional Arabic usage within the context of assignments designed to familiarize students with everyday activities in the Arabic-speaking world.

### CHINESE

For placement in these classes, please consult the Department of Foreign Languages. Students who have not been placed by the Department and who are enrolled in courses below or above their knowledge of the language may be moved to a more appropriate course.

#### LC-111 Elementary Chinese I

4 class hours 4 credits

An introduction to Mandarin Chinese. Practice in the four language skills – listening, speaking, reading, and writing. Emphasis on pronunciation and conversation. Both the pinyin romanization system and characters will be introduced. This is the first semester of a two-semester course of beginning Chinese. Weekly attendance in the language laboratory is required.

#### LC-112 Elementary Chinese II

4 class hours 4 credits

*Prerequisite:* LC-111 or the equivalent, with a grade of C or better

Continuation of LC-111. Further practice in the four language skills to help students develop simple, practical conversational skills in Mandarin. Weekly attendance in the language laboratory is required.

#### LC-121 Elementary Mandarin I for Students of Chinese Heritage

4 hours 4 credits

1 hour weekly attendance in the language laboratory is required

*Prerequisite:* Departmental permission

This course is designed for students of Chinese heritage who have some listening and speaking skills in Mandarin or other Chinese dialects. The focus is on reading, writing, and grammar, along with improvement of oral communication skills.

#### LC-122 Elementary Mandarin II for Students of Chinese Heritage

4 hours 4 credits

1 hour weekly attendance in the language laboratory is required

*Prerequisite:* LC-121 with a grade of C or better or permission of the Department

Continuation of LC121. It aims to consolidate the foundation which students have built in LC121, to expand their vocabulary, to introduce them to more complex grammatical structures, and to continue to strengthen their oral communication skills.

#### LC-213 Intermediate Chinese I (2A<sup>1</sup>)

3 class hours 3 credits Offered as needed

*Prerequisite:* LC-112 or the equivalent, with a grade of C or better or permission of the Department

This course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills— listening, speaking, reading, and writing. Content-appropriate cultural information will be presented to promote the students' understanding of the Chinese-speaking world. This is the first semester of a two-semester course of intermediate Chinese.

#### LC-214 Intermediate Chinese II

3 class hours 3 credits Offered as needed

*Prerequisite:* LC-213 or the equivalent with a grade of C or better or permission of the Department

The focus of this course is to continue the improvement of oral communication skills, along with reading, writing, and grammar. It is designed to help students expand their vocabulary, and to study more complex grammatical structures. Components of Chinese culture will be integrated through readings, discussions and realia.

#### LC-311 Readings in Contemporary Chinese Literature I (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite:* LC-214 and/or permission of the Department

This course aims to enhance students' understanding of Chinese society and modern Chinese literature through reading a variety of modern Chinese literary genres including essays, short stories, and a short play. The emphasis is on reading comprehension and expansion of vocabulary. Class discussions are on issues related to the readings.

#### LC-312 Readings in Contemporary Chinese Literature II (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite:* LC-311 and/or permission of the Department

Study and analysis of selected literary works from contemporary Chinese authors. Each reading selection will reflect a different side of Chinese society. Course instruction and assessment will include lectures, class discussions and written reports.

#### LC 321 Business Chinese I (2A<sup>1</sup>)

3 hours 3 credits

*Prerequisite:* Foreign Language Placement

This course is designed for advanced speakers of Chinese. The curriculum provides advanced training in Chinese speaking, reading and writing skills using original business related materials. The emphasis of the course is on the mastery of general vocabulary and language structures used in the area of business. Social and behavioral cultural codes are also covered.

<sup>1</sup> Course qualifies as Pathways Common Core 2A—World Cultures and Global Issues.

# FOREIGN LANGUAGES AND LITERATURES COURSES

## FRENCH

For placement in these classes, please consult the Department of Foreign Languages. Students who have not been placed by the Department and who are enrolled in courses below or above their knowledge of the language may be moved to a more appropriate course.

### LF-111 Elementary French I

4 class hours 4 credits

Elements of French grammar; learning to understand and speak the language. Intensive oral practice, as well as practice in writing simple compositions. Weekly attendance in the language laboratory is required.

### LF-112 Elementary French II

4 class hours 4 credits

*Prerequisites:* LF-111 (or the equivalent), with a grade of C or better

Continuation of LF-111. Weekly attendance in the language laboratory is required.

### LF-213 Intermediate French I (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite:* LF-112 or the equivalent, with a grade of C or better or permission of the Department

Review of French grammar; selected readings in French literature studied and analyzed.

### LF-214 Intermediate French II (2A<sup>1</sup>)

3 class hours 3 credits Offered in Spring

*Prerequisite:* LF-213 or the equivalent, with a grade of C or better or permission of the Department

Intensive training in literary analysis through study of French works. Emphasis on French composition and conversation.

### LF-401 French and Francophone Cultures Today (2A<sup>1</sup>)

3 hours 3 credits Offered as needed

*Not credited toward the language requirement. Elective credit only. Prerequisite:* BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test.

A civilization course featuring contemporary France and selected French-speaking countries or regions of Africa, North America, the Caribbean and the Far East with emphasis on the diversity of cultures within the French-speaking world. This course is taught in English.

## GERMAN

For placement in these classes, please consult the Department of Foreign Languages. Students who have not been placed by the Department and who are enrolled in courses below or above their knowledge of the language may be moved to a more appropriate course.

### LG-111 Elementary German I

4 class hours 4 credits

Students learn the elements of German grammar and learn to understand and speak the language. Intensive oral practice as well as an introduction to writing simple compositions. Weekly attendance in the language laboratory is required.

### LG-112 Elementary German II

4 class hours 4 credits

*Prerequisite:* LG-111 or the equivalent, with a grade of C or better

The study of basic German grammar is completed. Students learn to read easy German prose and express their ideas. Weekly attendance in the language laboratory is required.

### LG-213 Intermediate German I (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite:* LG-112 or the equivalent, with a grade of C or better or permission of the Department

Intensive review of German grammar through practice of the phonological and grammatical structure of German orally and in writing. Selected readings in contemporary German prose.

### LG-214 Intermediate German II

3 class hours 3 credits Offered as needed

*Prerequisite:* LG-213 or the equivalent, with a grade of C or better or permission of the Department

Intensive training in literary analysis through study of German works. Emphasis on German composition and conversation.

### LG-401 The Culture of German-Speaking Countries Today (2A<sup>1</sup>)

3 hours 3 credits Offered as needed.

*Prerequisite:* BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

Students will be exposed to and discuss cultural developments in German-speaking countries including their role the European Union. They will read English translations of contemporary writings and apply an interdisciplinary approach to texts, films, and music, focusing on various facets of life and culture. Students will also attend cultural events in New York City. The course will be taught in English as WI.

### LG-812 German Literature in Translation II

Conducted in English. 3 class hours 3 credits

*Prerequisite:* EN-101 Offered as needed

Major German plays of the twentieth century. Such dramatists as Hauptmann, Hofmannsthal, Schnitzler, Wedekind, Kaiser, Barlach, Brecht, Borchert, Durrenmatt, and Frisch studied in the light of modern literary and theatrical history. Films and videotapes used in the presentation of material.

## HEBREW

For placement in these classes, please consult the Department of Foreign Languages. Students who have not been placed by the Department and who are enrolled in courses below or above their knowledge of the language may be moved to a more appropriate course.

### LH-111 Elementary Hebrew I

4 class hours 4 credits

Reading of elementary Hebrew prose, understanding the spoken language; oral expression and simple written composition. Weekly attendance in the language laboratory is required.

### LH-112 Elementary Hebrew II

4 class hours 4 credits Offered as needed

*Prerequisite:* LH-111 or the equivalent, with a grade of C or better

Continuation of Hebrew I. Weekly attendance in the language laboratory is required.

### LH-213 Intermediate Hebrew I (2A<sup>1</sup>)

3 class hours 3 credits Offered as needed

*Prerequisite:* LH-112 or the equivalent, with a grade of C or better or permission of the Department

General review of grammar covered in Hebrew I (LH-111) and Hebrew II (LH-112); readings, short stories, reports, and discussions in the language.

### LH-214 Intermediate Hebrew II

3 class hours 3 credits

*Prerequisite:* LH-213 or the equivalent, with a grade of C or better or permission of the Department

Compositions, readings, and discussion of the material covered in class. Short stories, poems, scenes from plays, reports, and discussions in the language.

<sup>1</sup> Course qualifies as Pathways Common Core 2A—World Cultures and Global Issues.

# FOREIGN LANGUAGES AND LITERATURES COURSES

## ITALIAN

For placement in these classes, please consult the Department of Foreign Languages. Students who have not been placed by the Department and who are enrolled in courses below or above their knowledge of the language may be moved to a more appropriate course.

### LI-111 Elementary Italian I

4 class hours 4 credits

Introduction to reading, writing, and speaking the language; study of the grammar; oral practice. Weekly attendance in the Language Laboratory is required.

### LI-112 Elementary Italian II

4 class hours 4 credits

*Prerequisite:* LI-111 or the equivalent, with a grade of C or better

Continuation of LI-111. Weekly attendance in the Language Laboratory is required.

### LI-213 Intermediate Italian I (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite:* LI-112 or the equivalent, with a grade of C or better or permission of the Department

General review of grammar; readings and discussion in Italian.

### LI-214 Intermediate Italian II

3 class hours 3 credits Offered in Spring

*Prerequisite:* LI-213 or the equivalent, with a grade of C or better or permission of the Department

Short stories, poems, scenes from plays, reports, and discussion in Italian.

### LI-401 Italy Today

3 hours 3 credits Offered as needed

*Prerequisite:* BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

This course will focus on the ways Italy and Italian culture have changed in the past 50 years, and analyze the forces behind these changes. Different cultural aspects, such as politics, education, music and fashion will be taken into consideration. The course will be taught in English.

## SPANISH

For placement in these classes, please consult the Department of Foreign Languages. Students who have not been placed by the Department and who are enrolled in courses below or above their knowledge of the language may be moved to a more appropriate course.

### LS-111 Elementary Spanish I

4 class hours 4 credits

Elements of Spanish grammar and orthography with emphasis on everyday practical vocabulary. Intensive aural-oral practice. Weekly attendance in the Language Laboratory is required.

### LS-112 Elementary Spanish II

4 class hours 4 credits

*Prerequisite:* LS-111 or the equivalent, with a grade of C or better

Complete study of basic Spanish grammar with emphasis on everyday practical vocabulary. Weekly attendance in the Language Laboratory is required.

### LS-161 Spanish for Medical Personnel I

4 class hours 4 credits

*Course equivalent to LS-111, or the first semester of the basic language requirement*

Elements of Spanish grammar and orthography with emphasis on the vocabulary, scientific terms, and idioms necessary to communicate with Spanish speaking patients.

### LS-213 Intermediate Spanish I (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite:* LS-112 or the equivalent, with a grade of C or better or permission of the Department

Review of Spanish grammar with intensive aural-oral practice, through the use of videotapes and selected readings.

### LS-214 Intermediate Spanish II (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite:* LS-213 or the equivalent, with a grade of C or better or permission of the Department

Emphasis on written composition. Selections from Spanish and Spanish-American literature read and analyzed.

### LS-221 Workshop in Reading and Writing for Spanish Heritage Speakers I (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite:* LS-214 with a grade of C or better or placement through Native/Heritage Speakers Placement Test

This class is designed for students whose greatest exposure to Spanish has been in the home and the community rather than in the classroom. The program builds on the linguistic knowledge that students already bring to the classroom and develops their oral and written language skills through the analysis, comparison and evaluation of current social issues in Spain and Latin America.

### LS-222 Workshop in Reading and Writing for Spanish Heritage Speakers II (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite:* LS 221 with a grade of C or better or placement through Native/Heritage Speakers Placement Test

Moving beyond the mechanics of composition in Spanish, this course emphasizes different genres of writing in the heritage language such as description, report and narration. Readings and class discussions focus on contemporary Spanish and Latin American cultures, politics and art.

### LS-223 Workshop in Reading and Writing for Spanish Heritage Speakers III (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite:* LS 222 with a grade of C or better or placement through Native/Heritage Speakers Placement Test

This course emphasizes different genres of writing in the heritage language, focusing on strategies used in expository, persuasive and argumentative writing. Readings and class discussions focus on contemporary Spanish and Latin American cultures, politics and art.

### LS-311 Spanish Literature of the Nineteenth Century (2A<sup>1</sup>)

3 class hours 3 credits Offered every other semester

*Prerequisite:* LS-214 and/or LS-223 with a grade of C or better, or placement through Native/Heritage Speakers Placement Test

Study of major literary movements in Spain during the nineteenth century: Romanticism, Regionalism, Realism, and Naturalism. Analysis of the major poets, playwrights, and novelists of the period. Readings and discussions in Spanish.

### LS-312 Spanish Literature of the Twentieth Century (2A<sup>1</sup>)

3 class hours 3 credits Offered every other semester

*Prerequisite:* LS-214 and/or LS-223, or permission of the Department

Study of major literary movements and authors in Spain from the Generation of 1898 to the present. Analysis of the works and philosophical thought of Unamuno, Ortega y Gasset, Benavente, Garcia Lorca, and the writers of the post-Civil War period, such as Cela and Delibes. Readings and discussion in Spanish.

### LS-315 Reading in Contemporary Spanish-American Literature (2A<sup>1</sup>)

3 class hours 3 credits Offered every other semester

*Prerequisite:* LS-214 and/or LS-223 with a grade of C or better or placement through Native/Heritage Speakers Placement Test

Analysis and discussion of representative works of contemporary Spanish-American authors. Readings and discussion in Spanish.

### LS-402 Latin American and Caribbean Cultures Today (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisites:* BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

A journey into contemporary Latin American and Caribbean cultures through the reading and discussion of politics, customs, art, music and cinema. This course will be taught in English.

<sup>1</sup> Course qualifies as Pathways Common Core 2A—World Cultures and Global Issues.

# DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND DANCE

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**Robert F. Kennedy Hall (Gymnasium) • Telephone: 718-631-6322 • Fax: 718-631-6333**

Dr. Young K. Kim, **Chairperson**

**Professors:** Elyn Feldman, Paul S. Weiss, Lana Zinger

**Associate Professors:** Rosemary Iconis, Young K. Kim, Alicia Sinclair

**Assistant Professors:** Rezan Akpinar, Daniel Armstrong, Emily Berry, Aviva Geismar, Isabella Lizzul, Anthony Monahan, Andrea Salis

**Instructor:** Jim Cutrone, Jason Demas

**Lecturers:** Gene Desepoli, Sue Garcia; Peter Marchitello, *Athletic Director*

**Adjunct Faculty:** approximately 35 each year

**Professors Emeriti:** Frances D'Amico, Norma M. Dayton, Ronald Fusco, Linda Joseph, Alfred F. Kahn, Aaron Krac, Lawrence Lembo, Joseph D. Santora, Sandy Joel Siff

**Office Personnel:**

Barbara Bucholtz, CUNY Administrative Assistant  
Cathy Murawski, College Assistant

**For information about the academic programs in the Department of Health, Physical Education, and Dance, contact the Department or the following advisers directly:**

**Exercise Science:** Dr. Anthony Monahan

**Emergency Medical Technician (EMT):** Dr. Daniel Armstrong

**Health and Behavior:** Dr. Andrea Salis

**Health Promotion and Disease Prevention:** Dr. Rosemary Iconis

**Massage Therapy:** Dr. Isabella Lizzul

**Nutrition:** Dr. Alicia Sinclair and Dr. Lana Zinger

**Personal Training:** Prof. Jason Demas

**Physical Education:** Prof. Sue Garcia

**Visual and Performing Arts (Dance Concentration):** Professor Emily Berry

## PROGRAMS OF STUDY

- **VISUAL AND PERFORMING ARTS:<sup>1</sup>**  
(A.S. Degree Program)

Dance Concentration

- **LIBERAL ARTS AND SCIENCE**  
(A.A. Degree Program)

Concentration in Exercise Science

Concentration in Health and Behavior

Concentration in Health Promotion and  
Disease Prevention

Concentration in Nutrition

Concentration in Personal Training

Concentration in Physical Education

- **MASSAGE THERAPY**  
(A.A.S. Degree Program)

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

Outstanding Athlete Awards (Male and Female)

The Steve Weingard Scholar-Athlete Award (Male)

The Joanne Blumin Scholar-Athlete Award (Female)

The Director's Award for Dance

The Frank Egan Service/Leadership/Participation Awards

The Evelyn Karlin Award

The Mary Jean Erario Scholarship

The Robert F. Kennedy Award

The Muriel Manings Award

The Scholar-Athlete Award

## DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND DANCE MASSAGE THERAPY ADVISORY BOARD

Dr. Young K. Kim, *Chair*

Ms. Jeanne Anselmo

Mr. Walter Blick

Dr. Gene Desepoli

Mr. Kenneth Frey

Ms. Barbara Joel

Dr. Isabella Lizzul

Ms. Diedre McDonough

Ms. Nancy Mishanie

<sup>1</sup> Pending NYSED approval.

# DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND DANCE

The Department of Health, Physical Education, and Dance is organized to:

- Provide academic programs to prepare students for further studies and careers in health, nutrition, physical education, exercise science, dance and massage therapy
- Provide learning experiences designed to enable students to develop analytical reasoning skills in order to make informed health decisions
- Provide a program of continuing education courses for all ages, from youth to seniors that serve the health, social and recreational needs of community
- Provide academic and community programs in health, physical education, dance and massage therapy that advocates and promotes physically active and healthy lifestyles
- Provide a program of instruction in the scientific bases of cardiovascular fitness, muscular power, strength and endurance, stress management, weight management, and flexibility, agility and rhythm, that will serve as a foundation for lifetime optimum fitness and wellness
- Provide a broad program of instruction in physical activities, including aquatics, dance, and team and lifetime sports activities
- Provide a program of clubs, recreation, intramurals, and intercollegiate which offer a level of skill and activity for every student and faculty member at the College.

## FACILITIES

Indoor instructional facilities of the Department include a pool, five gymnasiums (including a weight training room), and a dance studio. Outdoor facilities include six tennis courts, two paddleball/handball courts, two volleyball courts, a 440-yard track, and a soccer/football field.

## PHYSICAL EDUCATION AND/OR DANCE

**PLEASE NOTE: Students will not receive credit for a beginning level physical education course after they have taken and passed either an intermediate or advanced class in the same sport or physical activity. This ruling may be waived only by special permission of the Department.**

Students may take additional courses in later semesters for elective credit.

## HEALTH EDUCATION

Students in many Associate degree programs are required to take HE-101 (Introduction to Health Education) or HE-102 (Health, Behavior and Society). All students, however, may take these courses as elective credit. Students may not receive credit for both HE-101 and HE-102.

Students who are required to take BE-111, BE-112, BE-121, or BE-201, BE-203, BE-205, or BE-225 **must** take HE-101.

## WITHDRAWAL FROM A COURSE

Students wishing to withdraw from a physical education, dance, or health education course must file the appropriate form in the Office of the Registrar and have it officially approved in order to avoid receiving a grade of WU or INC. Uniform and equipment records must be cleared by returning issued items prior to approval of withdrawal requests.

## MEDICAL REGULATIONS

- **To withdraw from a course for any medical reason**, the student must make an official request which must be accompanied by a physician's report. These must be submitted to the Health Services office for approval.
- **Students who are medically restricted** must be assigned to modified activity by the Health Services Office. Graduation requirements in physical education and/or dance for such students must be satisfied by substituting activities approved by the student's primary medical provider.
- **A request for a Waiver for Medical Reasons** of any required course in physical education and/or dance must be approved by the student's primary medical provider upon admission to the College, or upon the first appearance of any new medical problem.
- **Program Limitations or Waivers.** Waivers requested for medical reasons, consideration of age, or any other extenuating circumstances, require the written approval of the chairperson of the Department.
  - (a) *Students medically restricted by the student's primary medical provider* will be assigned to appropriate courses.
  - (b) *Students over 35 years of age* may request an interview with the chairperson of the Department to discuss a special program to fulfill their requirements.

## VETERANS

All health and physical education requirements are waived for veterans; they may, however, choose to take courses in health education, physical education, or dance for elective credit. Veterans wishing to receive a waiver of health and physical education requirements must bring a copy of their discharge paper (DD-214) to the Health, Physical Education and Dance Department.

For purposes of this waiver, a veteran is defined as one who is eligible for Veterans' Educational Assistance under PL89-358, Veterans' Re-adjustment Benefits Act of 1966. To qualify under this act, one must have served in active duty for more than 180 days (exclusive of any time assigned to a civilian institution for a course of study offered to civilians), or served as a cadet or midshipman at a service academy, or trained for enlistment in the Reserve forces. This specifically excludes six-month enlistees under the Reserve Program authorized by PL-305, 84th Congress.

# DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND DANCE

## HEALTH AND PHYSICAL EDUCATION IN THE EVENING

An extensive program of courses in health and physical education is offered in the Evening, Summer, and Continuing Education programs. Consult the Schedule of Classes published every semester for additional information. Evening students are also encouraged to participate in day intramural recreation, as well as other special events and programs offered during the evening hours and/or weekends.

## UNIFORM REGULATIONS

All students participating in physical education and/or dance classes, intramurals, or recreation activities in Robert F. Kennedy Hall are required to wear appropriate athletic attire and sneakers. Students who fail to return all uniform items will receive a grade of "INC" (Incomplete) in the physical education and/or dance courses in which they are registered.

**PLEASE NOTE:** *The Registrar will not issue a transcript until such arrears are cleared.*

## INTRAMURALS

Intramural recreation and competition are conducted in the following sports for both men and women: archery, badminton, basketball, fencing, handball, paddleball, soccer, softball, swimming, table tennis, touch football, track and field, volleyball, and power lifting. Awards are presented for individual and team tournaments. Intramural activities are conducted during club hours, evenings, and weekends. Other activities are included according to student interest. The intramural schedule is available in the Health, Physical Education, and Dance Department office (RFK Hall, Room 216).

## INTERCOLLEGIATE ATHLETICS

Queensborough Community College offers intercollegiate athletics in the following sports:

**Fall:** Men's Soccer, Women's Volleyball, Men's and Women's Cross Country

**Winter:** Men's and Women's Basketball, Men's and Women's Swimming, Men's and Women's Indoor Track and Field

**Spring:** Men's Baseball, Women's Softball, Dance Workshop & Dance Team, Men's and Women's Track and Field.

**Athletic Director:** Mr. Peter Marchitello

## ELIGIBILITY REQUIREMENTS FOR INTERCOLLEGIATE TEAM PARTICIPATION

In order to be eligible to participate on an intercollegiate team, a student must be full-time, and carrying 12 or more credits or credit hours. In addition, students who attended full-time the previous semester must have completed at least 12 credits with a 1.75 grade-point average. The student must also have health insurance information on file in the College's Health Services Office and medical clearance from a MD is also necessary.

Waivers of this regulation may be granted only in exceptional cases and after consideration of a written appeal by the student. Students should consult with the Director of Athletics.

**NOTE:** *To remain in good academic standing at Queensborough, students must maintain the academic standing requirements of the College.*

## EQUITY IN ATHLETICS DISCLOSURE ACT

Under the Equity in Athletics Disclosure Act (1994), students may request information on participation rates, financial support, and other information pertaining to men's and women's intercollegiate athletic programs. Information is available from the Department of Health, Physical Education, and Dance (RFK, Room 216), and from the Office of Student Affairs (Library Building, Room 412).

## 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.

## RECREATION

A comprehensive recreation program is sponsored by the Department of Health, Physical Education, and Dance which complements the courses in physical education and allows students, faculty, staff, members of the QCC Alumni Association, and continuing education students to use the recreational facilities. Weather permitting, both indoor and outdoor programs of recreation are conducted daily (including evenings and weekends) in the gymnasiums, weight training room, Olympic size pool, and on the tennis and handball/paddleball courts. A number of club activities are available, including badminton, table tennis, volleyball, and karate. Consult the Recreation Schedule published every semester and summer session for activity dates and times. The schedule is available in the Health, Physical Education, and Dance Department Office (RFK Hall, Room 216).

## SPECIAL NOTES:

- **Students are responsible for all items issued to them.** They will be charged for items not returned in good condition.
- Use of locker room storage baskets or lockers is optional, not mandatory.
- Students are warned to protect College and personal belongings against possible theft.
- **Fees:** Students registering in health education will pay a \$5.00 special services charge for each course. Certain health and physical education courses carry additional charges as indicated in the course descriptions and the Tuition and Fees section of this catalog.

# HEALTH, PHYSICAL EDUCATION AND DANCE COURSES

## MASSAGE THERAPY: HEALING ARTS

### HA-100 Foundations of Therapeutic Massage

3 hours 3 credits

Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory placement on the CUNY/ACT Assessment Test  
Open to Massage Therapy majors only

An introduction to the massage therapy profession. Topics will include: the history and role of massage therapy in health and illness, different styles of bodywork, ethics and professionalism, research literacy, and self-care practice. Note: This is not a hands-on course.

### HA-101 Eastern Massage I

1 hour lecture 3 hours laboratory 2 credits

Corequisite: BI-301 All prerequisites must be completed with a grade of C or better Offered in Fall or Spring semester

This course combines lecture, focused on expanding the student's understanding of Eastern healing and traditional Chinese medicine, with practicum experience in the foundational techniques of Shiatsu. Drawing upon concepts introduced in Eastern anatomy and physiology, the student learns the palpatory skills necessary to administer an effective full-body Shiatsu treatment. Proper body mechanics, fluidity, and stretching techniques are emphasized in the practicum.

### HA-102 Western Massage I

1 hour lecture 3 hours laboratory 2 credits

Corequisite: BI-301 All prerequisites must be completed with a grade of C or better Offered in Fall or Spring semester

This course will focus on developing a firm foundation in Western, or what is most commonly referred to as "Swedish" style massage. The history of Western massage, its basic techniques, benefits and contraindications for their use will be discussed. Proper use of oils, massage tables, draping and bolstering methods will be introduced. High emphasis will be placed in the practicum on modeling proper body mechanics necessary to execute techniques efficiently and safely.

### HA-103 Eastern Massage II

1 hour lecture 3 hours laboratory 2 credits

Prerequisites: HA-100, HA-101, and BI-301

All prerequisites must be completed with a grade of C or better Offered in Fall or Spring semester

This course combines lecture, focused on presenting more in-depth concepts in Eastern healing, with practicum experience in intermediate level techniques in Shiatsu. It builds upon the foundation established in Eastern Massage I as the student learns the intellectual concepts and palpatory skills necessary to develop more complex and individually tailored Shiatsu treatments. Proper body mechanics, fluidity, and stretching techniques continue to be emphasized in the practicum as students learn additional techniques to deepen their practice.

### HA-104 Western Massage II

1 hour lecture 3 hours laboratory 2 credits

Prerequisite: HA-102; corequisite: BI-331

All prerequisites must be completed with a grade of C or better Offered in Fall or Spring semester

This course will expand on the material and skill learned in Western Massage I. Advanced deep tissue and stretching techniques will be explored, as well as working with clients in sidelying position and seated in a chair. Students will learn approaches for using massage in pre-and post-event sport situations, along with cramp relief techniques and heat and cold application. Also introduced will be basic assessment and treatment documentation skills necessary for focused therapeutic massage work.

### HA-201 Eastern Massage III

1 hour lecture 3 hours laboratory 2 credits

Prerequisite: HA-103 (completed with a grade of C or better)

Offered as needed

This course combines lecture, focused on presenting the advanced concepts of Eastern healing, with practicum experience in advanced level techniques in Shiatsu. It builds upon the foundations established in Eastern Massage I & II as students further refine their intellectual and palpatory skill. Students learn how to evaluate the energetic state of a client, and develop a professional treatment strategy that includes appropriate documentation. Proper body mechanics, fluidity, and stretching techniques continue to be emphasized in the practicum. Students are also introduced to other Eastern healing methods.

### HA-202 Western Massage III

1 hour lecture 3 hours laboratory 2 credits

Prerequisite: HA-104 (completed with a grade of C or better)

Corequisite: HA-203 Offered in Fall or Spring semester

This course continues the learning of techniques and skills taught in previous Western massage classes and prepares students in the use of therapeutic massage applications. Advance techniques such as trigger point release, orthopedic assessment testing, and treatment plan design will be discussed for common injuries and conditions.

### HA-203 Massage Practicum I

6 hours laboratory 2 credits

Prerequisite: BI-331; co-requisites: HA-220 and 202.

All prerequisites must be completed with a grade of C or better

Offered in Fall or Spring semester

Prepares students for the practice of massage with a healthy population in a variety of settings under direct supervision. Drawing on the techniques and skills learned in Eastern and Western Massage, students gain the experience and confidence needed for the successful practice of Swedish massage, Shiatsu, chair massage, and sports massage. Therapeutic modalities complementary to the practice will also be presented.

### HA-204 Massage Practicum II

9 hours laboratory 3 credits

Prerequisite: HA-203; co-requisite: HA-221.

All prerequisites must be completed with a grade of C or better. Offered in Fall or Spring semester

This course prepares students to treat clients with clinical conditions. Working under direct supervision, students will assess client conditions and develop treatment plans for clients utilizing both Western and Eastern massage techniques. Treatment plans are charted and outcomes are evaluated. First aid safety procedures are also discussed.

### HA-205 Professional Issues in Massage Therapy

2 hours 2 credits Corequisite: HA-204

Offered in Fall or Spring semester

Prepares students to enter a career in massage therapy. Foundational business theory and skills needed to build and maintain a practice in a variety of settings will be discussed, including marketing strategies, networking and making appropriate referrals. Professional ethics and management of more complex client/therapist situations will be addressed.

### HA-206 Pregnancy Massage

1 hour lecture 3 hours laboratory 2 credits

Prerequisites: CPR and First Aid Certification, BI-302, BI-331, HA-101, HA-104; or permission of instructor

Offered in Fall or Spring semester

This course provides in-depth knowledge needed to offer safe and effective massage treatments to pregnant clients. The anatomy and physiology of body changes and complications, benefits, indications, and cautions of pregnancy massage, along with massage techniques, Eastern and Western, for common discomforts during pregnancy are included along with communication, ethical considerations, and documentation. The course also prepares students to give safe and effective massage to women during labor and childbirth as well as during the postpartum period.

### HA-207 Hospital-Based Massage

1 hour lecture 3 hours laboratory 2 credits

Prerequisites: CPR and First Aid Certification, medical clearance, liability/malpractice insurance, BI-302, BI-331, HA-101, HA-104, and permission of instructor

Offered in Fall or Spring semester

This course is designed for students majoring in Massage Therapy or Nursing who plan to provide massage for seriously ill patients in a hospital setting, with an emphasis on oncology massage. It includes medical terminology, devices, and documentation. The course presents an overview of complementary and alternative therapies, including energy-based techniques that are commonly used with seriously ill patients, along with how to modify massage therapy according to patients' needs. Students will gain practical experience providing massage in the hospital.

# HEALTH, PHYSICAL EDUCATION AND DANCE COURSES

## HA-208 Sports Massage

1 hour lecture 3 hours laboratory 2 credits

Prerequisites: CPR and First Aid Certification, BI-302, BI-331, HA-101, HA-104; or permission of instructor  
Offered in Fall or Spring semester

This course will enable students to assess athletic clients in order to apply appropriate massage techniques in safe and effective ways. The course includes theory and philosophy of sports massage, pathologies and dysfunctions, and specialized clinical methods to resolve pain syndromes. Students will gain practical experience working with the college's athletic teams.

## HA-209 Thai Massage

1 hour lecture 3 hours laboratory 2 credits

Prerequisites: CPR and First Aid Certification, BI-302, BI-331, HA-103; HA-104; or permission of instructor Offered in Fall or Spring Semester

This course is designed for advanced massage therapy students. This course provides an introduction to traditional Thai massage and Thai culture. The lecture will review the history and theoretical foundations of Thai massage and discuss the role of massage in traditional Thai medicine. The practicum will prepare students to use stretches and pressure with hands, arms, knees, and feet to deliver a basic two-hour massage sequence in the front, side, back, and seated positions.

## HA-220 Pathology for Massage Therapy I

3 hours 3 credits

Prerequisites: BI-302, HA-104; co-requisite: BI-325

All prerequisites must be completed with a grade of C or better  
Offered in Fall or Spring semester

An introduction to the theories and mechanisms of disease. The course focuses on the pathological conditions most likely encountered in the scope of massage therapy. Special attention will be given to precautions, contraindications and indications for massage. Pathological conditions correlating to body systems within a holistic perspective will be discussed.

## HA-221 Pathology for Massage Therapy II

3 hours 3 credits

Prerequisite: HA-220 (completed with a grade of C or better)

Offered in Fall or Spring semester

Continuation of the study of disease conditions with an emphasis on organic disorders and psychologically-based and stress-related diseases. The importance of history taking, massage endangerments and referral decisions will be reviewed.

## HEALTH EDUCATION

**Note:** Students interested in pursuing a pre-major in health education may select appropriate courses from the HE-100 series with the assistance of a pre-major Departmental adviser.

### HE-101 Introduction to Health Education<sup>1</sup>

2 class hours 1 credit Students who are required to take BE-111, 112 or BE-201, BE-203, BE-205, or BE-121 or BE-225 must take HE-101. Students may not receive credit for both HE-101 and HE-102

An introductory course in personal and community health designed specifically for students who have been placed in Academic Literacy reading and/or writing, or The English as a Second Language sequence. Topics include mental health, addictions and dependencies, sex and sexuality, diet, exercise and weight control, the major diseases and their relation to morbidity and longevity. In addition, students are required to attend Health Lecture Series Programs and/or related field experiences as a complement to classroom activities.

### HE-102 Health, Behavior and Society<sup>1</sup>

2 class hours 2 credits Corequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test. Students may not receive credit for both HE-101 and HE-102

This fundamental course focuses on the relationship between health and human behavior by exploring the psychological, biological, and socio-cultural perspectives of health. Topics for discussion emphasize disease prevention and lifelong health promotion for the individual and the community. Learning experiences are designed to enable students to develop analytical reasoning skills in order to make informed health decisions and to promote and maintain wellness across diverse cultures. This course will examine major health areas of importance to the individual and society including nutrition, mental health, stress, sexuality, exercise science and addictions.

### HE-103 Fundamentals of Human Nutrition<sup>1</sup> (2E<sup>2</sup>)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Fundamentals of Human Nutrition provides an integrated overview of the physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations. Nutrient requirements under varying conditions of growth will be explored as well as calculations and computations of nutrient composition of selected food groups, and diets.

### HE-104 Addictions and Dependencies<sup>1</sup>

3 class hours 3 credits Prerequisite: HE-101 or HE-102 (The HE-101 or HE-102 prerequisite is not required for students in the Nursing curriculum or for veterans)

An investigation of recent research related to the psychological and physiological effects of dependencies, such as compulsive eating, gambling, work habits, and smoking. The problems of use and abuse of depressants, stimulants, hallucinogens, and rehabilitation also discussed.

### HE-105 Human Sexuality<sup>1</sup> (2E<sup>2</sup>)

3 class hours 3 credits Prerequisite: HE-101 or HE-102 (The HE-101 or HE-102 prerequisite is not required for students in the Nursing curriculum or for veterans)

Designed to assist students in developing positive and accepting attitudes and behaviors about their own sexuality and that of others throughout the life cycle. Study includes psycho-sexual development, sexual behaviors, reproductive biology, and family planning.

### HE-106 First Aid and Safety Education<sup>1</sup>

3 class hours 1 laboratory hour 3 credits

Prerequisite: BE-112 or BE-205, BE-122 or BE-226, or satisfactory score on the CUNY/ACT Assessment Test

Provides a basic understanding of the causes and effects of accidents in our lives. Prevention of accidents and emergency care are the focus. Students successfully completing this course will be awarded an American Red Cross Standard First Aid Certificate.

### HE-107 Mental Health: Understanding Your Behavior<sup>1</sup> (2E<sup>2</sup>)

3 class hours 3 credits Prerequisite: HE-101 or HE-102 or SS-510. (The HE-101 or HE-102 prerequisite is not required for students in the Nursing curriculum or for veterans)

An opportunity for students to develop a better understanding of their behavior and adjustment to life situations. Attention given to personal approaches to problem-solving and evaluating available outside resources. Participation is required in at least one course-related field trip to be arranged by the instructor.

### HE-108 Health and Physical Fitness<sup>1</sup> (2E<sup>2</sup>)

3 class hours 3 credits Offered as needed

Prerequisite: HE-101 or HE-102

An inquiry to the concepts of health, physical fitness, physical performance and wellness. Factors such as nutrition, body composition and weight control, principles of physical conditioning, physiology of exercise, and other issues related to optimal physical performance will be considered. The classroom lectures will be supplemented by laboratories and demonstrations using available gym facilities to provide the students the opportunity to assess their present state of physical fitness. The student should be able to formulate a program of self-improvement in relation to their individual goals after completion of this course of study.

### HE-110 Cardiopulmonary Resuscitation<sup>1</sup>

1 class hour 1 credit

Basic life support knowledge and skills in cardiopulmonary resuscitation developed, including artificial circulation, artificial respiration, and clearing obstructed airways. Upon successful completion of the course, students will receive CPR Certification.

### HE-111 Stress Management<sup>1</sup>

3 class hours 3 credits Prerequisite: HE-101 or HE-102

This course explores theories of stress to help students understand and cope more effectively with the stress in their daily lives. Topics covered include the types and causes of stress; components, manifestations and consequences of stress; how to evaluate and measure stress, and strategies/techniques to minimize stressors and manage stress.

<sup>1</sup> Students in HE-101, HE-102, HE-103, HE-104, HE-105, HE-106, HE-107, HE-108, HE-110, and HE-111 must pay a special supplies and services fee of \$5.00

<sup>2</sup> Course qualifies as Pathways Common Core 2E—Scientific World.

# HEALTH, PHYSICAL EDUCATION AND DANCE COURSES

## EMERGENCY MEDICAL EDUCATION

**Note:** Students interested in pursuing a career in Pre-Hospital Emergency Medical Care should take HE-200 (note prerequisites). The assistance of a Departmental adviser is available.

### HE-200 Emergency Medical Technician<sup>1</sup>

9 class hours 55 laboratory hours 9.5 credits

*Prerequisite:* A valid CPR (Cardio-Pulmonary Resuscitation) Certificate or HE-110.

This course prepares the student for EMT (Emergency Medical Technician) certification. The content and sequence of the course material are mandated by the State of New York Department of Health, Bureau of Emergency Health Services. Meets national educational guidelines for Emergency Medical Technician Educational standard.

### HE-201 Emergency Medical Technician Refresher<sup>1</sup>

2 class hours 2 laboratory hours 3 credits

*Prerequisite:* A current valid EMT card pending expiration or an EMT card recently expired.

This course is mandated for licensed EMT's by the State of New York Department of Health, Bureau of Emergency Health Services.

## INTERDISCIPLINARY COURSES

### IS-151 Health and the Nations

### IS-220 Herbs: Nature's Pharmacy

### IS-222 Herbs: Nature's Pharmacy II

See *Interdisciplinary Courses* page 209.

## TEAM SPORTS AND COMBATIVES

All of the following courses carry 1 credit and meet for 2 laboratory hours. Please note prerequisites where required.

### PE-401 Basketball

2 hours 1 credit

This course will introduce students to all of the fundamental skills of basketball: footwork, passing, shooting, rebounding, dribbling, defense and boxing out. The course will include executing some basic strategies such as give and go, screen and roll, and backdoor cuts. It will cover the rules of the game with a chance to officiate and keep a scorebook. The course will offer opportunities for competitive games with an emphasis on teamwork and sportsmanship.

### PE-408 Self-Defense

2 hours 1 credit

This course is designed to give participants the knowledge and skills necessary to protect themselves in a potentially violent situation. Students will learn a variety of escape strategies, assertiveness skills, and practical self defense techniques to defend against the unarmed and armed assailant, including blocks, strikes, kicks, throws, sweeps, distractions and pressure points.

### PE-409 Soccer

2 hours 1 credit Offered as needed

The game of soccer is considered one of the fastest growing sports in America to date. This course is designed to introduce the basic skills, such as kicking, passing, dribbling and shooting, necessary for participation in the high endurance sport. Rules of the game, basic offensive and defensive strategies will also be introduced.

### PE-410 Softball

2 hours 1 credit

An opportunity for students to develop a better understanding of the sport of softball. Students will learn proper terminology and basic skills. Everyone will participate in drills to enhance softball skills, flexibility, fitness and strength; and improve in specific areas such as throwing, fielding, base running, hitting, bunting, pitching and catching.

### PE-412 Touch Football

Offered as needed

### PE-415 Beginning Volleyball

2 hours 1 credit

This course offers students the opportunity of learning how to play the game of volleyball. Included in the instruction are the individual skills necessary to play the game: passing, setting, serving and spiking. In addition, simple team offensive and defensive strategies will be presented and practiced. At the end of the course, the students will be tested on their knowledge of the rules of the game.

### PE-416 Weight Training

2 hours 1 credit

This course is designed to help men and women to improve muscular strength and cardiovascular efficiency through the application of scientific methods of weight training. The main emphasis of the classwork will focus on practical exercise and progressive weight training, and students will have a better understanding of their bodies.

### PE-425 Intermediate Volleyball

2 hours 1 credit

*Prerequisite:* PE-415, or permission of the Department

This course is designed for the intermediate volleyball player. The purpose of this course is to improve volleyball skills. Students will be participating in highly developed volleyball drills and play associated with collegiate volleyball. Students will be introduced to intermediate offensive skills with much emphasis placed on techniques and total team play.

### PE-441 Introduction to T'ai Chi

2 hours 1 credit

The purpose of this course is to introduce and integrate T'ai-Chi as a daily exercise. Students will develop an appreciation of the history and philosophy of this ancient exercise. In addition, students will learn T'ai-Chi breathing, warm-up exercises, and 38 postures of the Yang form.

## LIFETIME SPORTS AND INDIVIDUAL ACTIVITIES

All of the following courses carry 1 credit and meet for 2 laboratory hours. Please note prerequisites where required.

### PE-501 Archery

2 Lab hours 1 credit

Designed for beginner archers. The fundamental techniques of Olympic style target archery are studied and practiced. Topics include equipment, scoring, safety, history and tournament procedures.

### PE-503 Badminton

2 Lab hours 1 credit Offered as needed

Designed for beginner badminton players. Fundamental techniques are studied and practiced. Topics include strokes, rules, singles and doubles strategy. Students will play in singles and doubles class tournaments.

### PE-510 Golf

2 Lab hours 1 credit

Designed to teach beginners the basic skills of the sport. Topics include: variations of the swing, equipment, rules, etiquette, putting, chipping and most other shots. The class will travel to a local driving range to practice, in addition to practice in the gymnasium.

### PE-512 Handball

2 Lab hours 1 credit

Designed to teach the beginning handball player fundamental skills and strategy, game procedures, officiating and scoring.

<sup>1</sup> Students registering in HE-200 and HE-201 pay a special supplies or service charge of \$50.00.

# HEALTH, PHYSICAL EDUCATION AND DANCE COURSES

## PE-514 Jogging

2 hours 1 credit

This course is designed to provide students with the information to improve their cardiovascular endurance and strength in a safe and efficient manner through jogging. Students will be expected to set individual goals to increase their mileage and speed during the semester.

## PE-515 Beginning Paddleball

2 hours 1 credit Offered as needed

This course is designed to teach the beginning paddleball player all phases of one-wall paddleball, including fundamental skills, strategy, officiating and scoring.

## PE-520 Beginning Swimming<sup>1</sup>

2 hours 1 credit

This course will teach non-swimmers and/or fearful swimmers how to relax in the water. In addition, students will begin basic swimming skills, e.g. breath control, floating, crawlstroke and backstroke.

## PE-521 Intermediate Swimming<sup>1</sup>

2 hours 1 credit

The purpose of this course is to improve all aquatics skills and develop endurance. Students will learn all four competitive strokes. In addition, deep water skills and basic Red Cross training will be reviewed.

## PE-522 Lifeguard Training<sup>1</sup>

2 hours 1 credit

*Prerequisite: satisfaction of American Red Cross entry standards (test administered by the Department prior to coursework).*

This course will teach students the skills and knowledge needed to prevent and respond to aquatic emergencies quickly and effectively. Upon successful completion of the course and all Red Cross requirements students will be eligible to receive certification for lifeguarding and CPR through the American Red Cross.

## PE-523 Beginning Tennis

2 hours 1 credit

This course covers the basic strokes in the game of tennis: the forehand and backhand ground strokes as well as the forehand and backhand volley. The overhead serve will be taught. The rules and strategies of singles and doubles play will be discussed.

## PE-529 Slimnastics

2 hours 1 credit Offered as needed

This course covers the basic elements of health and fitness, including cardiovascular fitness, strength training, flexibility and nutrition. Students are introduced to a variety of exercises with the ultimate goal of achieving and maintaining a well rounded personal fitness regimen.

## PE-530 Yoga

An introduction to the self-development system composed of a series of postures or poses (asanas in Sanskrit). These asanas promote health, relaxation and discipline in the mind.

## PE-531 Table Tennis

2 hours 1 credit Offered as needed

## PE-532 Yoga II

2 hours 1 credit Offered as needed

Continuation and expansion of asanas with deeper focus on self discipline and self awareness.

## PE-540 Introduction to Physical Fitness

2 hours 1 credit Offered as needed

A comprehensive approach to preparation of a physically active lifestyle, this course focuses on building sound exercise and activity habits that can carry on throughout one's lifetime. Emphasis will be on an extensive review of physical fitness components, design and initiation of a personal fitness plan, and active engagement during fitness activities

## PE-541 Aerobic Exercise

2 hours 1 credit

Designed to assist students in achieving a healthy body through a successful combination of safe, effective exercises and fun.

## PE-543 Swim for Fitness

2 hours 1 credit *Prerequisite: Must be able to swim 25yards/freestyle without stopping.*

Improvement of overall physical conditioning through swimming. Introduction to the fundamental principles of physical conditioning and their application to swimming. Under the instructor's direction and utilizing both traditional and novel aquatic activities, development of programs of conditioning will be designed to meet the student's personal needs. Restricted to intermediate and advanced swimmers.

## PE-545 Fitness Walking

2 hours 1 credit Offered as needed

This course is designed to give students a basic working knowledge of cardiovascular fitness using walking, the nation's most popular form of exercise. Other topics covered include proper form, flexibility, stress management, motivation, and current fitness topics. This class is tailored to meet the needs of students at all levels.

## PE-550 Sports Conditioning

2 class hours 1 credit Offered as needed

A comprehensive approach to preparation for athletic or recreational competition. This course will focus on improvement of fitness components and skills as they pertain to sports activity. This instructional activity course will also address pertinent topics such as: nutrition, body composition, aerobic endurance, muscular power, flexibility and injury prevention.

## PE-826 Concepts of Personal Training I

3 Credits 3 Hours

*Prerequisites: HE 102, PE 540, or instructor Permission*

This course is part of a sequence that will introduce the student to the personal training profession and an overview of the skills and models commonly utilized by members of the profession. It will provide a strong foundation to sit for various Personal Training Certification exams. The course will cover anatomy, physiology and biomechanics as it relates to personal training. In addition, Nutrition, body composition, weight control and assessment will be covered.

## PE-827 Concepts of Personal Training II

3 Credits 3 Hours

*Prerequisites: PE 826 Personal Training I or instructor Permission*

This course is a continuation of PE 826, Personal Training I. There is an emphasis on advanced, specific training principles. Students will learn to design optimal exercise programs, workouts and/or training schedules that will improve both physical fitness and athletic performance. Students will examine the design and delivery of cardiovascular fitness programs, anaerobic training programs, and programs for special populations.

<sup>1</sup> Students registering in PE-520, PE-521, and 522 pay a special supplies or service fee as listed in the Tuition and Fees section.

# HEALTH, PHYSICAL EDUCATION AND DANCE COURSES

## DANCE

All of the following courses carry 1 credit and meet for 2 studio hours. Please note prerequisites where required.

### DAN-100 Beginning Modern Dance

2 hours 1 credit

This course introduces the student to various modern dance techniques including those of Merce Cunningham, Martha Graham, Jose Limon, Paul Taylor and Alvin Ailey. This is a participatory learning experience with an emphasis on learning through movement.

### DAN-101 Beginning Ballet

2 hours 1 credit

An introduction to classical ballet for the beginning student or the student who wishes to refresh his/her skills. A traditional barre will be followed by center work and movement through space.

### DAN-102 Jazz Dance

2 hours 1 credit

This course introduces the student to jazz dance through the styles of Gus Giordano, Talley Beatty, and Lynn Simonson. Live jazz music provides accompaniment for this course.

### DAN-103 African and Afro-Caribbean Dance

2 hours 1 credit Offered as needed

Designed to instruct the student in the historic rituals of African and Afro-Caribbean dance, this course blends history with movement.

### DAN-104 Musical Theatre Dance

2 hours 1 credit Offered as needed

A technique course designed to give the student experience in the various dance styles used in Broadway and Off-Broadway productions.

### DAN-105 Music Video Dance

2 hours 1 credit Offered as needed

A movement course designed to give students training in video dance skills including hip-hop. Course work includes training in video choreography.

### DAN-106 Latin Dance

2 class hours 1 credit

This course will familiarize the student with basic Latin dance techniques. The cultural significance of each dance will be highlighted.

### DAN-107 Social and Folk Dance

2 hours 1 credit

This course introduces the student to the rudiments of ballroom, folk and square dance. Designed for the beginning dancer, this course emphasizes education through movement.

## DANCE ELECTIVES

Students interested in a pre-major or concentration in dance may select appropriate courses from the list below in consultation with a departmental adviser. See departmental section for a sample program in dance.

### DAN-110 Foundations of Dance Movement

3 class hours 3 credits Does not fulfill the physical education requirement for any curriculum.

Theoretical and structural basis for dance movement. Principles of developing skills; observation and evaluation of human movement applicable to dance skills. Introduction to Lab analysis and applied movement analysis.

### DAN-111 Introduction to the Art of Dance

3 hours 3 credits

May be used to fulfill requirements for graduation in the Liberal Arts and Sciences degree programs (A.A. and A.S.) as an LE elective. May also be used to fulfill elective credits in liberal arts and sciences. Does not fulfill the physical education requirement for any curriculum.

A study of dance as an art form. Includes an introduction to theories and styles of dance from the Renaissance to the avant-garde. Relationship of dance to music, fine art, and theater discussed and clarified through film showings, selected readings and attendance at dance performances. No previous experience required.

### DAN-112 Dance in the Twentieth Century

3 class hours 3 credits Offered as needed

Prerequisite: DAN-111, or permission of the Department

An in-depth study and examination of trends in the art of ballet and modern dance from 1900 to 1999. The esthetics of modernism, abstraction and post-modernism as they are related to dance examined through films, video, and dance performances.

### DAN-113 History of African Dance Forms

3 class hours 3 credits Offered as needed.

Prerequisite: DAN-111

A survey of African dance and its influence on social, concert, and theatrical dance. Traces African dance forms from Africa through the slave trade to current theatrical productions.

### DAN-114 Dance on Stage and Film

3 hours 3 credits Offered in Spring

Prerequisite DAN-111 or permission of Department

An analysis of dance on Broadway and in film as it has related to American culture beginning with early twentieth-century music hall productions, progressing through contemporary Broadway choreography, and including classic and contemporary examples of choreography for film.

### DAN-124 Beginning Modern Dance for Majors

4 hours 2 credits Prerequisite: for Dance majors only or permission of instructor

Beginning Modern Dance for Majors is an introduction to Modern Dance. It places emphasis on preparing dance majors with little experience or no background in dance to be able to develop technique.

### DAN-125 Advanced Beginning Modern Dance I

4 hours 2 credits Offered as needed

Prerequisite DAN-124 or permission of Department

A continuation of DAN-124, this course will continue to develop movement and alignment skills and will introduce choreographic concepts and terminology.

### DAN-126 Advanced Beginning Modern Dance II

4 hours 2 credits Offered as needed

Prerequisite DAN-125 or permission of instructor

Advanced Beginning Modern Dance II is a continuation of Advanced Beginning Modern Dance I. It places greater emphasis on building technique at a low intermediate level to prepare dance majors for Advanced Beginning Modern III and intermediate Modern Dance as well as to transfer into four-year degree programs.

### DAN-127 Advanced Beginning Modern Dance III

4 hours 2 credits Offered as needed

Prerequisite DAN-126 or permission of instructor

Advanced Beginning Modern Dance III is a continuation of Advanced Beginning Modern Dance II. It places greater emphasis on building technique towards an intermediate level to prepare dance majors for Intermediate Modern Dance as well as to transfer into four-year degree programs.

### DAN-134 Beginning Ballet for Majors

4 hours 2 credits Offered as needed

Prerequisite: For Dance majors only or permission of instructor

Beginning Ballet for Majors is an introduction to Ballet. It places emphasis on preparing dance majors with little experience or no background in dance to be able to develop technique.

### DAN-135 Advanced Beginning Ballet I

4 hours 2 credits Offered as needed

Prerequisite: DAN-134, or permission of the Department

A traditional class for students who are already acquainted with the rudiments of ballet. A barre will be followed by adagio and allegro work in center. Traveling combinations will challenge the student in performance technique and styles.

# HEALTH, PHYSICAL EDUCATION AND DANCE COURSES

## DAN-136 Advanced Beginning Ballet II

4 hours 2 credits Offered as needed

Prerequisite: DAN-135, or permission of the instructor

Advanced Beginning Ballet II is a continuation of Advanced Beginning Ballet I. It places greater emphasis on building technique at a low intermediate level to prepare dance majors for Advanced Beginning Ballet III and intermediate Ballet as well as to transfer into four-year degree programs.

## DAN-137 Advanced Beginning Ballet III

4 hours 2 credits Offered as needed

Prerequisite: DAN-136, or permission of the instructor

Advanced Beginning Ballet III is a continuation of Advanced Beginning Ballet II. It places greater emphasis on building technique towards an intermediate level to prepare dance majors for Intermediate Ballet as well as to transfer into four-year degree programs.

## DAN-140 Advanced Beginning Jazz Dance

2 hours 1 credit Offered as needed

Prerequisite: DAN-102, or permission of the Department

A continuation of DAN-102, this course challenges the student with more difficult dance combinations and begins to work on performance skills.

## DAN-160 Repertory I

4 hours 2 credits

Prerequisites: The student must be enrolled in Advanced Beginning or Intermediate Modern Dance and/or Ballet (DAN-125, DAN-126, DAN-127, DAN-220, DAN-221, DAN-222, DAN-135, DAN-136, DAN-137, DAN-230, DAN-231, DAN-232) or permission of the department.

In Repertory I students will rehearse and perform a dance work. Through this process they will gain the technical, collaborative and performance skills necessary for a career in dance. This course is offered for students who are not cast in Dance Workshop.

## DAN-161 Repertory II

4 hours 2 credits

Prerequisites: The student must be enrolled in Advanced Beginning or Intermediate Modern Dance and/or Ballet (DAN-125, DAN-126, DAN-127, DAN-220, DAN-221, DAN-222, DAN-135, DAN-136, DAN-137, DAN-230, DAN-231, DAN-232) or permission of the department.

Repertory II is a continuation of Repertory I. In Repertory II students will rehearse and perform a dance work. Through this process they will gain technical, collaborative and performance skills necessary for a career as a dancer. This class is offered for students who are not cast in Dance Workshop.

## DAN-220 Intermediate Modern Dance I

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-123, or permission of the Department

Designed to develop intermediate-level modern dance skills with emphasis on techniques and movement phrasing.

## DAN-221 Intermediate Modern Dance II

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-220, or permission of the Department

Continuation and expansion of concepts and techniques introduced in Intermediate Modern Dance I with emphasis on the learning and execution of dance phrases of increasing complexity. Students enrolling in DAN-221 after taking DAN-220, or the reverse, have greater responsibility and advanced assignments in all areas of course work.

## DAN-222 Intermediate Modern Dance III

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-221, or permission of instructor

Intermediate Modern Dance III is a continuation of Intermediate Modern Dance II. It places greater emphasis on building technique on a more advanced level to prepare dance majors to transfer into four-year degree programs.

## DAN-230 Intermediate Ballet I

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-131, or permission of the Department

Designed to develop intermediate classical ballet terminology and technical skills. Compositional and performance techniques explored through the ballet idiom.

## DAN-231 Intermediate Ballet II

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-230, or permission of the instructor

Intermediate Ballet II is a continuation of Intermediate Ballet I. It places greater emphasis on building technique on an intermediate/advanced level to prepare dance majors to transfer into four-year degree programs.

## DAN-232 Intermediate Ballet III

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-231, or permission of the instructor

Intermediate Ballet III is a continuation of Intermediate Ballet II. It places greater emphasis on building technique on a more advanced technical level to prepare dance majors to transfer into four-year degree programs.

## DAN-249 Modern Dance Improvisation

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-125, or permission of the instructor

This course is an introduction to modern dance improvisation. Methods of accessing authentic movement as well as an understanding of how to develop and perform an improvisation score will be addressed.

## DAN-251 Choreography I

1 class hour 2 studio hours 2 credits Offered as needed

Prerequisite: DAN-249, or permission of the Department

In Choreography I, students will explore the process of creating dance based on the elements of dance-time, space and energy/movement quality. Improvisation will be used as a method of creating movement material. Choreographic devices and compositional structures will be explored. Students will be encouraged to develop their own creative voices, and to critically evaluate their own and their classmates' works.

## DAN-252 Contact Improvisation

2 class hours 1 credit Offered as needed

Prerequisite: DAN-250, or permission of the instructor

This course is an introduction to contact improvisation. Contact improvisation was developed in the 1970s by a group of dancers coming out of the Judson Church Era. Students will gain an understanding of structural support, following through with a point of contact, weight sharing, and energy flow.

## DAN-260, 261 Dance Workshop I and II

6 studio hours each course 3 credits each course.

Offered as needed

Prerequisite: admission by audition or permission of instructor

Exploration of dance as a performing art through participation. Class work includes improvisation, elements of dance composition, learning of performing skills, repertory, and critical analysis. Students gain awareness and practical experience in all crafts related to dance production. Assignments include selected texts, attendance at dance performances, participation in studio and other scheduled performances. Students enrolling in DAN-261 after taking DAN-260, or the reverse, have greater responsibility and advanced assignments in all areas of course work. Appropriate assignments will be made.

## DAN-262 Dance Workshop III

6 studio hours 3 credits Offered as needed

Prerequisite: admission by audition or permission of instructor

Dance Workshop III is a continuation of Dance Workshop II. Dance Workshop III provides performance and repertory experience. Students will learn about various aspects of dance productions, including performance, lighting, costumes, programs, etc.

## DAN-270 Special Topics in Modern Dance I

2 class hours 1 credit Offered as needed

Prerequisite: DAN-220, or permission of the instructor

Special Topics in Modern Dance I will provide an intensive study of various techniques in modern dance with an emphasis on the training necessary for a professional modern dancer. Elements of repertory and performance will also be incorporated.

## DAN-271 Special Topics in Modern Dance II

2 class hours 1 credit Offered as needed

Prerequisite: DAN-271, or permission of the instructor

Special Topics in Modern Dance II will provide an intensive study of various techniques in modern dance with an emphasis on the training necessary for a professional modern dancer. Elements of repertory and performance will also be incorporated. It is a continuation of Special Topics in Modern Dance I.

## DAN-272 Special Topics in Modern Dance III

2 class hours 1 credit Offered as needed

Prerequisite: DAN-272, or permission of the instructor

Special Topics in Modern Dance III will provide an intensive study of various techniques in modern dance with an emphasis on the training necessary for a professional modern dancer. Elements of repertory and performance will also be incorporated. It is a continuation of Special Topics in Modern Dance II.

# HEALTH, PHYSICAL EDUCATION AND DANCE COURSES

## PRE-MAJOR AND ADVANCED ELECTIVES

The PE-800 pre-major series of courses is intended for students interested in pursuing a career in physical education. Such students are requested to consult a Departmental adviser as soon as possible after entering the College for guidance in selecting courses and planning a program. Pre-major students are advised to take up to 12-13 credits from the PE-800 series.

Please note that Departmental approval is required prior to registration in any course in the PE-800 series and that courses in this series do not fulfill physical education requirements in any curriculum. All PE-800 courses are offered as needed.

### THEORY AND PRACTICE COURSES

Each of the following courses provides analysis, skill development, content knowledge, teaching techniques, safety consciousness, and an orientation to the professional literature and organizations relating to each activity. Included are an understanding of basic fundamentals, knowledge of traditional and contemporary methods of play, strategy of competition, etiquette of the sport, comprehensive knowledge of rules, and experience in conducting meets, matches, and games.

*All of the following courses carry 2 credits and meet for 1 class hour and 2 laboratory hours.*

**PE-807 Theory and Practice of Track and Field**

**PE-812 Theory and Practice of Basketball**

**PE-813 Theory and Practice of Fencing**

**PE-814 Theory and Practice of Tennis**

**PE-817 Theory and Practice of Softball**

**PE-818 Theory and Practice of Soccer**

**PE-819 Theory and Practice of Golf**

**PE-820 Theory and Practice of Badminton**

**PE-821 Theory and Practice of Volleyball**

### ADVANCED ELECTIVES

**PE-815 Foundations of Physical Education**

*3 hours 3 credits*

This course introduces the discipline of physical education teacher education (PETE) to the future practitioner, providing theory, issues, and methods of current physical education practices as well as opportunities to observe these practices in K-12 schools.

**PE-823 Water Safety Instructor's Course**

*1 class hour 2 laboratory hours 2 credits*

*Offered as needed*

*Prerequisite: Advanced Life-Saving Certificate*

Method and administration of aquatic programs in summer camps, school programs, and recreation centers. Includes pool, ocean, and camp waterfront safety and sanitation procedures and swimming, diving, and life-saving techniques. Fulfills requirements of the American Red Cross Water Safety Instructor's Certificate.

**PE-825 Introduction to Exercise Science**

*3 hours 3 credits*

A comprehensive review of the field of exercise science including: scope of practice, career opportunities, critical issues, foundations of exercise physiology and biomechanics, and behavioral and social dimensions of exercise. In-class lectures will be augmented with performance lab work, multi-media presentations, guest professionals, and opportunities to observe practices in the field.

**PE-841 Camp Leadership (experimental)**

*2 hours 2 credits*

This course is part of a concentration that will introduce the student to summer camp leadership skills and responsibilities, which will incorporate an overview of work scenarios. This class will provide a strong foundation of training for employment opportunities focused towards summer camps and/or after school centers. The course will cover safety, health concerns, basic physical education terminology, biomechanics, and leadership skills. In addition, students will experience work related scenarios to better prepare them towards employment in a summer camp/after school center.

**PE-842 Introduction to Coaching**

*2 class hours 10 hours field experience 1 credit*

Course description: Students will be provided with an overview of the psychology of coaching and participation in sport and exercise. Basic psychology of individuals and groups will be discussed as it affects participation and success within athletics. The course will incorporate all levels of coaching, but will focus on coaching youth athletics. Topics will include motivation, stress, communication, group dynamics, leadership, reinforcement, feedback, and strategies as they relate to coaching.

## INTERCOLLEGIATE ATHLETIC COMPETITION

**Please Note:** PE-900 series classes cannot be used to meet the physical education and dance requirement for any degree.

Students wishing to participate on intercollegiate varsity teams should register for the appropriate PE-900 courses at their regular Fall or Spring registration times. Students will receive **free elective** credit for these courses upon (1) satisfactory participation in scheduled practices and athletic contests, and (2) satisfactory completion of special course assignments.

Please be aware that all students wishing to try out for a team must have a completed medical examination form on file in the Health Services Office and should register for the appropriate course. Students not selected for a team will be withdrawn from the class without academic penalty. In addition, no change of program or withdrawal fee will be charged to the student provided the student has obtained Departmental approval.

The PE-900 courses do not fulfill physical education requirements for a degree in any curriculum. Students should check the Schedule of Classes published every semester and summer session to see which of the PE-900 courses are being offered.

### CONTACT SPORTS

**PE-901 Basketball I (Men) – Fall**

*6 laboratory hours 3 credits*

**PE-902 Basketball II (Men) – Spring**

*2 laboratory hours 1 credit*

**PE-901 Basketball I (Women) – Fall**

*6 laboratory hours 3 credits*

**PE-902 Basketball II (Women) – Spring**

*2 laboratory hours 1 credit*

**PE-903 Soccer I (Men) – Fall**

*4 laboratory hours 2 credits*

**PE-904 Soccer II (Men) – Spring**

*4 laboratory hours 2 credits*

### NONCONTACT SPORTS

*Each of the following courses carries 2 credits and meets for four (4) laboratory hours.*

**PE-913, 914 Baseball I, II (Men)**  
— Fall, Spring

**PE-919, 920 Cross-Country I, II (Coed)**  
— Fall

**PE-931, 932 Softball I, II (Women)**  
— Spring

**PE-937, 938 Track/Field I, II (Coed)**

**PE-939, 940 Volleyball I, II (Men)**  
— Spring

**PE-939, 940 Volleyball I, II (Women)**  
— Fall

**PE 941 and PE 942 Intercollegiate Swimming (Coed)**

*2 credits (each course) 4 hours (each course)*

*Prerequisites: Admission to the course is based on tryouts and permission of the instructor. PE-900 courses do not fulfill the physical education requirements for any degree program.*

This course is devoted to the theory and practice of advanced swimming and diving skills. The student will be expected to participate as a competitor in the College's intercollegiate athletic swim program and, consequently, to develop an understanding and knowledge of competition rules and events.

# DEPARTMENT OF HISTORY

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Medical Arts Building, Room 408 • Telephone: 718-631-6291 • Fax: 718-631-6372

Dr. Gilmar Visoni, **Chairperson**

**Professor:** Edmund Clingan, Mark Van Ells

**Associate Professors:** Sarah Danielsson, Kenneth Pearl, Emily S. Tai, Gilmar Visoni

**Assistant Professors:** Cameron Hawkins, Helmut Loeffler, James Nichols, Nicole Lopez-Jantzen

**Lecturer:** Aithne Bialo-Padin, Timothy Keogh

**Adjunct Faculty:** approximately 7 each year

**Professors Emeriti:** Fred Greenbaum, Pedro T. Meza, Alexander Mitrakos, Herbert S. Parmet, Emil J. Polak, Ronald Radosh, Kurt R. Schmeller, William Shulman

**Office Personnel:**

Denise Martinez, *CUNY Office Assistant*

**For information about academic programs in History, contact the Department directly.**

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The Fred Greenbaum Award

The A. Joseph Geist Award

The John W. Manigaulte Memorial Award

The Jake Jagoda Memorial Award

The Sheila Polishook Award

## PROGRAM OF STUDY:

- **LIBERAL ARTS AND SCIENCES (A.A. Degree Program)**  
Concentration in Gender Studies

## HISTORY

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### HI-110 Introduction to Ancient Civilization (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test*

A historical survey of the development of ideas and institutions in Ancient China, India, the Near East, Greece, and Rome. Emphasis is on their political, economic, social, legal, religious, cultural, and intellectual achievements. Consultation of primary sources in translation.

### HI-111 Introduction to Medieval and Early Modern Western Civilization (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test*

The development of Western civilization from the beginning of the Middle Ages to the French Revolution; the major political, intellectual, religious, economic, and social movements which transformed Western civilization from a medieval to a modern society. Materials drawn from texts and original sources.

### HI-112 Introduction to Modern Western Civilization (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test*

The development of Western civilization from the French Revolution. Major political, economic, intellectual, social, and scientific forces considered. Focus is on the impact of major ideologies – including liberalism, socialism, and nationalism, as well as the emergence of totalitarianism. Readings include textual and original source material.

### HI-113 Europe and the World Since 1945 (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test*

A survey of Europe's political, economic, and cultural role in the post-war world. Topics include: characteristics of modern industrialization, the politico-economic and social changes of the "Third World," the population explosion and the depletion of natural resources, terrorism and revolution, nuclear proliferation.

### HI-118 Ancient Greek History (2A<sup>1</sup>)

3 class hours 3 credits

*Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test*

The course surveys the development of Ancient Greece from Bronze Age to the end of the Classical Period, discussing politics (for example, the origin of democracy), culture (for example, the origin of drama) and intellectual history. Reference will also be made to the influence of other advanced civilizations on Greece. Readings will be drawn from primary and secondary source material.

### HI-125 Immigration and Ethnic Groups in American History (2B<sup>2</sup>)

3 class hours 3 credits Offered in Spring

*Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test*

Analyzes the American immigration experience and examines various ethnic groups that came to America; depicts their pre-immigration background and the historical causes of immigration; evaluates the impact of the immigrants on American history and of America upon the immigrants. Among themes to be examined are the historical development of the ghetto and American reception of immigrants.

<sup>1</sup> Course qualifies as Pathways Common Core 2A—World Cultures and Global Issues.

<sup>2</sup> Course qualifies as Pathways Common Core 2B—U.S. Experience and Its Diversity.

## HI-126 Women in America (2B<sup>2</sup>)

3 class hours 3 credits Offered in Fall

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

An analysis of women in the history of American civilization. Examines the impact of changes in the economy, technology, law, culture, and society on the status of women and explores women's perceptions of themselves. Among topics considered are the work roles of women, the historical experience of women of differing classes and ethnic groups, women and reform in the nineteenth century, the political activity of women before and after the nineteenth amendment to the Constitution, and current feminist movements.

## HI-127 Growth of American Civilization I: Colonial Period Through Reconstruction (2B<sup>2</sup>)

3 class hours 3 credits

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

The development of American civilization examined from its origins through the aftermath of the Civil War. Deals with vital political, economic, social, and cultural forces and institutions. The Revolutionary era, the Constitutional period, the Jacksonian, Civil War, and Reconstruction eras, and such developments as sectionalism, nationalism, and industrialization are surveyed. Readings include textual and original source materials.

## HI-128 Growth of American Civilization II: Reconstruction to the Present (2B<sup>2</sup>)

3 class hours 3 credits

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

The development and growth of modern American civilization examined. Emphasis is on social, political, cultural, and economic forces that have shaped the nation, concentrating on both internal developments and the roots of American expansion abroad. Themes discussed include immigration, nativism, the changing role of women, the Great Depression, the New Deal, America's wars, the United States as a world leader, civil rights and the growth of popular cultures. Readings include textual and original source materials.

## HI-129 Recent American Civilization (2B<sup>2</sup>)

3 class hours 3 credits

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

Concentration on the major forces which have shaped and influenced American life since 1945. Dynamics of our contemporary society, including the economic and cultural factors as well as the significant developments, with a view toward trying to understand how American values and the elements of a diverse nation relate to its role among other powers.

## HI-132 World History Since 1500

3 class hours 3 credits

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

This course focuses on the history of globalization since 1500 and takes a look at 20th century events (Great War, Second World War, Cold War) from a global perspective. Due to the fact that these events are usually covered from a Western, namely European or US, perspective, this course will focus on regions that are usually overlooked. It will deal, for example, with Africa, the Middle East and South and Southeast Asia. The students will learn about the origins of our multicultural world in the 21st century and analyze culture based stereotypes and prejudices. Besides political and economic questions, the role of world religions and the big -isms (Colonialism, Nationalism, and Imperialism) will be explained and discussed.

## HI-133 Introduction to Modern East Asian Civilizations (2A<sup>1</sup>)

3 class hours 3 credits Offered as needed

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

This course is a survey of the history of East Asia, and will examine the social, cultural, political, economic, and diplomatic development of the region, including China, Japan, Korea and Vietnam. Topics of discussion will include the impact of Western imperialism, strategies of modernization, the rise of nationalism, Asian communist movements, World War II, the Cold War and Post Cold War era.

## HI-135 History of New York State (2B<sup>2</sup>)

3 class hours 3 credits Offered in Spring

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

Survey of the political, social, economic, and cultural history of the Empire State from colonial times to the modern era. Analysis of the forces and conditions that have made New York the financial and cultural capital of the United States. Secondary sources are supplemented by primary sources such as maps, diaries, journals, letters and government documents.

## HI-136 African-American History (2B<sup>2</sup>)

3 class hours 3 credits Offered in Spring

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

Survey of major developments in the history of Africans in America from the colonial era to the present day. Themes will include changes in the legal status of Africans in America, evolving ideas about racial identity, and the politics of civil rights. Topics will include the economics of slavery, African cultural survival, and the roles of religion and family in black communities. Major events surveyed include the Civil War, Reconstruction, the Great Migration, the Harlem Renaissance, the Civil Rights Movement, the Black Power Movement, and recent changes in black America due to immigration.

## HI-140 Latin American History I: Ancient Times to Independence (1500 BC - 1825) (2A<sup>1</sup>)

3 class hours 3 credits Offered in Fall

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

This course is a survey of Latin American and Caribbean history from pre-Columbian times through the age of exploration, conquest, and colonization. The course will examine the social, political, economic and cultural institutions of the Aztec, Mayan, and Inca civilizations as well as those of the Spanish and Portuguese, English, French, and Dutch empires. Special emphasis will be given to the conflicts between indigenous and European cultures, their fusion and the emergence of a new and distinct Latin American Civilization.

## HI-141 Latin American History II: Independence to the Present (2A<sup>1</sup>)

3 class hours 3 credits Offered in Spring

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

This course is a survey of Latin American and Caribbean history from Independence (1800) to the present. The course will focus on problems of nation-building, caudillismo, modernization, social change and cultural development. The experience of individual states will be examined, but specific emphasis will be given to events and developments that are representative of continental-wide trends.

## HI-144 Modern Economic History (2A<sup>1</sup>)

3 class hours 3 credits

Offered in alternating Spring Semesters

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

History of the global economy from the development of capitalism to contemporary economic issues including finance, trade, industrialism, energy, and business organization. Readings will be drawn from primary and secondary source material.

<sup>1</sup> Course qualifies as Pathways Common Core 2A—World Cultures and Global Issues.

<sup>2</sup> Course qualifies as Pathways Common Core 2B—U.S. Experience and Its Diversity.

## HI-152 Women in World History: From Prehistoric Times to the Present (2A<sup>1</sup>)

3 class hours 3 credits Offered in Spring

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

A comparative historical exploration of women's roles in public and private life in various world societies from the Paleolithic era to the present. Particular emphasis will be placed upon the contribution women have made to political, intellectual, economic, and social developments within diverse cultures. Topics discussed will include: male and female perceptions of sex roles and gender norms in various societies; women's roles within the family; modes of social, economic, and political participation for women outside the family; female education, and gynecological knowledge. Readings will be drawn from a wide array of primary sources, as well as important secondary literature.

## HI-153 War and Warfare in Western History: From Gunpowder to Desert Storm (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

The course surveys the evolution of warfare from Feudal times to the era of total war and the nuclear age. It will examine the nature of war, how it is used by the state to promote its interests, and how war impacts human society, its economy and political institutions. A number of major battles from different periods will be analyzed with a view to understanding how strategy, battle-field tactics, as well as military organization and training, change in response to new technology and weapons.

## HI-154 History and Health Care

3 class hours 3 credits Offered as needed

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

Focus is on the changing conceptions of health and the process of defining and treating disease within the Western world. Includes a brief survey of primitive, ancient, and medieval heritage in health care. Concentrates on the period since the seventeenth century, encompassing American as well as European development. Topics include the history of public health, epidemiology, and the role of nursing in health care.

## HI-165 The European Renaissance (2D<sup>2</sup>)

3 class hours 3 credits

Prerequisite: BE-122 (or BE-226) or satisfactory score on the CUNY/ACT Assessment Test

This course will analyze the political, economic, social, cultural, religious, and gender history of the European Renaissance, from approximately 1300 to 1650. The class will focus on the start of the Renaissance in Italy, examine the spread of the Renaissance into Northern Europe, explore the issues involved in new overseas encounters, as well as discuss the religious upheaval of the Reformation and Wars of Religion. A common theme will be grounding larger ideas associated with the Renaissance in the context of the social and cultural lives of men and women throughout European society. The readings for the class will focus on both primary and secondary sources.

## HI-173 Barbarians: From the Roman Empire to the Early Modern World

3 class hours 3 credits

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

This course will discuss the different groups that modern historians and contemporaries have called "barbarians," from the later Roman Empire through the Middle Ages to the early modern period. Topics to be considered include definitions of barbarians, the role of barbarians in the fall of the Roman Empire, barbarian identity and the creation of barbarian states, later barbarian groups such as the Vikings and Mongols, and finally early modern Europeans as barbarians in China and Japan.

## HI-178, 179 Special Topics in History

3 class hours 3 credits Offered as needed

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

This course is designed to enhance student understanding in an area not covered by current department offerings. Topics may change each semester, depending upon student and instructor interest. Course descriptions will be available in the Department of History office before registration. Students may repeat this course for credit, but may not repeat the same topic.

## HI-181 History of the Second World War (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

The course will examine the Second World War from a global perspective and include land, sea, and aerial operations. It will examine the battles and campaigns of the war, as well as the experiences of civilians behind the lines. It will encompass the war's cultural, diplomatic, economic, political, social, and technological dimensions, as well as postwar issues.

## HI-185 The Holocaust (2D<sup>2</sup>)

3 class hours 3 credits

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

A study of the origins, events, results of and reactions to the Holocaust. Among topics discussed are: the sources of anti-Semitism found in antiquity, the Middle Ages, and early modern Europe; racism in the nineteenth century, the development of the modern German state; the rise of Nazism, the process of genocide, the ghetto, Jewish resistance, and Christian efforts to aid the Jews; the world's reaction to the Holocaust; the effects on the survivors and their children; the literature of and the literary responses to the Holocaust and historical parallels. Readings include texts and literary and historical sources; films and eyewitness testimony are a significant part of the course.

## HI-191 History of Genocide in the Twentieth Century (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

Major political, economic, intellectual, social, and scientific factors are considered in order to understand the cause and nature of genocides in a global setting. The course traces the development of the concept of 'Race' and the ideas and practices of annihilation and extermination in the twentieth century. Case-studies of, and comparisons amongst genocides from 1890 to the present construct a global history of the twentieth century in the context of genocide. Readings will be drawn from primary and secondary source material.

## HI-193 Introduction to the History of Borderlands

3 class hours 3 credits Offered as needed

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

Borderlands are areas where nation states meet up against one another. There are many borderlands the world over, and many of them share similar problems and challenges for their respective governments. In this class we will see how there is a common trajectory to global borderlands histories since they are all, by definition, frontier zones and they often elude state surveillance. Readings are drawn from primary and secondary source material.

## HI-195 Judaism, Christianity, and Islam (2A<sup>1</sup>)

3 class hours 3 credits Offered in Fall

Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test

The historical development of the three major Western religions. Among the topics to be discussed are: the relationships of the religions to the civilizations that encompassed them, major institutional developments, and the impact of modernity on their beliefs and practices.

<sup>1</sup> Course qualifies as Pathways Common Core 2A—World Cultures and Global Issues.

<sup>2</sup> Course qualifies as Pathways Common Core 2D—Individual and Society.

# DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

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*Science Building, Room 245 • Telephone: 718-631-6361 • Fax: 718-631-6290*

Dr. Joseph Bertorelli, **Chairperson**

Dr. Tian Ren, **Deputy Chairperson**

**Professors:** Haya Adner, Joseph Bertorelli, Dona Boccio, Mona Fabricant, Robert Holt, Roza Rusinek, Sylvia Svitak, Clara Wajngurt, Haishen Yao

**Associate Professors:** Jonathan Cornick, Maria Mercedes Franco, G. Michael Guy, Francis Jordan, Nam Jong Moh, Tian Ren, Patrick Wallach

**Assistant Professors:** Zeynep Akcay, Andrew Bulawa, Robert Donley, Daniel Garbin, John Gordon, Yusuf Gurtas, Kwang Hyun Kim, Carolyn King, Whan Ki Lee, Azita Mayeli, Karan Mohan Puri, Manachanallur Ravi, Howard Sporn, Kostas Stroumbakis, Biao Wang

**Lecturers:** Changiz Alizadeh, Bahar Baheri, Beata Carvahal, Steven Cheng, Kwai Chiu, Danielle Cifone, Ewa Dabkowska, Nataliya Khomyak, Lixu Li, Lucian Makalanda, Debra Maslanko, Richard Micieli, Sandra Peskin, Andrew Russell, Kenneth Schmidt, Venessa Singhroy, Evelyn Y. Tam, Reuvain Zahavy

**Instructor:** Bianca Sosnovski

**Senior College Laboratory Technician:** Marius Jaskowski

**College Laboratory Technicians:** Djeon Cornelius, Alexander R. Martinez

**Higher Education Officer:** Edward Molina, *Director of Mathematics Computer Facilities*

**Higher Education Associate:** Elizabeth Nercessian, *Director of Math Learning Center*

**Assistant to Higher Education Officer:** Namsik Baek, *Assistant Director of Math Learning Center*

**Adjunct Faculty:** approximately 100 each year

**Professors Emeriti:** Allan G. Anderson, Alan Chutsky, Juliana Corn, Whitney S. Harris, Jr., Leo M. Levine, Shailaja Nagarkatte, Helga Schwartz, Leonard Yonis

**Office Personnel:**

Carol A. Schilling, *CUNY Administrative Assistant*

Arlene Rodriguez, *CUNY Office Assistant*

**For information about academic study in Mathematics, contact the Department of Mathematics or the following advisers directly:**

**Mathematics Sequence:** Dr. Joseph Bertorelli and Dr. Tian Ren

**Computer Science Sequence:** Dr. Daniel Garbin and Dr. Patrick Wallach

## PROGRAM OF STUDY

- **LIBERAL ARTS AND SCIENCES (A.S. Degree program)**  
**Mathematics and Science Concentration**

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The Sidney Arak Memorial Award

The Allen Barnes Award

The Sondra J. Farber Memorial Award

The Burt Kleinman Award

The Mathematics and Computer Science Department Award

The SUN Scholarship Award

## THE MATHEMATICS PLACEMENT TEST

The Mathematics Placement Test, administered to all incoming matriculated students, examines the student's knowledge of arithmetic, algebra, intermediate algebra, trigonometry, and precalculus. A demonstrable competence in elementary algebra is a minimum requirement for all credit-bearing mathematics courses. For some credit mathematics courses, intermediate algebra and trigonometry are minimum requirements.

## SUPPORT SERVICES FOR STUDENTS

- The **Computer Research Lab** (Science Building, Room 218) offers advanced students the opportunity to do individual research in a state-of-the-art computer facility.
- The **Computer Classroom** (Science Building, Room 219) provides a hands-on classroom for mathematics and computer science students.
- The **Distance Learning Lab** for math teachers (Science Building, Room 220) provides a state-of-the-art classroom for prospective secondary math teachers. Also used for faculty development and honors courses.
- The **Computer Classroom** (Science Building, Room 329) provides a hands-on classroom for mathematics and computer science students.
- The staff of the **Mathematics Learning Center** (Science Building, Room 216) provides help for students at all levels of mathematics instruction. Individual tutoring and videotapes are available together with a library of source books and material in various areas of mathematics.

# MATHEMATICS AND COMPUTER SCIENCE COURSES

## COMPUTER SCIENCE

### CS-100 Introduction to Computers and Programming (2E<sup>1</sup>)

3 class hours 3 credits Prerequisite: MA-010, or satisfactory score on the Mathematics Placement Test, Level I

A survey of topics in computer science including history, hardware components, software applications and the use of computers in society. Use of software applications. Introduction of computer programming using a high level language.

### CS-101 Algorithmic Problem Solving I (2E<sup>1</sup>)

3 class hours 2 laboratory hours 4 credits Corequisite: MA-441

Primitive data types; single and multidimensional arrays; strings; control structures; basic I/O; subprograms and parameter passing; references; scope; introduction to recursion; designing, coding, debugging and documenting programs in a high level language.

### CS-201 Computer Organization and Assembly Language (2E<sup>1</sup>)

3 class hours 1 recitation hour 1 lab hour 4 credits Prerequisite: CS-101 with a grade of C or better and MA-441

Principles of computer design and implementation. Instruction set architecture and register-transfer level execution; storage formats; binary data encoding; bus structures; assembly language programming.

### CS-203 Algorithmic Problem Solving II (2E<sup>1</sup>)

3 class hours 2 recitation hours 4 credits Prerequisite: MA-441 and C or better in CS-101

User defined data types, pointers and linked lists, ADT's, stacks, queues, recursion, searching and simple sorting, elementary memory management. Object oriented problem solving.

### CS-220 Discrete Structures

3 class hours 3 credits Prerequisite: MA-471

Recursion, recurrence and generating functions; relations; graphs and applications; asymptotics; trees; applications in computer science.

**Note:** CS-101, CS-201, CS-203 and CS-220 are Computer Science courses and fall within the liberal arts and sciences category in any degree program.

## MATHEMATICS

### MA-10 Elementary Algebra

5 class hours 1 laboratory hour 0 credit

Signed numbers, polynomials, geometric concepts, graphing, solution of linear and quadratic equations by graphing and algebraic methods, word problems, slope and y-intercept, factoring and its applications.

### MA-114<sup>3</sup> College Algebra and Trigonometry for Technical Student (1B<sup>2</sup>)

4 class hours 4 credits

Prerequisite: MA-10 or satisfactory score on the Mathematics Placement Test

A basic presentation of the fundamental concepts of college algebra and trigonometry with scientific and engineering applications; linear equations and systems, determinants, functions and coordinate geometry, quadratic equations, trigonometric, exponential, and logarithmic functions and their graphs, vectors, complex numbers, exponents, and radicals.

### MA-119<sup>3</sup> College Algebra<sup>4</sup> (1B<sup>2</sup>)

3 class hours 1 recitation hour 3 credits

Prerequisite: MA-10 or exempt from remedial mathematics or permission of Department Corequisite: May be taken as a corequisite to MA-121.

A basic presentation of the fundamental concepts of college algebra, systems of linear equations, inequalities, linear, quadratic, exponential and logarithmic functions. During the recitation hour, students review properties of signed numbers, graphing of linear equations, basic geometric concepts, solution of linear equations, factoring algebraic expressions and its applications to rational expressions. A graphing calculator will be required.

### MA-121<sup>3</sup> Elementary Trigonometry

1 class hour 1 credit

Prerequisite: Intermediate algebra with a grade of C or better, or satisfactory score on the Mathematics Placement Test, Level II, or permission of the Department

Corequisite: May be taken as corequisite to MA-119

This course is a basic presentation of the fundamental concepts of trigonometry, angles and their measure, basic trigonometric functions, right triangle trigonometry, graphing, and solving trigonometric equations. A graphing calculator will be required.

### MA-128 Calculus for Technical and Business Students (1B<sup>2</sup>)

4 class hours 4 credits Prerequisite: MA-114 with a grade of C or better, or MA-119 and MA-121 with a grade of C or better in both courses, or satisfactory score on the Mathematics Placement Test, Level II

Analytic geometry, curve sketching, differentiation and integration of algebraic, exponential, and logarithmic functions, maxima/minima, related rates, rectilinear motion, the definite integral, area and volume.

### MA-260 Pre-Calculus and Elements of Calculus for Business Students (1B<sup>2</sup>)

4 class hours 1 recitation hour 4 credits

Prerequisite: MA-119 and MA-121 with a grade of C or better in both courses, or MA-114 with a grade of C or better, or satisfactory score on the Mathematics Placement Test, Level II

Mathematical foundations necessary for the application of Basic Technical Calculus to the solution of business problems. Topics include: Economic Functions, Matrix Operations and Applications, Limits and Continuity, Derivatives, Chain Rule, Implicit Differentiation, Marginal Functions, Newton's Method, Related Rates, Elements of Geometry, Regression.

### MA-261 Applied Calculus for Business Students

4 class hours 3 credits Prerequisite: C or better in MA 260

Designed to provide students with knowledge of intermediate and advanced calculus needed to solve business and economic problems. Topics include: applications of derivatives; exponential and logarithmic functions; indefinite and definite integral; application of integrals to business problems; partial derivatives; Lagrange multipliers; applications of partial derivatives to business problems.

<sup>1</sup> Course qualifies as Pathways Common Core 2E—Scientific World.

<sup>2</sup> Course qualifies as Pathways Common Core 1B—Mathematics and Quantitative Reasoning.

<sup>3</sup> Students may not receive credit for both MA-114 and MA-119. Neither MA-119 nor MA-121 may be used as part of the 20-25 credit concentration in the A.S. in Liberal Arts and Sciences (Mathematics & Science).

<sup>4</sup> Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academics and Programs of Study.

# MATHEMATICS AND COMPUTER SCIENCE COURSES

## MA-301 Mathematics for the Liberal Arts (1B<sup>2</sup>)

3 class hours 3 credits Prerequisite: MA-010 or satisfactory score on the Mathematics Placement Test

Designed to provide students with an understanding of how mathematics relates to the humanities, social and natural sciences. Students will obtain experience in solving realistic questions and applications using discrete mathematics, modeling, statistics and probability.

## MA-303 Number Systems (1B<sup>2</sup>)

3 class hours 1 recitation hour 3 credits Prerequisite: MA-119 with a grade of C or better, or permission of the Department

This course is designed to instruct students in areas of mathematics that are related to the elementary school curriculum, to enhance understanding of fundamental concepts, and to use current computer technologies with the concepts developed in the course as tools for solving problems. Topics covered will be chosen from numeration systems, number theory, mathematical systems, statistics and geometry. Recommended for future teachers.

## MA-315 Topics in Mathematics

3 class hours 3 credits Offered as needed Prerequisite: MA-301 or MA-303 or permission of the Department

Topics, emphasizing the nature of proof and problem-solving, include Euclidean and non-Euclidean geometries, abstract algebraic systems, number theory, graph theory, and mathematical logic.

## MA-321 Mathematics in Contemporary Society (1B<sup>2</sup>)

3 class hours 3 credits Prerequisite: MA-010 or satisfactory score on the Mathematics Placement Test

Designed to provide students with mathematical ideas and methods found in the social sciences, the arts, and in business. Topics will include fundamentals of statistics, scatterplots, graphics in the media, problem solving strategies, dimensional analysis, mathematics in music and art, and mathematical modeling. EXCEL will be used to explore real world applications.

## MA-336 Statistics (1B<sup>2</sup>)

3 class hours 1 laboratory hour 3 credits Prerequisite: MA-119 with a C or better or MA-114 with a C or better, or satisfactory score on the Mathematics Placement Test, Level II.

Introduction to statistics and the use of a professional statistical software package. Descriptive statistics, probability, binomial and normal distributions, sampling, confidence intervals and tests of hypotheses.

## MA-440 Pre-Calculus Mathematics<sup>3</sup> (1B<sup>2</sup>)

3 class hours 2 recitation hours 4 credits Prerequisite: MA-119 and MA-121 with a C or better in both courses or MA-114 with a grade of C or better, or satisfactory score on the Mathematics Placement Test, Level II.

Mathematical foundations necessary for the study of the calculus. An introduction to analytic geometry, and the elementary functions of analysis, including algebraic, trigonometric, logarithmic, and exponential functions. The use of the graphing calculator will be included.

## MA-441 Analytic Geometry and Calculus I (1B<sup>2</sup>)

4 class hours 1 recitation hour 4 credits Prerequisite: MA-440 (with a grade of C or better).

Functions and graphs; derivative of algebraic and trigonometric functions with applications; indefinite and definite integrals with applications; the fundamental theorem of integral calculus; conic sections. Students will develop problem solving skills and construct mathematical models in the computer laboratory using software such as MAPLE, DERIVE, CONVERGE, and MATHCAD.

## MA-442 Analytic Geometry and Calculus II (1B<sup>2</sup>)

4 class hours 1 recitation hour 4 credits Prerequisite: MA-441 (with a grade of C or better).

Coordinated continuation of MA-441 (Analytic Geometry and Calculus I); transcendental functions; integration by various techniques; parametric equations; infinite series. Students will develop problem solving skills and construct mathematical models in the computer laboratory using software such as MAPLE, DERIVE, CONVERGE, and MATHCAD.

## MA-443 Analytic Geometry and Calculus III (2E<sup>1</sup>)

4 class hours 1 recitation hour 4 credits Prerequisite: MA-442 (with a grade of C or better).

Continuation of MA-442 (Analytic Geometry and Calculus II); polar coordinates; solid analytic geometry and vectors; partial derivatives; multiple integrals. Students will develop problem solving skills and construct mathematical models in the computer laboratory using software such as MAPLE, DERIVE, CONVERGE, and MATHCAD.

## MA-451 Differential Equations (2E<sup>1</sup>)

4 class hours 1 recitation hour 4 credits Prerequisite: MA-443 (with a grade of C or better)

Methods of solving ordinary differential equations with physics, engineering and computer science applications; solutions by series. Students will solve application problems using software such as MAPLE.

## MA-461 Linear Algebra (2E<sup>1</sup>)

4 class hours 1 recitation hour 4 credits Prerequisite: MA-442 (with a grade of C or better)

Vector spaces; systems of linear equations; determinants; linear operations; matrices; inner product spaces; eigenvalues and eigenvectors. Students will solve application problems using software such as MAPLE.

<sup>1</sup> Course qualifies as Pathways Common Core 2E—Scientific World.

<sup>2</sup> Course qualifies as Pathways Common Core 1B—Mathematics and Quantitative Reasoning.

<sup>3</sup> Pathways Gateway Course into Major, see “Understanding Program Requirements” in Academies and Programs of Study.

# MATHEMATICS AND COMPUTER SCIENCE COURSES

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## MA-471 Introduction to Discrete Mathematics

3 class hours 3 credits Prerequisite: MA-440

Concepts in set theory, functions, logic, proofs, elementary number theory, introduction to abstract algebra.

## MA-481 Probability and Statistics

3 class hours 3 credits Corequisite: MA-442

Axioms of probability, combinatorial methods, conditional probability, discrete and continuous random variables and distributions, binomial, Poisson, normal and exponential distributions, independent discrete random variables, Law of Large Numbers and the Central Limit Theorem, expectation, confidence intervals and test of hypotheses.

## MA-801 Independent Studies in Mathematics

1 class hour 2 hours of individual work 2 credits

Offered as needed

Prerequisite: MA-443 or permission of the Department

Intended for students who have completed the calculus sequence and who wish to investigate, in an individual manner, a topic chosen from advanced mathematics and/or computer science. Each student works individually with a faculty member and is assigned readings and problems in his/her chosen topic. Formal meetings occur at least once a week depending on the student's needs, and the student's grade is determined both by the problems assigned and a final examination.

## MA-901 Internship in Mathematics Teaching

Hours to be arranged. 2 credits Offered as needed

Prerequisite: Open only to matriculated students who:

(a) have completed at least 15 credits including MA-440, or MA-240 and MA-250, with a minimum cumulative average of 3.0 and a minimum mathematics average of 3.0

(b) have been recommended by the Department of Mathematics and Computer Science

(c) have been approved by the course coordinator. Interested students should contact the course coordinator during the semester prior to enrollment.

MA-901 can be taken as a free elective in any curriculum, and can be applied to the major concentration but not the basic liberal arts and sciences core of the A.S. (Mathematics and Science) curriculum.

The cooperative education experience in mathematics is designed to provide pedagogical training and support to students who are interested in pursuing careers in mathematics education and other mathematics-related-fields. The student will be required to:

- work a minimum of 90 hours as a mathematics tutor in the Math Center
- participate in required individual and small group conferences
- participate in six seminars
- keep a student log or journal. Students will be evaluated by the course coordinator and will earn a grade of Pass or Fail.

## MA-905 Undergraduate Research in Mathematics and/or Computer Science I

90 hours of Research 2 credits

Prerequisite: MA-440 or permission of the Department. Students must have permission from the course instructor and a letter of recommendation from a Math and Computer Science instructor who has had the student in a college level class.

MA-905 will focus on a specific research question or topic to be announced in advance and will vary each semester as well as it will vary by section. Descriptions of the research topic in a particular section in a particular semester will be available in the Math & CS Department before registration. Areas of research include but are not limited to: Mathematical Modeling, Simulations, Computer Coding or Web Design, Statistical Research, Logic, Algebra, Geometry, Number Theory, Actuarial Science, Signal Processing, Mathematical Neuroscience, Dynamical Systems, Pedagogical Research (in Math), and History of Mathematics.

## MA-906 Undergraduate Research in Mathematics and/or Computer Science II

90 hours of Research 2 credits

Prerequisite: MA-905 or permission of the Department. Students must have permission from the course instructor to register for a section of this course.

MA-906 will be offered exclusively to student-faculty pairs working on a research question or topic started in MA-905 but that requires a second semester of research to be completed in a meaningful way.

## MA-951, 952 Cooperative Education in Mathematics and Computer Science

MA-951: 2 credits 90 work hours Offered as needed

MA-952: 3 credits 135 work hours

Prerequisite: Open only to students who:

(a) have completed at least 15 credits including MA-440, or MA-240 and MA-250, or MA-125 or MA-128 or MA-336 with a minimum cumulative average of 2.7 and minimum mathematics average of 2.7

(b) have been recommended by the Chair of the Department

(c) have been accepted by the Department Coordinator of Cooperative Education. Interested students should contact the Mathematics Department during the semester prior to enrollment.

MA-951 or 952 can be taken as a free elective in any curriculum and can be applied to the major concentration but not the basic liberal arts and science core of the A.S. (Mathematics and Science) degree program. Students may not take both courses.

This course provides an opportunity for students to integrate their mathematical studies with related work experience. Participation in conferences and seminars will be required. Evaluation of the cooperative education experience will be determined by periodic review of the student's log and journal, and a written evaluation by the employer. A term paper will be required. Students receive a grade of Pass or Fail.

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## INTERDISCIPLINARY

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## INTE-221 Cognitive and Behavioral Learning in Secondary Mathematics

See *Interdisciplinary Courses* page 209.

# DEPARTMENT OF MUSIC

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Humanities Building, Room 140 • Telephone: 718-631-6393 • Fax: 718-631-6041

Dr Kip Montgomery, **Chairperson**

**Associate Professors:** Joanne Chiung-Wen Chang, Allan Kashkin, Kip Montgomery

**Assistant Professors:** Bjorn Berkhout, Steven Dahlke, Mirna Lekic, Scott Litroff, Neeraj Mehta

**Lecturers:** Robert Anderson, Ernest Jackson

**Senior College Laboratory Technician:** Ronaldo Carter

**Professors Emeriti:** Raoul Camus, Martin Canellakis, Myron Rosenblum, R. John Specht

**Adjunct Faculty:** approximately 18 each year

**Office Personnel:**

Silvia Loza, *CUNY Office Assistant*

Contact the Music Department directly for further information.

## PROGRAMS OF STUDY

- **Visual and Performing Arts  
(A.S. Degree Program)**

**Music Concentration** – For students interested in completing an Associate's degree in music and for transferring to a Bachelor's degree program in Music, Music Education or Music Therapy.

- **Music Production  
(A.A.S. Degree Program)**

Offered by the Department of Music for students interested in Sound Engineering and Digital Music Technology.

## MUSIC PLACEMENT TEST

Students wishing to take certain performance and theory courses in music must demonstrate basic skills in elementary theory, keyboard, and ear-training. They may demonstrate these skills either by passing the Music Placement Test or by completing the music fundamentals courses (MU-208 or MU-209).

## FACILITIES

The Music Department facilities consist of two lecture halls (including Kurzweil Recital Hall), two piano laboratories, two professional digital multi-track recording studios, two 15 station hard-disk recording and music technology laboratories, a ProTools mixing suite, and a music technology practice center that offers access to 15 computers with synthesizers, five analog mixing stations, and eight digital pianos. All rooms feature intranet and internet connectivity.

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The Julius Pomann Memorial Award

The Matthew Barbieri Memorial Music Scholarship Award

The Kurzweil Memorial Scholarship Award

The Tatyana Shvartsblat Memorial Scholarship Award

The Arthur Werner Memorial Scholarship Award

The Abbey Passariello Endowed Music Scholarship

## MUSIC COURSES

### MUSIC HISTORY

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#### **MU-110 Introduction to Music (2C<sup>1</sup>)**

*3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test*

A basic course, designed to develop in the student an understanding of musical art. After a discussion of basic concepts, terms, and principles of design in music, representative works of the great masters of the Baroque, Classical, Romantic, and Modern eras are played and analyzed. Aims for intelligent listening habits and recognition of specific forms and styles. Required readings, listening, and concert attendance.

#### **MU-120 Survey of Western Music (2C<sup>1</sup>)**

*3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test.*

*Students may not receive credit for both MU-110 and MU-120. MU-120 is intended for students who have a background in music, or who anticipate majoring in music.*

Designed to develop understanding and taste in music. Representative works of great masters of the Renaissance, Baroque, Romantic, and modern eras provide material for analysis of musical style and design. Seeks to develop intelligent listening habits and recognition of specific forms and idioms. Musical styles compared to art and literature of the appropriate period. Required readings, listening, and concert attendance.

#### **MU-140 Twentieth-Century Music (2C<sup>1</sup>)**

*3 class hours 3 credits Offered as needed*

*Prerequisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test*

The study of music literature and development of musical style and thought from the turn of the century to the present, including jazz and electronic music. Required readings, listening, and concert attendance.

<sup>1</sup> Course qualifies as Pathways Common Core 2C—Creative Expression.

## MUSIC HISTORY (CONT.)

### MU-141 Jazz: An Introduction (2C<sup>1</sup>)

3 class hours 3 credits Offered as needed

Prerequisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test. Fulfills the liberal arts requirement in Music for the A.A. and A.S. degrees.

An introduction to jazz: the Afro-American roots, the development of styles for all seasons, the vocabulary and skills that will increase the enjoyment of listening to it. Outstanding works of the greatest performers are studied, as jazz is related to the world of music at large. Required readings, listening, and concert attendance.

### MU-180 Music Around the World (2C<sup>1</sup>)

3 class hours 3 credits Offered as needed

Prerequisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test

A nontechnical survey of the folk and traditional music of various cultures — American, Hispanic, African, Near Eastern, and Far Eastern. Listening techniques and basic musical terms included. Emphasis on understanding music in its cultural context. Required readings, listening, and concert attendance.

### MU-190, 191 Special Topics in Music

3 class hours 3 credits Offered as needed

Prerequisites: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

This course will focus on a specific theme, style or idea in music to be announced in advance and will

vary by semester. Students will have the opportunity to explore specific musical topics in depth, while developing intelligent listening habits and an understanding of significant concepts in musical thought and practice. Descriptions of the topic in a particular semester will be available prior to registration.

## MUSIC LITERACY

### MU-208 Musicianship I

3 studio hours 1 lab hour 1 recitation hour 3 credits

A course designed to introduce beginners to the basic elements of music theory and music performance, with a special focus on piano and singing. Topics include developing piano technique, singing notated music, and developing performance and analysis skills with fundamental elements such as meter, rhythm, intervals, scales and chords.

### MU-209 Musicianship II

2 studio hours 1 class hour 1 lab hour 1 recitation hour 3 credits Prerequisite: MU-208 with a grade of C or better, or a satisfactory score on the Music Placement Test

A continuation of MU-208, focusing on developing further skills and fluency with fundamental elements of musical language, with regard to both performance and analysis. Applied topics include minor scales, diatonic harmony, seventh chords, more complex rhythmic structures, and musical composition.

### MU-211 Sight Reading and Ear Training I

2 studio hours 1 credit Prerequisite: MU-209 with a grade of C or better, or satisfactory score on the Music Placement Test

Corequisite: MU-211 is recommended to be taken concurrently with MU-231 or MU-241

Designed to develop the ability of the student to read and sing notation at sight and to understand the relationship between notation and sound.

### MU-212 Sight Reading and Ear Training II

2 studio hours 1 credit

Prerequisite: MU-211 with a grade of C or better

Corequisite: MU-212 is recommended to be taken concurrently with MU-242

Continuation of MU-211.

### MU-231 Jazz Theory I

2 class hours 2 studio hours 3 credits Offered as needed

Prerequisite: MU-209 with a grade of C or better, or satisfactory score on the Music Placement Test

Corequisite: MU-231 is recommended to be taken concurrently with MU-211

A beginning theory course for performers of jazz. Chords, scales, and other theoretical materials are studied from the special viewpoint of the performing artist. Students will be expected to apply this study to improvisation on their own instruments. Some proficiency on an instrument or in voice is required.

### MU-241 Music Theory and Keyboard Harmony I

3 class hours 1 studio hour 3 credits

Prerequisite: MU-209 with a grade of C or better, or satisfactory score on the Music Placement Test

Corequisite: MU-241 is recommended to be taken concurrently with MU-211

An integrated approach to music; melody, elementary species counterpoint, and keyboard harmony.

### MU-242 Music Theory and Keyboard Harmony II

3 class hours 1 studio hour 3 credits.

Prerequisite: MU-241 with a grade of C or better.

MU-242 is recommended to be taken concurrently with MU-212.

Continuation of diatonic counterpoint and harmony. The emphasis is upon tonality and the interrelationship of rhythm, melody, and harmony. The material studied is applied to the keyboard with parallel analysis of appropriate forms.

### MU-243 Music Theory and Keyboard Harmony III

3 class hours 1 studio hour 3 credits

Prerequisite: MU-242 with a grade of C or better

An expansion of diatonic harmony and counterpoint, chromatic alterations and directional analysis developed from material in MU-241, 242. The material studied is applied to the keyboard.

## MUSIC EDUCATION

### MU-261 Music for Teachers of Children<sup>2</sup>

3 class hours 3 credits Offered as needed

No prerequisite. May not be credited toward the music concentration in the A.S. in Fine and Performing Arts curriculum.

An introductory course for education majors in the basic concepts of music education and music activities for children, and for elementary school teachers who wish to incorporate music into their daily curriculum. This course includes experiences in the basic language of music as well as a multi-cultural vocal repertoire for holidays, everyday singing and listening skills. The major components of this course are the combination of experiential classroom activities along with the development of skills in compliance with the guidelines set forth in the New York State Learning Standards for the Arts.

## MUSIC BUSINESS

### MU-290 The Business of Music

3 class hours 3 credits No prerequisite

Examination of critical issues via weekly assignments, written reports, and class discussions based on independent Internet research. Monetizing your talent. Analysis of traditional concepts—e.g., intellectual property and institutions and music publishing. How to select your “team” of advisors, choose a form of business, develop a business plan, create and “shop” a project. Study of important concepts/institutions from the “new” business—e.g., “the Long Tail,” DIY, and independent record production.

## CLASS INSTRUCTION IN MUSICAL INSTRUMENTS AND VOICE

The following courses offer group instruction in various musical instruments and voice for both the music major and the community. Students will supply their own instruments, with the exception of the piano and the larger percussion and string instruments. These courses may not be applied to the liberal arts and sciences core for the A.A. or A.S. degree.

The first course in each sequence (or permission of the Department) is a prerequisite for the second course, for example, MU-312 is a prerequisite for MU-313.

### MU-312, 313, 314 Class Instruction in Piano II, III, IV

2 studio hours 1 credit each course

Prerequisite for MU-312: MU-208 with a grade of C, or satisfactory score on the Music Placement Test.

Prerequisite for MU-313: MU-312, with a grade of C or satisfactory score on the Music Placement Test.

Prerequisite for MU-314: MU-313, with a grade of C or satisfactory score on the Music Placement Test.

### MU-321, 322 Class Instruction in Voice I, II

2 studio hours 1 credit each course

Prerequisite for MU-322: MU-321

<sup>1</sup> Course qualifies as Pathways Common Core 2C—Creative Expression.

<sup>2</sup> Pathways Gateway Course into Major, see “Understanding Program Requirements” in Academies and Programs of Study.

## MU-331, 332 Class Instruction in Guitar I, II

2 studio hours 1 credit each course

Corequisite: MU-208, MU-209, or satisfactory score on the Music Placement Test

## MU-381, 382 Class Instruction in Percussion I, II

3 studio hours 1 credit each course Offered as needed

Corequisite: MU-208, MU-209, or satisfactory score on the Music Placement Test

## PERFORMANCE COURSES

The following performance courses are open to students, faculty, and members of the community. For further information, contact the Music Department.

### Note on Performance Courses (MU-400 Series):

Maximum academic credit allowable for performance organizations – 4 credits per organization, 6 credits total maximum.

## MU-411, 412, 413, 414 Pop Choir

2 studio hours 1 credit each course

A small vocal ensemble which rehearses and performs music in popular styles - jazz, pop, and musical theater. Pop Choir presents concerts at QCC and nearby community centers.

## MU-421, 422, 423, 424 Queensborough Chorus

2 studio hours 1 credit each course

Study, rehearsal, and performance of choral literature of all eras.

## MU-431, 432, 433, 434 Queensborough Orchestra

2 studio hours 1 credit each course Offered as needed

Study, rehearsal, and performance of symphonic literature from the Classical period to the present.

## MU-441, 442, 443, 444 Queens Symphonic Band

2 studio hours 1 credit each course Offered as needed.

Study, rehearsal, and performance of symphonic band literature.

## MU-451, 452, 453, 454 Instrumental and Vocal Ensemble

3 studio hours 1 credit each course Offered as needed

Comprises a variety of small instrumental and/or vocal ensembles. Students rehearse and perform music selected from Classical, Gospel, Broadway, Pop, Jazz and Contemporary styles.

## MU-461, 462, 463, 464 Jazz Ensemble

2 studio hours 1 credit each course

Study, rehearsal, and performance of standard, contemporary, and original jazz compositions.

## MU-471, 472, 473, 474 Percussion Ensemble

3 studio hours 1 credit each course

Study, rehearsal and performance of classical, contemporary and world percussion ensemble repertoire.

## MU-481, 482, 483, 484

### Chamber Improvisation Ensemble

2 studio hours 1 credit each course

Exploration of creative expression, ensemble performance and focused listening through group improvisation, culminating in a public performance. Open to all instrumentalists (acoustic and electric) and vocalists.

## MU-491, 492, 493, 494 Performance Forum for Songwriters I, II, III, IV

2 studio hours 1 credit each course Offered as needed

Study, rehearsal, and performance of songs written in class.

## MUSIC PRODUCTION

### MP-101 Introduction to the Recording Studio and MIDI

2 class hours 2 laboratory hours 3 credits

An exploration of the basic techniques and theories of multi-track recording and MIDI technology. Students apply principles by working with professional studio equipment in the Recording Studio Lab.

### MP-102 Digital Music Sequencing

2 class hours 2 laboratory hours 3 credits

Prerequisites: MP-101 and MU-208, both completed with a grade of C or better

An introduction to the use of synthesizers and computers in the production of sequencer-based compositions. Students apply basic techniques by working with professional sequencing programs and synthesizers in the Music Technology Lab.

### MP-103 Recording Techniques I: Studio Equipment

2 class hours 3 laboratory hours 3 credits

Prerequisite: MP-101 with a grade of C or better

An in-depth exploration into the function, applied principles and practical usage of recording studio equipment. Emphasis on skill development and consistency through hands-on experience and the completion of mixdown projects in the Recording Studio Lab.

### MP-204 Digital Sound Design

1 class hour 2 laboratory hours 2 credits

Prerequisite: MP-102 with a grade of C or better

An introductory course designed to impart a basic knowledge and understanding of digital sound design. The study concentrates on electronically-produced sound and the means by which it is generated, processed, and synthesized.

### MP-205 Recording Techniques II: Studio Operation

1 class hour 5 laboratory hours 3 credits

Prerequisite: MP-103 with a grade of C or better

An advanced course requiring the application of skills developed in MP-103. Students must organize, plan, set-up and engineer a variety of multi-track recording and mixdown sessions in the QCC Recording Studio or on location elsewhere on campus. Emphasis on solving studio-related problems and the development of appropriate engineer/recording artist communication techniques.

## MP-206 Virtual Instruments

2 class hours 2 laboratory hours 3 credits

Prerequisite: MP-102

This course offers advanced instruction in sound design, synthesis, and digital audio using virtual instruments and digital music recording applications. This advanced course will provide students with a comprehensive overview of the use of virtual instruments and digital audio in the recording process.

## MP-207 Microphones and Amplification Systems

3 class hours 1 credit Prerequisite: MP-205

This class introduces students to the specifications and uses of microphones, power amps, and loud speakers. Students learn the techniques of microphone placement. They also learn about the selection and setup of power amplifiers and match speakers for ideal system performance in studios and sound reinforcement.

## MP-208 Digital Recording

2 class hours 2 laboratory hours 3 credits

Prerequisites: MP-103 and MP-204, both completed with a grade of C or better

This course offers advanced instruction in sound design, synthesis and digital audio using Pro Tools Computer Music Applications. This advanced course will provide students with a comprehensive overview of the use of digital audio in professional sound production.

## MP-209 Recording Techniques III: Production

3 laboratory hours 1 credit

Prerequisite: MP-205 with a grade of B or better

A practical laboratory course in the techniques of a sound recording studio.

## MP-210 Digital Audio for New Media

2 class hours 2 laboratory hours 3 credits

Prerequisite: ET-710 or permission of the program director Offered as needed

Introductory instruction in Digital Audio designed for students in New Media Technology. It provides an overview of Digital Audio applications. Areas of study include recording sound, General MIDI, digital audio editing and formats, sound design, Internet audio standards, Quicktime standards and integrating audio into multimedia.

## MP-900 Cooperative Education Internship in Music Production

Hours to be arranged 2 credits

Prerequisite: MP-205 with a grade of B or better

Corequisite: permission of the Music Production Program director

The cooperative education/internship experience in Music Production includes employment in a field experience which supplements classroom theory and laboratory instruction with related on-the-job professional training. Students are placed for a specific number of hours (minimum 90 hours), submit a daily work-experience email to the Music Production director, and participate in a monthly seminar. A written evaluation by the employer is submitted.

# DEPARTMENT OF NURSING

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**Medical Arts Building, Room 302 • 718-631-6080 • Fax: 718-631-6067**

Professor Anne Marie Menendez, **Chairperson**

Professor Alexandra Tarasko, **Deputy Chairperson**

**Professors:** Georgina Colallilo, Deborah Fitzgerald-Royce, Anne Marie Menendez, Carol Soto, Alexandra Tarasko

**Associate Professors:** Barbara Blake-Campbell, Maryann C. Magaldi, Janice Molloy, Mary Rosa, Cheryl Spencer, Dolores A. Weber

**Assistant Professors:** Kimberly Ambroso, Tina Bayer, James Bentley, Carlene Byfield, Lorraine Cupelli, Shenaz Georgillis, Patricia Kinneary, Kathleen Pecinka, Barbara Rome, Barbara Saur, Margaret Stroehlein, Elizabeth Sutton

**Senior College Laboratory Technician:** Audrey Maroney

**Higher Education Assistant:** Barbara Caravans, Coordinator of Nursing Resource Center

**Adjunct Faculty:** approximately 12 each year

**Professors Emeriti:** Analene Botkin, Florence S. Cohen, Elizabeth Dickason, Patricia D. Irons, Trinidad L. Lum, Susan E. Meehan, Elaine A. Muller, Arlene F. Ritz, Martha Schult, Dorothy M. Sylvester, Marie Traetta, Nora Tully, Maureen Wallace

**Office Personnel:**

Connie Reyes, *Academic Program Coordinator*

Daina Rivera, *CUNY Office Assistant*

Agatha Coletti, *College Assistant*

**For information about admission to the Nursing program, contact the Admissions Office, 718-631-6236 (Administration Building, A-213)**

## PROGRAM OF STUDY

### NURSING (A.A.S. DEGREE)

The Nursing curriculum is designed to prepare students for entry into practice as well as transfer to a baccalaureate program. Upon award of the A.A.S. degree, graduates are qualified to sit for the examination for licensure as Registered Professional Nurses.<sup>1</sup> Admission to the program is described in the College Catalog *Programs of Study in Health Related Sciences-Nursing* and department publications.

The Queensborough Community College program in Nursing is registered by the New York State Education Department and accredited by the Accreditation Commission for Education in Nursing, Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; telephone: 404-975-5000.

**Requirements for the A.A.S. Degree Program in Nursing are stated in the *Programs of Study in Health Related Sciences - Nursing* section.**

<sup>1</sup> "Determination of Good Moral Character" is a requirement for Registered Professional Nurse Licensure. Applicants who have been charged with or convicted of a crime (felony or misdemeanor) in any state or country will be referred to the State Office of Professional Discipline. Although these applicants may take the licensing examination, they may or may not be issued a limited permit and/or registered professional nurse license, depending on the results of the investigation process.

FEDERAL LAW LIMITS THE ISSUANCE OF PROFESSIONAL LICENSES, REGISTRATIONS AND LIMITED PERMITS TO UNITED STATES CITIZENS OR QUALIFIED ALIENS.

## NURSING DEPARTMENT CLINICAL ADVISORY BOARD

Ms. Anne Marie Menendez, *Chair*

Mr. Jeff Chen

Ms. Lisa Chung

Dr. Katrina Davinci

Dr. Sandy Delson

Ms. Mary Gavin

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Ms. Anne Langan

Ms. Angelina La Marche

Dr. Sandra Maldonado

Ms. Melissa Marrerro

Dr. Gail McCain

Ms. Kathleen Mulholland

Dr. Margaret Reilly

Ms. Gina Sidoti

Ms. Leila Taqueban

Dr. Maureen Wallace

Ms. Denise Ward

**DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE**

- The Alumni Association – Humanity Award
- The Alumni Association – Ruth Blumenthal Award
- The Alumni Association – Bernadette Rowbo Award
- The Irene M. Battista Memorial Award
- The Maryellen Matthews Memorial Nursing Scholarship Endowment
- The Rose Ann Deichert Memorial Endowment Award
- The Michael Dermott Mullan Award
- The Nursing Department Award
- The Student Nurses’ Association Award
- The Sylvia Weinstock Stitzel Endowment Scholarship Award
- The Raoul Wallenberg Endowment Award
- The Doris Werner Award

**NURSING**

**NU-101 Safe and Effective Nursing Care of Client Level I<sup>1</sup>**

3 class hours 12 clinical laboratory hours 7 credits

*Prerequisite:* (a) completion of Pre-Clinical Sequence with a minimum of a 3.0 grade average and a grade of C or better in BI-301; (b) satisfactory score on the Mathematics Placement Test, or MA-010, MA-013; (c) completion of speech remediation if required; and completion of the Pre-Admission RN PAX exam. *Corequisite:* BI-302, PSYC-220, BCLS Certification.<sup>2</sup>

Students may repeat only one nursing course (NU-101, NU-102, NU-201 or NU-202) in the Clinical Program. However, a repeat of NU-101 will require an approval from the Nursing Department Appeals Committee. This includes students who withdrew from a course after the first day, for any reason, and students who completed the course with a grade below C.<sup>3</sup>

**Note: Admission to evening clinical sequence (NU-101) will be in the Fall semester only.**

NU 101 provides the student with the theoretical basis and practical application of nursing concepts underlying the practice of safe and effective nursing care - across the life cycle - with a focus on the aging population. Primary emphasis is placed on meeting the client's basic self-care needs. Communication techniques (written and oral), legal/ethical parameters of healthcare, basic pharmacology, cultural considerations and teaching-learning principles are described and utilized with individuals and small groups. The nursing process, as a problem-solving tool, provides the basis of patient care. Students learn basic assessment skills for individual clients. Critical thinking techniques, necessary for diagnosing and treating human responses to actual or potential health problems are utilized. Clinical experiences in the college laboratories, hospitals, nursing homes and community settings provide the basis for the development of professional behaviors.

**NU-102 Safe and Effective Nursing Care of Clients Level II<sup>1</sup>**

5 class hours 12 clinical laboratory hours 9 credits

*Prerequisite:* NU-101 and BI-302, (both completed with C or better), and PSYC-220 *Corequisite:* BI-311, BCLS Certification<sup>2</sup>

NU 102 provides the student with the theoretical basis and application of nursing concepts underlying the safe and effective practice of nursing as it relates to self-care needs - across the life cycle - with a focus on the adult and pediatric client. Psychosocial, end-of-life, spiritual and cultural aspects of care are included. Teaching-learning principles are utilized for clients across the life span. Relevant therapeutic nutrition, pharmacology and holistic healing modalities are presented. Students continue to develop communication and assessment skills as well as critical thinking strategies. Professional practice is further developed utilizing evidenced-based research. Clinical experiences take place in the college laboratories, hospitals and community settings.

**NU-201 Safe and Effective Nursing Care of Clients Level III<sup>1</sup> Writing Intensive**

5 class hours 12 clinical laboratory hours 9 credits

*Prerequisite:* NU-102 and BI-311 (both completed with C or better) *Corequisite:* BCLS Certification<sup>2</sup>

NU 201 provides the student with the theoretical basis and application of nursing concepts underlying the practice of nursing as it relates to self care needs - across the life cycle - with a focus on assisting adults and families to achieve and maintain an optimal level of health and wellness. Related therapeutic nutrition and pharmacology continue as a focus of practice. Refinement of assessment, teaching-learning, communication and critical thinking strategies continues. Development of professional accountability continues with emphasis on writing and evidenced- based research. Learning experiences are provided in the college laboratory, acute care, maternal-child, and community health care settings.

**NU-202 Safe and Effective Nursing Care of Clients Level IV<sup>1</sup>**

5 class hours 12 clinical laboratory hours 9 credits

*Prerequisite:* NU-201 (completed with grade of C or better) *Corequisite:* NU-204, BCLS Certification<sup>2</sup>

NU 202 provides the student with the knowledge and skills needed to manage safe and effective care of clients - across the life cycle - with complex physiological and psychosocial needs. Opportunity is provided for increased self-direction in the management of care for groups of clients in acute care and community settings utilizing evidenced-based research. Emphasis is on advanced assessment and critical thinking strategies to promote effective clinical decision making. Interdisciplinary communication and collaboration are emphasized. Teaching and learning practices are implemented for the elderly client in community centers. Professional behaviors related to healthcare policy, finance and regulation, and policy formation are introduced. Clinical experiences are provided in college laboratories, hospitals and community settings with the inclusion of a mental health and community health experience.

**NU-204 Nursing and Societal Forces: Writing Intensive**

3 class hours 3 credits

*Prerequisite:* NU-201 (completed with grade of C or better) *Corequisite:* NU-202

This course will explore health care issues and concerns through the integration of knowledge from nursing, social, and political sciences. The legal, political, and ethical parameters of nursing will be examined within the framework of the wellness/illness continuum. Strategies for the resolution of societal issues and concerns, which impact nursing and the health care delivery system, will be analyzed. This is a Writing Intensive course.

<sup>1</sup> Students in NU-101, NU-102, NU-201 and NU-202 must pay a special supplies and services fee of \$120.00.

<sup>2</sup> Proof of current BCLS certification, health clearance, malpractice insurance is required on the first day of clinical laboratory for NU-101,NU-102, NU-201 and NU-202.

<sup>3</sup> For repeat Policy, see page 88.

# DEPARTMENT OF PHYSICS

Science Building, Room 340 • Telephone: 718-631-6366 • Fax: 718-281-5480

Dr. David H. Lieberman, *Chairperson*

**Professors:** Tak David Cheung, David H. Lieberman, Paul J. Marchese\*, Dinah L. Moché

**Associate Professors:** Todd M. Holden, Charles P. Neuman

**Assistant Professors:** Raul Armendariz, M. Chantale Damas, Sunil Dehipawala, Wenli Guo, Dimitrios Kokkinos, Kimberly Riegel, Vazgen Shekoyan, Rex Taibu

**Instructor:** Ian Schanning

**Lecturer:** George Tremberger, Jr.

**Senior College Laboratory Technician:** Alexei Kisselev

**College Laboratory Technician:** Arkadiy Portnoy

**Adjunct Faculty:** approximately 18 each year

**Professors Emeriti:** Chao-Wen Chin, Don P. Engelberg, Alex Flamholz, Sheldon E. Kaufman, Elie Lowy, Joseph Shaffer, Victor Young

**Office Personnel:**

Francesca R. Gianferrara, *CUNY Administrative Assistant*

**For information about academic programs offered by the Department of Physics, contact the Department.**

\* On leave.

## PROGRAMS OF STUDY:

- **ENGINEERING SCIENCE (A.S. Degree)**

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The Harry Schneider Awards for excellence in Astronomy  
The American Association of Physics Teachers' Certificate  
for Outstanding Physics Student

## PHYSICS COURSES

### PH-101 Principles of Physics (1C & 2E<sup>1</sup>)

3 class hours 2 laboratory hours 4 credits

Presents a modern overview of the world around us, from the sub-miniature world inside an atomic nucleus to the vastness of outer space. Investigates selected subjects of interest to modern man in depth and detail. An understanding of physical principles is the major goal. Minimal use of mathematics. This course, or its equivalent, is required for elementary education majors at The City College.

### PH-102 Physics from an Historical Viewpoint

3 class hours 2 laboratory hours 4 credits Offered as needed

Traces the historical development of some key scientific ideas and the interaction of the individual scientist with his/her world. The relationship of science to major human events is considered. There is discussion of answers to such questions as: What is motion? What matters? What is life? What is man's relation to the rest of the universe? In the laboratory, experiments originally performed by famous scientists are recreated in an exact or simulated form.

### PH-103 Frontiers of Physics

3 class hours 3 credits Offered as needed

An introduction to the ideas of research scientists of contemporary physics. Topics selected from such areas as astrophysics, atmospheric physics, atomic and nuclear physics, and medical applications. Lectures include multimedia illustrations of individual scientists in their actual working environment. Minimal use of mathematics.

### PH-104 Frontiers of Physics Laboratory

2 laboratory hours 1 credit Offered as needed

Prerequisite or corequisite: PH-103

Experiments arranged to illustrate the basic principles of physics on which contemporary research is based. Students become familiar with such equipment as the cloud chamber, Geiger counter, transistor, spectroscope, air pollution laboratory, and nuclear magnetic resonance apparatus.

### PH-105 Introduction to Space Science I: Stars and Normal Galaxies

Offered as needed

### PH-106 Introduction to Space Science II: The Universe Including Strange Galaxies

2 class hours and 2 credits for each course

Prerequisite for both courses: MA-010 or the equivalent

Offered as needed

An introduction to the Cosmos: stars, galaxies and the universe. Topics for 105 include gravitation, orbits, stellar lifecycles, the search for extra-solar planets and extraterrestrial life. Topics for 106 include galactic evolution (including quasars) and morphology, dark matter and large-scale structure, special and general relativity, black holes, and the Big Bang. Conceptual thinking and mathematical reasoning will be emphasized.

These courses will be taught at the American Museum of Natural History's Hayden Planetarium. They are designed as a two-semester sequence, but they may be taken separately and in either order. The two courses together would fulfill the non-laboratory science requirement. Individually, the courses will fulfill Liberal Arts and Sciences requirements.

<sup>1</sup> Course qualifies as Pathways Common Core 1C—Life & Physical Sciences and 2E—Scientific World STEM Variant.

## PH-110 Principles of Astronomy and Space

3 class hours 2 laboratory hours 4 credits

Features and physical processes of sky objects studied, using minimal mathematics. Covers such topics as the earth, sun, moon, asteroids, comets, meteors, origin of the solar system, the evolution of stars, stellar clusters, the classification and evolution of galaxies, pulsars, quasars, and theories about the origin of the universe.

## PH-111 Space, Astronomy and Our Universe (1C<sup>1</sup>)

2.25 class hours .75 laboratory hours 3 credits

“Space, Astronomy, and our Universe” discusses topics related to space and astronomy, beginning with our planet and our Moon, and extending to stars, galaxies, and the Universe as a whole. This course will explore physical processes and laws that govern the motion and evolution of all objects in the Universe, including planets, stars and galaxies.

## PH-112 Space, Astronomy and Our Universe Laboratory

2 class hours 1 credit Corequisite: PH-111

Topics related to space and astronomy, such as our planet and moon, stars, galaxies and the universe and physical processes and laws that govern the motion and evolution of all objects in the universe will be studied through laboratory exercises.

## PH-120 Introduction to Meteorology (2E<sup>2</sup>)

3 hours 3 credits

Introduces students to Meteorology and Atmospheric Sciences. The course presents basic scientific principles and how they apply to the atmosphere and oceans. Fulfills the science requirement without lab (or with lab if taken in conjunction with PH-121).

## PH-121 Meteorology Laboratory

2 hours 1 credit

Introduces students to Meteorology and Atmospheric Sciences. The course presents basic scientific principles and how they apply to the atmosphere and oceans.

## PH-123 Natural Hazards (2E<sup>2</sup>)

3 class hours 3 credits

This course examines natural hazards and their evidence, including statistics, underlying scientific principles, current prediction skills, and planning solutions for risk assessment and management. Topics include the external energy flow from the Sun; Earth's energy flow causing wild fires, earthquakes, volcanoes, tornados, and tsunami; gravity effect on landscape features such as snow, ice, and flooding; and possible impacts by asteroids and comets having major effects on life.

## PH-124 Global Warming (2E<sup>2</sup>)

3 class hours 3 credits

The scientific processes in climate change, climate modeling, and global warming are examined with the use of minimal mathematics in terms of the principles and evidence in science. Major topics include processes involved in the climate system, El Niño and year-to-year climate prediction, climate model and numerical examples, greenhouse effect and climate feedbacks, natural climate variations, and climate model scenarios for global warming and possible solutions.

## PH-129 How Things Work (2E<sup>2</sup>)

3 class hours 3 credits

This course focuses on how things work as it applies to everyday situations. It introduces scientific properties in the context of everyday objects and current technology. Topics will include how our technology works (TV, radio, microwaves, refrigerators, cell phones, GPS), why things look, sound, and feel the way they do, the science of electricity, heat, food, motion, and so forth. Numerical estimation and unit conversion will be covered as well.

## PH-133 Scientific Explorations of Scientific Literature (2E<sup>2</sup>)

3 class hours 3 credits

Scientific Explorations of Science Fiction Literature examines the scientific basis of natural processes described in science fiction literature. Some science fiction literature involves valid scientific descriptions of nature. The descriptions of natural processes can be used to understand our natural world in a way that a textbook cannot. In addition, topics that relate to futuristic ideas can be used to discuss the ethics of scientific exploration. A notable example of scientific literature is Arthur C. Clarke's 2001: A Space Odyssey, which can be used to explain many concepts in astronomy and natural science, including planetary science, the life cycle of stars, gravity, the natural motion of objects, and visual effects, as well as interdisciplinary topics such as life support and artificial intelligence.

## PH-140 Acoustics: The Physics of Sound (1C & 2E<sup>3</sup>)

3 lecture hours 1 recitation hour 2 lab hours 4 credits

Corequisite: MA-321 or MA-119 and MA-121 or MA-114 or the equivalent

Traveling waves and standing waves, energy, sound intensity, interaction of sound and materials, methods of sounds production by musical instruments, room acoustics, interference, human ear response to sound, magnetism and induction as they relate to audio equipment, microphones, speakers, pick-ups. This course is intended to satisfy the physics requirement for the Music Production Degree but is open to all majors.

## PH-150 Introductory Laboratory in Fiber Optics

2 laboratory hours 1 credit Offered in Fall

Introduces students to basic ideas and techniques related to fiber optics and its applications in telecommunications in a laboratory setting. Topics include preparation of fiber optic cables, the concept of attenuation, power ratios expressed in dB, use of fiber optic test sets, the idea of time domain reflectometry, how to use an optical time domain reflectometer and how to interpret its results, wave-division multiplexing.

## PH-151 Introductory Laser Laboratory

2 laboratory hours 1 credit Offered in Spring

Introduces students to lasers and some of the optical skills and concepts necessary for dealing with them. Students will get “hands-on” experience with several different types of lasers.

## PH-201 General Physics I (1C & 2E<sup>3</sup>)

3 class hours 2 laboratory hours 4 credits

Prerequisite: MA-114 or MA-119 and MA-121 or the equivalent, or satisfactory score on the Mathematics Placement Test, Level II.

A beginning course for technology students. Topics include units, vectors, equilibrium, linear motion, Newton's laws, circular motion, angular motion, momentum, and fluid motion. Emphasis is on applications. A working knowledge of simple algebra is assumed.

## PH-202 General Physics II (1C & 2E<sup>3</sup>)

3 class hours 2 laboratory hours 4 credits

Prerequisite: PH-201 (with a grade of C or better)

Second semester of PH-201, 202 sequence. Topics include vibration and wave motion, electrostatics, electric and magnetic fields, electromagnetic waves, optics and topics in modern physics.

## PH-229 Introduction to Photonics

2 class hours 1 recitation hour 3 laboratory hours

4 credits Corequisite: MA-114

Topics in optics related to lasers and optical fiber and devices for modulating and directing signals from such devices. Students will study geometrical optics with emphasis on ray tracing and the application to lenses (thick and thin), mirrors, prisms and other passive optical elements and systems. Students will study the propagation of light in materials and dispersion and its effects. Additional topics will include an introduction to lasers and fiber optics, including an introduction to the propagation of light through fibers. Laboratory exercises complement class work.

<sup>1</sup> Course qualifies as Pathways Common Core 1C–Life & Physical Sciences.

<sup>2</sup> Course qualifies as Pathways Common Core 2E–Scientific World.

<sup>3</sup> Course qualifies as Pathways Common Core 1C–Life & Physical Sciences and 2E–Scientific World STEM Variant.

## PH-230 Matrix Optics and Aberrations

1 lecture hour 1 recitation/lab hour 1 credit  
Prerequisite: PH-229

Topics in matrix optics applied to geometric (ray) optics including beam propagation, thin and thick lenses and lens systems. Introduction to aberrations in optical systems, how they are formed and controlled.

## PH-231 Fundamentals of Lasers and Fiber Optics

3 class hours 3 laboratory hours 4 credits  
Corequisite: MA-114.

Topics in optics related to lasers and optical fiber and devices for modulating and directing signals from such devices. Geometrical optics with emphasis on ray tracing. Matrix methods in optics. Lenses thick and thin, mirrors, prisms and other passive optical elements and systems. Propagation of light in materials. Dispersion and its effects. Special topics in geometric and wave optics. Laboratory complements class work.

## PH-232<sup>1</sup> Laser and Electro-Optics Technology<sup>1</sup>

3 class hours 2 recitation hours 3 laboratory hours 5 credits  
Prerequisite: PH-231.

Wave optics, interference, coherence, polarization, birefringence, diffraction, gratings in two and three dimensions, power and energy measurements, basics of laser safety, ultra-fast pulse techniques, electro-optic and acousto-optic switches, optical materials, non-linear optics. Laboratory complements class work.

## PH-233 Laser Electro-Optics Devices, Measurements and Applications

3 class hours 3 laboratory hours 4 credits  
Prerequisite: PH-231.

Laser as a device, principle of operation, cavity modes and their control (tuning elements, Q switching, mode-locking) and detection, laser design, types of lasers, includes discussion of laser types for medical, ranging and tracking, material processing, pollution monitoring, and optical memory applications, semiconductor laser. Laboratory complements class work.

## PH-234<sup>2</sup> Fiber Optics Devices, Measurements and Applications<sup>2</sup>

3 class hours 3 laboratory hours 4 credits  
Prerequisites: PH-231, or ET-220 and PH-202.

Propagation of light in optical fiber, including analysis of the behavior of different modes. Dispersion and distortion. Specialized light sources and their characterization. Fiber optic sensors. All-optical fiber amplifiers. Optical switches and logic gates. Optical isolators. Techniques for joining fibers. Instruments for characterizing fiber and fiber links. Optical communications systems and protocols. Wavelength division multiplexing. Medical applications including fiber optics-diagnostic and surgical. Optical data processing and optical memories. Laboratory complements class work.

## PH-235 Laser/Electro-Optics Projects

2 class hours 3 laboratory hours 3 credits  
Prerequisite: PH-231

Corequisite: ET-910 or permission of the Department

Construction and testing of a laser, optical or electro-optic device such as a helium-neon laser, optical power meter, or fiber optics communication link; oral presentations and computerized literature searches.

## PH-236 Introduction to Computers in Electro-Optics

1 class hour 3 laboratory hours 2 credits

Prerequisite: PH-231 Corequisite: MA-128 or the equivalent.

Elements of a computer system and an introduction to computer languages. Scientific programming using BASIC/FORTRAN with applications in optics. Use of commercial optics programs. Digital techniques including number systems, logic gates, Karnaugh mapping, Boolean algebra, combinational logic design, sequential logic design.

## PH-240 Computerized Physical Measurement Using Graphical Programming (2E<sup>3</sup>)

2 lecture hours 3 laboratory hours 3 credits

Prerequisites: Permission of the department based on one laboratory course in science or technology; MA-114, MA-119 and MA-121 or the equivalent; and ET-501, PH-303, BU-500 or the equivalent

Students will design applications with a graphical programming language such as LabVIEWTM and use the computer for measurement and automation. Topics include: theory of measurement, physical principles of transducers and their use in measurement, instrument control, data acquisition, virtual instrumentation, signal/data conditioning and analysis.

## PH-301 College Physics I (1C & 2E<sup>4</sup>)

3 class hours 1 recitation hour 2 laboratory hours 4 credits  
Prerequisite: MA-119 and MA-121 or MA-114 or equivalent or permission of the department

PH-301 and 302 are designed for students who need or want two semesters of noncalculus physics, such as those planning careers in optometry, dentistry, and other medically-related fields. Topics include conservation laws, vectors, laws of motion, linear and angular momentum, energy, gravitation, and thermodynamics.

## PH-302 College Physics II (1C & 2E<sup>4</sup>)

3 class hours 1 recitation hour 2 laboratory hours 4 credits  
Prerequisite: PH-301 (with a grade of C or better)

Second-semester course following PH-301. Topics include electro-magnetism, vibrations wave phenomena and radiation, and modern physics.

## PH-303 Scientific Use of Computers

1 lecture hour, 2 laboratory hours, 2 credits

Offered as needed Prerequisite: MA-010

Introduces students to computers and the ways they are used in scientific work. This course includes elements of scientific programming and scientific data collection and analysis. Presentation and dissemination are also included. Automated data acquisition from a variety of sensors. Databases and spreadsheets. Presentations with graphs and text as well as dissemination via the Internet/E-mail are covered.

## PH-311 College Physics A (1C & 2E<sup>4</sup>)

3 class hours 1 recitation hour 2 laboratory hours 4 credits  
Prerequisite: MA-441 or equivalent or permission of Department

First part of a two-semester introduction to physics with applications to biology, primarily for students majoring in biology or planning careers in optometry, dentistry, and other medically related fields. Topics include conservation laws, vectors, laws of motion, linear and angular momentum, energy, gravitation, fluid mechanics and thermodynamics. Strong algebra skills and knowledge of the ideas of calculus are required.

## PH-312 College Physics B (1C & 2E<sup>4</sup>)

3 class hours 1 recitation hour 2 laboratory hours 4 credits  
Prerequisite or Corequisite: PH-311

Second part of a two-semester introduction to physics with applications to biology, primarily for students majoring in biology or planning careers in optometry, dentistry, and other medically related fields. Topics include electromagnetism, optics, acoustics, and radiation phenomena. Strong algebra skills and knowledge of the ideas of calculus are required.

<sup>1</sup> Students registering in PH-232 are required to pay a special services charge of \$10.00.

<sup>2</sup> Students registering in PH-234 are required to pay a special services charge of \$40.00.

<sup>3</sup> Course qualifies as Pathways Common Core 2E—Scientific World STEM Variant.

<sup>4</sup> Course qualifies as Pathways Common Core 1C—Life & Physical Sciences and 2E—Scientific World STEM Variant.

## PH-411 Calculus Physics I (1C & 2E<sup>2</sup>)

2 class hours 2 recitation hours 2 laboratory hours  
3.5 credits Prerequisite: MA-440, or the equivalent  
Corequisite: MA-441

Fundamental principles of mechanics; includes kinematics, classical laws of motion, statics, conservation laws, work, mechanical energy, and simple harmonic motion.

## PH-412 Calculus Physics II (1C & 2E<sup>2</sup>)

2 class hours 2 recitation hours 2 laboratory hours 3 credits  
Prerequisite: PH-411 (with a grade of C or better)  
Corequisite: MA-442

Fundamentals of heat, waves, and optics; includes heat transfer, first and second laws of thermodynamics, kinetic theory of gases; nature of light, geometrical and physical optics; optical instruments; sound.

## PH-413 Calculus Physics III (2E<sup>1</sup>)

2 class hours 2 recitation hours 2 laboratory hours  
3.5 credits Prerequisite: PH-411 (with a grade of C or better)  
Corequisite: MA-443

Electricity and magnetism. Includes Coulomb's law, electric field and potential, elementary DC and AC circuits; magnetic fields, induction, Maxwell's equations.

## PH-414 Analytical Mechanics

4 class hours 4 credits Offered as needed  
Prerequisite: PH-411 Corequisite: MA-443

Engineering mechanics including statics and dynamics in three dimensions. Additional topics of theoretical or mathematical mechanics considered to extent of available time.

## PH-415 Electricity and Magnetism

4 class hours 4 credits Offered as needed  
Prerequisite: PH-413 Corequisite: MA-443.

Basic concepts of electrostatics, electrodynamics, circuits, network theory, transients, vector treatment of AC circuits, and magnetically-coupled circuits.

## PH-416 Thermodynamics (2E<sup>1</sup>)

4 class hours 4 credits Prerequisite: PH-412 and MA-443

Introduction to concepts and definitions of thermodynamics. Temperature and Zeroth Law. Work, internal energy, heat, the First Law and applications. Second Law, reversibility and irreversibility, Carnot cycles, entropy, thermodynamic state variables. Power and refrigeration cycles. Chemical equilibrium, chemical potentials, phase rules.

## PH-431 Calculus Optics

1 class hour 2 recitation hours 2 credits Offered as needed  
Prerequisite: PH-201 or PH-411, MA-441  
Corequisite: PH-231 and MA-442

The theory of diffraction and its applications to modern optics. Maxwell's equations in differential form with solutions for plane refraction. Propagation of electromagnetic radiation and Poynting's vector. Gain in laser mediums. Modulation of lasers. Calculus used throughout.

The department advises students who anticipate transferring into a Bachelor's degree program in Photonics or Engineering to take PH-413 and MA-443 with or before this course.

## PH-440 Modern Physics (2E<sup>1</sup>)

4 class hours 4 credits Prerequisites: PH-412 and PH-413

Introduction to atomic and nuclear physics, relativity, space physics, and elementary particle physics. Considerable mathematics used.

## PH-450 Introduction to Physics Research

3 class hours 3 laboratory hours 4 credits

An introduction to current physics laboratory techniques, methods and approaches, such as near field optical diffraction, microscopy-based motion analysis, biophysical analysis, and optical spectroscopy. Other topics include laboratory safety; research integrity; scientific literature review; analysis and interpretation of data; and written and oral communication of results. In the second half of the course, students will be expected to carry out research projects under the direction of the instructor. Students will prepare a final written report and give a presentation of their results at an undergraduate conference.

## PH-900 Research Projects

90 laboratory hours 2 credits  
Prerequisites: PH-201, PH-301, or PH-411  
Co-requisites: PH-202, PH-302, PH-412, or PH-413

Students learn modern techniques, methods, and approaches and gain practical experience working in a professional physics laboratory. Students will meet with a coordinator to discuss design and execution of their research project at least once a month. Students will prepare a final written report and give a presentation of their results at an undergraduate conference.

## PH-931 Cooperative Education in Laser and Fiber-Optics Technology

1 class hour plus a minimum of 135 hours  
of appropriate work experience 3 credits  
Prerequisite: a minimum of 12 credits in laser and fiber-optics technology courses

Cooperative education involves employment with a company in the laser, optics, fiber-optics or related fields. The experience supplements classroom theory and instruction with on-the-job professional training. The experience includes training in skills and/or with equipment beyond the ordinary classroom in a real job atmosphere. Students are placed in a work situation for a minimum of 135 hours, meet with the course coordinator twice a month and present orally and submit in writing a term project report related to the work experience. In addition, a written evaluation is provided by the employer. Students receive a pass/fail grade.

# DEPARTMENT OF SOCIAL SCIENCES

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**Medical Arts Building, Room 104 • 718-631-6251 • Fax: 718-631-6023**

Dr. Joseph W. Culkin, **Chairperson**

**Professors:** Peter E. Alimaras, Cheryl Bluestone, Joseph W. Culkin, Anita Ferdenzi, Pellegrino Manfra, Philip A. Pecorino, Marshall I. Peller, Richard S. Perrotto, Donald Tricarico

**Associate Professors:** Peter Bales, Caf Dowlah, Jeffery Jankowski, Shannon E. Kincaid, Jane Poulsen, Patricia Spradley<sup>1</sup>, Matthew Trachman

**Assistant Professors:** Azadeh Aalai, Rose-Marie Äikäs, Elizabeth Bartels, Eva Goldhammer, Larisa Honey, Adam Luedtke, Trevor Milton, Anissa Moody, Ryan Moore, Rommel Robertson, Julia Rothenberg, Kersha Smith, Amy Traver

**Lecturer:** John Gilleaudeau

**College Laboratory Technician:** Kam Tim Heather Ou

**Higher Education Associate:** Renee Rhodd, *Articulation Coordinator*<sup>1</sup>

**Adjunct Faculty:** approximately 70 each year

**Professors Emeriti:** Paul Azrak, Albert I. Bookbinder, Milton Cohen, Edwin Kahn, Ronald C. Monticone, Jay Mullin, Katherine E. Stabile, Frank T. White

**Office Personnel:**

JoAnn Rollo, *CUNY Administrative Assistant*

Pamela Cooke, *CUNY Administrative Assistant*

<sup>1</sup> Joint appointment with Queens College.

**For information about academic programs in the Department of Social Sciences, contact the Department directly.**

## PROGRAMS OF STUDY:

- **LIBERAL ARTS AND SCIENCES  
FOR CHILDHOOD EDUCATION (GRADES 1-6)  
Dual/Joint A.A./B.A. Degree with Queens College**
- **CRIMINAL JUSTICE  
Dual/Joint A.S./B.S. Degree with John Jay College  
of Criminal Justice**
- **LIBERAL ARTS AND SCIENCES  
(A.A. Degree Program)  
Concentration in Liberal Studies  
Concentration in American Studies  
Concentration in Education  
Concentration in Gender Studies  
Concentration in Psychology  
Concentration in Sociology  
Concentration in Urban Studies**

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The Choong-Shick Hong Memorial Scholarship Award  
The Naphtaly Levy Memorial Scholarship Fund  
The Mary M. McDougal Memorial Fund  
The Vincent E. Smith Memorial Scholarship Fund  
The Theresa P. Singer Award

## ANTHROPOLOGY

### ANTH-101 Anthropology (2D<sup>1</sup>)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A survey of peoples and cultures, past and present, from many parts of the world. The student is introduced to the study of humankind through the four-discipline approach: sociocultural anthropology, linguistic anthropology, physical anthropology, and archeology. Critical issues concerning human behavior are explored, such as the ecological crisis or the clash of traditional and modern values in today's world.

### ANTH-130 Cultures and Peoples of Asia (2A<sup>2</sup>)

3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

An introduction to the discipline of anthropology while surveying selected Asian peoples and cultures – China, Korea, Japan, the Indian subcontinent, Southeast Asia, Central Asia, and Mongolia. Traditional and contemporary patterns of religion, healing, marriage and family life, economy and social stratification are analyzed. The role of Asia in the biological and cultural evolution of humankind is traced.

### ANTH-140 North American Indians (2B<sup>3</sup>)

3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

An introduction to the discipline of anthropology while focusing on the diversity of native American cultures throughout their long history in North America. Cultures to be analyzed include the Arctic, Plains, Eastern Woodlands, Northwest Coast, the Southwest, and the Aztec and Mayan societies. The effects of European contact on the native cultures and the problems facing American Indians today are discussed.

### ANTH-150 Peoples and Cultures of the Caribbean (2A<sup>2</sup>)

3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

An introduction to the discipline of anthropology while surveying the peoples and cultures of the Caribbean. Topics include language, economy, religion, healing, kinship, and ethnic relations. The institutions of slavery and the consequences of European domination are examined.

### ANTH-160 Anthropology of Health and Healing (2A<sup>2</sup>)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

This course offers an overview of health, illness and healing in cross-cultural perspective. Topics covered include cultural interpretations of health and illness, traditional healing practices, and important global health concerns. Students will become acquainted with medical anthropology methods and will learn anthropological approaches to solving health-related problems, including an examination of the ways social status, cultural meanings and economic inequalities influence health and illness. The course draws primarily on work from the fields of medical anthropology, sociology and public health but will also turn to more exploratory modes such as memoirs and expressive writing to gain a deeper, more personal understanding of the meaning and experience of health and illness in individual lives

### ANTH-170 Sex and Gender in Cross-Cultural Perspective (2D<sup>1</sup>)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

This course focuses on the construction of gender and sexuality across a wide range of cultures, exploring the role of kinship, religion, politics, and economics in the construction of gender roles, sexual practices, family arrangements, as well as gender and sexual identities and desires. This course confronts commonly-held assumptions about gender and sexuality, as it explores the diversity of gender and sexuality across cultures and historical eras, paying particular attention to the social conditions, ideologies and power-structures that inform people's lives across cultures and societies.

## CRIMINAL JUSTICE

### CRIM-101 Introduction to the American Criminal Justice System<sup>4</sup> (2D<sup>1</sup>)

3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

This course is an introductory survey of the American criminal justice system with a view to its social and institutional context and its structure and functioning. The course provides an overview of the foundations and components of the criminal justice system, including (substantive and procedural) criminal law, police, courts and corrections. The main emphasis will be placed on the criminal justice process and how the various institutions of criminal justice interact. Key issues will be addressed as they arise at different stages of the process, such as the conflict between crime control and due process, and conflicts related to, for example, gender, class and ethnicity. This course will satisfy the Social Sciences elective requirement for all QCC degree programs.

### CRIM-102 Criminology<sup>4</sup> (2D<sup>1</sup>)

3 class hours 3 credits Prerequisites: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

An introduction to the study of crime. Focuses on theories and research concerning the nature, causes, treatment and prevention of crime. This course will satisfy the Social Sciences elective requirement for all QCC degree programs.

### CRIM-201 Policing<sup>4</sup>

3 class hours 3 credits Prerequisites: CRIM-101 and CRIM-102

A survey of the history, roles, and policies of law enforcement agencies. Focuses on contemporary issues in the field of law enforcement.

### CRIM-202 Corrections and Sentencing

3 class hours 3 credits Prerequisites: CRIM-101 and CRIM-102

An introduction to the policies and practices of correctional institutions. Reviews the history of corrections and the functions of various types of correctional agencies. Considers important controversies and major trends in contemporary correctional practice.

### CRIM-203 Criminal Law

3 class hours 3 credits Prerequisites: CRIM-101 and CRIM-102

A comprehensive analysis of criminal law and its administration, with emphasis on legislation and judicial interpretations of the criminal code.

### CRIM-204 Crime and Justice in the Urban Community

3 class hours 3 credits Prerequisites: CRIM-101 and CRIM-102

This course focuses on issues that arise in urban settings regarding crime and criminal justice. Major topics include the characteristics of urban settings that affect crime, solutions to crime in urban settings, and the social policy complications of urban crime and justice.

<sup>1</sup> Course qualifies as Pathways Common Core 2D—Individual and Society.

<sup>2</sup> Course qualifies as Pathways Common Core 2A—World Cultures and Global Issues.

<sup>3</sup> Course qualifies as Pathways Common Core 2B—U.S. Experience and Its Diversity.

<sup>4</sup> Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academies and Programs of Study.

## ECONOMICS

### ECON-101 Introduction to Macroeconomics<sup>3</sup> (2D<sup>1</sup>)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A study of factors determining national output, income, employment, and prices; the impact of government spending, taxation, and monetary policy; the banking system; economic growth; international trade.

### ECON-102 Introduction to Microeconomics<sup>3</sup> (2D<sup>1</sup>)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A study of the determination of prices and the distribution of income under various market conditions; government intervention in the market; a comparison of different types of economic systems.

### ECON-150 Labor and Management (2D<sup>1</sup>)

3 class hours 3 credits Prerequisites: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test

The labor force and the market for labor; theory of wage determination; employment and unemployment, including structural unemployment; trade unions and collective bargaining; the role of management and unions; emphasis on practical problems of labor-management relations, labor legislation, and public policy.

### ECON-160 Contemporary Economic Issues (2D<sup>1</sup>)

3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226), or satisfactory score on the English Placement Test

Principles of economics applied to contemporary economic issues, such as inflation and unemployment, urban affairs and discrimination, poverty and welfare programs, externalities and taxation policies, budget deficits and national debt, and international aid and trade. This course is issue-oriented, rather than technically-oriented, and is designed for students who want to familiarize themselves with contemporary national and international economic issues and concerns.

### ECON-235 International Economics (2A<sup>2</sup>)

3 class hours 3 credits Prerequisite: ECON-101 or ECON-102 Offered as needed

An examination of the basic economic principles and policies underlying international trade and finance. Topics include: current U.S. trade policies; the flow of trade; exchange rates; the plight of less developed nations; economic cooperation among major industrialized nations with particular emphasis on U.S.-Japanese-European relations.

## EDUCATION

Students in Education should consult the Department of Social Sciences regarding their programs of study. It is recommended that students interested in Education as a career refer to a special bulletin listing transfer arrangements to senior colleges.

### EDUC-101 Contemporary Education: Principles and Practices<sup>3</sup>

4 class hours 4 credits Prerequisite BE-122 (or BE-226) or satisfactory score on the CUNY/ACT Assessment Test

This course will examine the historical, philosophical and sociological foundations of American education. Students will study the evolution of educational theory and research-based practices that promote social, emotional, and cognitive development and enhance learning. Attention will be paid to comparative analysis of past and contemporary political, philosophical, and sociological factors that influence and shape education decision-making.

The course introduces students to the reflective decision-making model through readings, in-class activities and discussions, and intensive writing exercises. Students will directly observe the teaching and learning process through the experience of a required internship in a public or private educational institution with field hours to be arranged. Students will also be introduced to the applications of technology in the classroom.

### EDUC-115 Special Education

3 class hours 3 credits Free elective only Offered as needed Prerequisite: ED-110, or Departmental permission

Introduction to basic principles and issues in special education. Provides an overview of educational concerns in working with "exceptional" learners. Topics include educating children with physical handicaps, emotional disabilities, intellectual impairment, and learning disabilities, as well as the gifted learner.

## SOCIOLOGY

### SOCY-101 Sociology<sup>3</sup> (2D<sup>1</sup>)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Introductory analysis and description of structure and dynamics of human society; special emphasis on application of scientific methods of observation and analysis of social groups, intergroup relations, social change, social stratification, and social institutions.

### SOCY-125 Sociology and the Arts (2D<sup>1</sup>)

3 class hours 3 credits Prerequisites (and/or) co-requisites: BE-122 (or BE-126) or satisfactory score on CUNY/ACT test

This course will examine "art worlds" – the social activities through which paintings, photographs, music, theatre, dance, literature and other arts are produced – from the perspective of the social sciences and related disciplines. Attention will be given to works of art, audiences, stylistic conventions, evaluative processes and systems of arts distribution. This course will also consider the impact of new technologies on the ways that art is produced and distributed and the ways that we think about and respond to new and traditional art forms.

### SOCY-185 Introduction to Social Work (2D<sup>1</sup>)

3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226) or satisfactory score on the English Placement Exam

This course introduces students to the field of social work. The emphasis is on fundamental principles and values in a historical perspective. Students will gain an appreciation of social work services and the basic competencies needed to pursue a career in social work.

### SOCY-220 Urban Sociology<sup>3</sup> (2D<sup>1</sup>)

3 class hours 3 credits Prerequisite: SOCY-101

An investigation of the social, economic, political and cultural life of cities. Issues include housing, transportation, crime, the urban marketplace, fiscal governance, neighborhood revitalization, life-style and communal diversity, and the relationship of suburbs to the metropolitan core.

<sup>1</sup> Course qualifies as Pathways Common Core 2D—Individual and Society.

<sup>2</sup> Course qualifies as Pathways Common Core 2A—World Cultures and Global Issues.

<sup>3</sup> Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academics and Programs of Study.

## **SOCY-230 Sociology of the Family<sup>5</sup> (2D<sup>1</sup>)**

*3 class hours 3 credits Prerequisite: SOCY-101  
Offered as needed*

The family as a social institution: its origins, structure, and process; social relationships and interaction patterns involved in dating, mate selection, marriage, parenthood; nature of family organization and disorganization; current trends in family structure.

## **SOCY-240 Racial and Ethnic Relations<sup>5</sup> (2D<sup>1</sup>)**

*3 class hours 3 credits Prerequisite: SOC-101  
Offered as needed*

A study of racial and ethnic groups with emphasis on American society. Focuses on (a) nature of racial and ethnic differentiation; (b) assimilation, pluralism, and stratification as outcomes of intergroup contact; (c) the status of racial and ethnic groups in the economy, and the related issue of socioeconomic mobility; (d) the role of racial and ethnic groups in the political system.

## **SOCY-250 Sociology of Gender<sup>5</sup> (2D<sup>1</sup>)**

*3 class hours 3 credits Prerequisite: SOCY-101  
Offered as needed*

The feminine and masculine roles in contemporary society; historical, biological, and psychological traditions; sex-role differentiation in the process of socialization. Emphasis placed on the status of women in industrial society in terms of stratification, law, politics, education, the labor force, and race; contemporary social movements.

## **SOCY-270 Social Problems and Deviance**

*3 class hours 3 credits Prerequisite: SOCY-101*

An exploration of the relations between deviant behavior, social problems, and the structure of society. Typical forms of deviance examined, including crime, sexual perversion, neurosis, madness, addiction, suicide, and prejudice; deviant behavior and social factors such as race, class, and education; the functions and consequences of deviance for society; and the various agencies of social control.

## **SOCY-275 Media and Society<sup>5</sup> (2D<sup>1</sup>)**

*3 class hours 3 credits Prerequisite: SOC-101  
Offered as needed*

This course will introduce students to a sociological analysis of the mass media. Topics include the mass media and socialization; functionalist theory and the mass media; conflict theory and the mass media; the economics of the media industry and its influence on the products we consume; advertising; the hidden world of public relations; social life in online environments; the history of celebrity and the sociological implications of celebrity gossip.

## **SOCY-285 Human Behavior in the Social Environment**

*3 class hours 3 credits Prerequisite: SOCY-185*

This course is to familiarize students with the generalist social work practice. The course material is taught from bio-psycho-social-cultural perspectives, and includes theoretical and empirical knowledge about normal biological, psychological, and sociological development. The emphasis is on issues of human diversity, including race, ethnicity, gender, age and sexual orientation, and on the impact of oppression and discrimination on individuals and families throughout their lifespan.

## **POLITICAL SCIENCE (GOVERNMENT)**

### **PLSC-101 American Government and Politics<sup>5</sup> (2B<sup>2</sup>)**

*3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test.*

Study and analysis of American government; its historical and intellectual origins and development; special consideration of its structure and operations; functions of the President, Congress, and judiciary; role of government and politics in modern industrial society.

### **PLSC-140 Comparative Political Systems (2A<sup>3</sup>)**

*3 class hours 3 credits Offered as needed  
Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test.*

Analysis of the political systems of the major powers in Europe. Topics include: nationalism, liberalism, democracy, Marxism, and fascism; a brief political background; an analysis of the role of political parties and pressure groups, and executive-legislative relations; factors behind the demise of the Soviet Union and the politics of European integration.

### **PLSC-170 War, Revolution, and Terrorism (2A<sup>3</sup>)**

*3 class hours 3 credits Offered as needed  
Prerequisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test*

An interdisciplinary survey of why and how nations, organizations, and individuals use violence to achieve political ends. Investigation of economic, social, and political conditions that stimulate violence in contemporary society — such as international, civil, and guerrilla war; revolution; terrorism; revolt, or threat. The ideological and legal aspects of violence also examined.

### **PLSC-180 American Foreign Policy<sup>5</sup> (2B<sup>2</sup>)**

*3 class hours 3 credits Offered as needed  
Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test*

An intense examination of American foreign policy, including the major theories concerning the sources and conduct of this policy; internal and external determinants of foreign policy; foreign policy-making processes; the substance of U.S. foreign policy; and execution and impact of this policy on other nation-states.

## **PSYCHOLOGY**

### **PSYC-101 Psychology<sup>5</sup> (2E<sup>4</sup>)**

*3 class hours 3 credits*

*Prerequisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test*

Introduction to the scientific study of behavior and mental processes. Topics include research methods, biological bases of brain and mind, sensation-perception, sleep and states of consciousness, learning-memory, development, cognition-intelligence, motivation-emotion, personality, abnormal psychology-therapy, and social psychology. Research findings and principles related to everyday life.

### **PSYC-125 Psychology of Personal Adjustment**

*3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test.  
Offered in Fall*

Focus is on personal adjustment as an ongoing process of the normal individual. An examination of individual adjustment in terms of the psychological, developmental, and sociocultural dimensions of everyday living. A major concern is the practical application of psychological principles to the enhancement of personal adjustment. Main topics include the origins of adjustment, adjustment and identity, individual growth and change, social adjustment, and problems of adjustment.

### **PSYC-215 Child Development<sup>5</sup> (2E<sup>4</sup>)**

*3 class hours 3 credits Offered as needed  
Prerequisite: PSYC-101*

The goal of this course is to enable students to acquire a knowledge base of child development. Consideration of developmental issues particular to special needs youngsters will also be addressed. Students will examine the central emotional, cognitive, and social issues for each developmental period during childhood. Cultural, socio-economic, and historical influences on development will be integrated within the course.

### **PSYC-220 Human Growth and Development<sup>5</sup> (2E<sup>4</sup>)**

*3 class hours 3 credits Prerequisite: PSYC-101*

A study of the changes in behavior and mental processes across the life-span and the biological, psychological, social and cultural factors influencing those changes.

### **PSYC-230 Abnormal Psychology<sup>5</sup> (2E<sup>4</sup>)**

*3 class hours 3 credits Prerequisite: PSYC-101*

Examines abnormal behavior with an emphasis on the classification of, causes of, and treatments for mental disorders. Focuses on major mental disorders including: anxiety, somatoform, and dissociative disorders, mood disorders, schizophrenias, personality disorders, substance-related disorders, sexual disorders, and cognitive disorders.

<sup>1</sup> Course qualifies as Pathways Common Core 2D—Individual and Society.

<sup>2</sup> Course qualifies as Pathways Common Core 2B—U.S. Experience and Its Diversity.

<sup>3</sup> Course qualifies as Pathways Common Core 2A—World Cultures and Global Issues.

<sup>4</sup> Course qualifies as Pathways Common Core 2E—Scientific World.

<sup>5</sup> Pathways Gateway Course into Major, see “Understanding Program Requirements” in Academies and Programs of Study.

## PSYC-240 Social Psychology (2E<sup>1</sup>)

3 class hours 3 credits Offered as needed  
Prerequisite: PSYC-101

An examination of the behavior of individuals in relation to society. Topics include the self in social context, interpersonal relationships, group behavior attitudes, communication, and attraction.

## PSYC-245 Cross-Cultural Psychology

3 class hours 3 credits Prerequisite: PSYC-101

This course offers an introduction to the field of cross-cultural psychology. In this course students study the cultural similarities and differences of human behavior and mental processes. Students examine how race, gender, religion, geography, language and other demographic variables influence the ways in which individuals maneuver through their worlds. Relevant topics include: cross-cultural research methodology; culture and perception; intelligence, universality of human emotions; motivation; human development and socialization; psychological disorders; social cognition and cultural values; and social interactions.

## PSYC-250 Personality<sup>3</sup> (2E<sup>1</sup>)

3 class hours 3 credits Prerequisite: PSYC-101

Explores major theoretical perspectives on personality such as psychodynamic, trait, biological, humanistic, behavioral-social learning, and cognitive approaches. Presents relevant research on personality structure, normal and abnormal development, and assessment, including self-assessment through standardized personality tests.

## PSYC-255 The Psychology of Women (2E<sup>1</sup>)

3 class hours 3 credits Offered as needed  
Prerequisite: PSYC-101

A critical examination of theories of female personality and behavior. Emphasis is placed on the data concerning women's physical, cognitive, emotional and social characteristics and the biological, developmental, and social forces shaping them. Issues related to health, discrimination, and victimization also discussed.

## PSYC-260 Psychological Disorders of Childhood (2E<sup>1</sup>)

3 class hours 3 credits Offered as needed  
Prerequisite: PSYC-101

This course is a survey of the major psychological disorders in infants, toddlers, children, and adolescents with a focus on diagnosis, assessment, etiology, and treatment. These disorders include anxiety disorders, mood disorders, conduct disorders, attention-deficit hyperactivity disorder, learning and communication disorders, eating disorders, habit disorders, attachment disorders, autism and other pervasive developmental disorders, childhood psychoses, and sensory-motor disabilities. Emphasis is placed on the developmental context of the disorders and on the use of multiple theoretical perspectives on the disorders.

## PSYC-270 The Psychology of Aging (2E<sup>1</sup>)

3 class hours 3 credits Offered as needed  
Prerequisite: PSYC-101

A multifaceted approach to the study of the aging process, including the effects of aging on learning, intelligence, personality, and emotional development. The role and status of the elderly person with respect to the family and society. A cross-cultural examination of the situation of the aged person and an evaluation of the utility and limitations of institutional care.

## PSYC-290 States of Consciousness (2E<sup>1</sup>)

3 class hours 3 credits Offered as needed  
Prerequisite: PSYC-101

Examines theory and research related to altered states of consciousness. Topics include sleep, dreaming, hypnosis, biofeedback, meditation, and parapsychology in its various manifestations.

## PHILOSOPHY

### PHIL-101 Introduction to Philosophy (2D<sup>2</sup>)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Fundamental philosophic problems presented through the study of several major philosophical writings, such as those of Plato, Aristotle, Descartes, Kant, Hume, Mill, and Whitehead.

### PHIL-120 Philosophy of Religion (2D<sup>2</sup>)

3 class hours 3 credits Offered as needed  
Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Central concepts in religious thought, such as God, faith, and immortality; problems of religious knowledge and revelation. Problems connected with the relation of theology and philosophy discussed with reference to selected medieval, modern, and contemporary texts.

### PHIL-130 Ethics: Theories of the Good Life (2D<sup>2</sup>)

3 class hours 3 credits Offered as needed  
Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Basic concepts and problems of ethics. Nature of values, virtue, moral judgment, and obligation considered and illustrated through writings of the major philosophers of the Western tradition, including Plato, Aristotle, Augustine, Spinoza, Kant, Moore, and Stevenson.

### PHIL-140 Medical Ethics (2D<sup>2</sup>)

3 class hours 3 credits Offered as needed  
Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A consideration of the ethical implications of modern medical research and practice. Topics include professional versus universal ethics, the rights of patients, genetic engineering, truth and information in medicine, the concept of mental illness; experimentation on human subjects and public health policy.

## PHIL-145 Computers and Ethics (2D<sup>2</sup>)

3 class hours 3 credits Offered as needed  
Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A consideration of the impact that computers have on society, emphasizing the effects on values produced by computerization and the responsibility that computer professionals have. Topics include: the process of ethical decision-making, privacy and confidentiality, computer crime, harassment, personal identification, checking honesty, mechanization, data secrecy, "computer" errors, computer decisions, proprietary rights, computer modeling, technological dependence, and professional codes.

## PHIL-165 American Philosophy (2D<sup>2</sup>)

3 class hours 3 credits Offered as needed  
Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A survey of major American thinkers from colonial times to the present. Figures such as Emerson, Thoreau, Peirce, James, Royce, C. I. Lewis and Dewey will be considered.

## URBAN STUDIES

### UBST-101, 102, 202 Urban Studies Internship Program

SS-901 –3 credits, requires 135 hours at internship site  
SS-902 –3 credits, requires 135 hours at internship site  
Prerequisite: SS-901

SS-911 –6 credits, requires 270 hours at internship site  
Open only to matriculated students who have achieved a minimum cumulative index of 2.5 and completed 24 credits and/or are recommended by the faculty. A student may register for a maximum of 6 credits in the internship program. The student is strongly encouraged to contact the supervisor before the start of the semester in order to secure optimal and timely placement. Students may not receive credit for both SS-901 and/or SS-902 and SS-911.

Internships offer on-the-job professional training in representative urban occupations such as social work, government, public interest activism, criminal justice, law, education, communications, health care, and cultural affairs. Students are required to work a minimum number of hours a week, attend regular meetings with the internship supervisor, and participate in a campus-wide Internship Forum during the semester. A grade of pass/fail is based on work evaluations and a paper.

## INTERDISCIPLINARY

### INTE-121 Cognitive and Behavioral Learning in Secondary Mathematics

See *Interdisciplinary Courses* page 209.

<sup>1</sup> Course qualifies as Pathways Common Core 2E–Scientific World.

<sup>2</sup> Course qualifies as Pathways Common Core 2D–Individual and Society.

<sup>3</sup> Pathways Gateway Course into Major, see "Understanding Program Requirements" in *Academics and Programs of Study*.

# DEPARTMENT OF SPEECH COMMUNICATION AND THEATRE ARTS

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**HUMANITIES Building, Room 125 • Telephone: 718-631-6633 • Fax: 718-281-5137**

Professor Georgia McGill, **Chairperson**

**Professor:** Georgia McGill

**Associate Professors:** Eileen White, Liisa Yonker

**Assistant Professors:** Arthur Adair, Michael Cesarano, Franca Ferrari, Christian J. Jimenez, Dr. Jodi Van Der Horn-Gibson

**Lecturers:** Barbara Lynch, Sherry Rada, Elaine Thompson, Rosanne Vogel

**Senior College Laboratory Technicians:** Daniel McKleinfeld, Josh Rothenberg

**Adjunct Faculty:** approximately 30 each year

**Professors Emeriti:** Gertrude Orion, LeRoy Pavés, Victor Seymour, Robert Simons, Charles B. Wilson, Helen Yalof, Mildred Zinberg

**Office Personnel:**

Veronica Manoo, *CUNY Office Assistant*

**For information about academic programs and performances offered by the Department of Speech Communication and Theatre Arts, please see the Departmental web page at: [www.qcc.cuny.edu/speechTheatre/index.html](http://www.qcc.cuny.edu/speechTheatre/index.html).**

## THE HUMANITIES THEATRE & THE SHADOWBOX THEATRE

The classically designed 875 seat Humanities Theatre and the more intimate Shadowbox Theatre (recently renovated with flexible seating and state of the art lighting and sound equipment) provide theatre students with a full spectrum of performance and design opportunities.

## THE MEDIA DESIGN CENTER

The facilities of the Media Design Center provide computers and 3-dimensional modeling software to enhance theatrical scenic design and lighting plots. Video recording and editing are available on both Mac and PC platforms.

## REQUIREMENTS IN SPEECH FOR ALL STUDENTS

1. Speech evaluation is required of all entering students to determine their remedial speech requirements, if any. The screening must be conducted before the student may register for any courses in the Department.
2. One or two semesters of remedial speech SP-020, SP-005, SP-006 or SP-007 may be required. The student must complete all remedial speech requirements within the first 36 credits and before he or she may register in SP-211, Speech Communication. Students in degree programs must complete any required remedial speech courses before graduation.
3. Consult the Programs of Study section of this catalog for specific requirements regarding SP-211 in each curriculum.

## PROGRAM OF STUDY

### • VISUAL AND PERFORMING ARTS (THEATRE ARTS CONCENTRATION) (A.S. Degree Program)

Students interested in majoring in Theatre Arts or taking an interdisciplinary program including Theatre Arts may enroll in the Associate in Science curriculum in Fine and Performing Arts. Students are advised to consult the Department as soon as possible after admission to Queensborough in order to work out an individual program of study. (See Programs of Study for a description of the A.S. in Visual and Performing Arts curriculum.)

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The Beverly Lockwood Memorial Award  
The Leroy Paves Memorial Award  
The Thomas Smith Memorial Award

# SPEECH COMMUNICATION AND THEATRE ARTS COURSES

## SPEECH COMMUNICATION

### SP-020 Improving Speech Skills

3 class hours 0 credit

Improvement of basic vocal and articulation problems; awareness of common speech faults and development of oral language skills. Intensive practice and supervised correction provided. Students are assigned to this course on the basis of a speech placement test; it may also be taken with permission of the Department.

### SP-005 Speech Communication Skills for Students of English as a Second Language: Sound Structure of American English

3 class hours 0 credit

This is the first course of a two-semester sequence designed for English as a Second Language students in need of intensive work in oral communication. Emphasis is on recognition, discrimination, and production of the individual sounds of English and transition from laboratory practice to real-life situations, as well as development of acceptable idiomatic speech. Students have an opportunity for individual practice and assistance. Students are assigned to this course on the basis of a speech placement test; it may also be taken with permission of the Department.

### SP-006 Speech Communication Skills for Students of English as a Second Language: Stress and Intonation of American English

3 class hours 0 credit Prerequisite: satisfactory completion of SP-005 or appropriate speech placement

A speech improvement course designed for foreign and bilingual students to reinforce and further develop basic skills and acceptable idiomatic speech; integration of oral and written facets of language development and utilization; development of clear communication in everyday situations. Recognition, discrimination, production, and application of the individual sounds of American English and their use in connected speech is reinforced, with special emphasis on the use of stress and intonation. Comparisons and contrasts are made with the stress, pitch, rhythm, and transitional features of the student's native language. Students have an opportunity for individual practice and assistance. Students are assigned to this course on the basis of a speech placement test; it may also be taken with permission of the Department.

### SP-007 American English Sound Structure for the Health Sciences

3 class hours 1 recitation hour (The recitation hour is taught by Nursing Department faculty) 0 credit

Pre-requisite: Speech Placement Test or referral by the Speech or Nursing Department.

This course is designed for students majoring in the health sciences (including Nursing) for whom English is not the native language, and who require intensive work in oral communication. Emphasis is on the recognition, discrimination, and production of the individual sounds of English, and transition from classroom practice to real-life situations, as well as the development of acceptable idiomatic speech. The focus of the course is the improvement of communication skills between health science personnel/health care providers and their colleagues, patients, family members, and caregivers.

Students are assigned to this course on the basis of a Speech Placement Test, permission of the Speech Department, or referral from the Nursing program.

### SP-211 Speech Communication (2B<sup>1</sup>)

3 class hours 3 credits Prerequisite: satisfactory completion of Speech Placement Test, or successful completion of SP-020, or SP-005 and/or SP-006

This course introduces students to the principles and practices of contemporary forms of public speaking in the United States. Selecting topics from current U.S. society and or American history, students will perform research and gather credible evidence from both primary and secondary U.S. sources to create both informative and persuasive speeches. Students are also asked to employ methods taught in this course to analyze both historical and contemporary U.S. rhetoric for authenticity, organizational structure, target audiences and effectiveness as a means of persuasion or communication. Enrollment limited to 22 students.

### SP-230 Video Production I

2 class hours 2 lab hours 3 credits Offered in Fall Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226)

Video Production 1 is an introductory class in the creation and aesthetics of video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video, and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will be integrated into several short projects. This class will also have screenings of various short films and videos in class as well as additional assigned readings.

### SP-274 Introduction to Electronic Media (2C<sup>2</sup>)

3 class hours 3 credits Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

An introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influences on popular culture. This class is a designated Writing Intensive (WI) course.

### SP-275 Media Criticism (2C<sup>2</sup>)

3 hours 3 credits Offered in Fall Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226)

Theories of mass culture will be introduced and applied to a diverse selection of media such as film, television, video games and the Internet.

In the identification, examination and discussion of these theories, students will analyze and write critically about the influences of mediated images on society.

### SP-321 Oral Performance for the Actor and Speaker (2C<sup>2</sup>)

3 class hours 3 credits

Designed to improve the interpretation skills of actors, speakers, and those individuals desiring to improve the level of their individual oral expression for personal or professional reasons. Techniques of reading aloud from plays, poetry, prose, and essay. Practice in conveying information, projecting ideas, creating emotions, and interpreting from the script and oral interpretation as a means of developing literary criticism and discrimination.

### SP-471 American Film History I (2C<sup>2</sup>)

3 class hours 1 recitation hour 3 credits Offered in Fall Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A historical study of the nature and development of the cinema as an art form in the United States from its beginnings until present time. Technological, economic, industrial, legal, social and cultural factors which played an important role in shaping film genres are examined decade by decade. Significant foreign influences are also cited along with hundreds of illustrative clips and a classic feature film each session.

### SP-472 American Film History II (2C<sup>2</sup>)

3 class hours 1 recitation hour 3 credits Offered in Spring Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-0 credit), or satisfactory score on the CUNY/ACT Assessment Test

This course introduces basic concepts of cinematic communication and presents them as "languages" which filmmakers use to create predictable emotional responses in audiences through historically significant films and their makers. Films will be examined and discussed in relation to American culture and society. Photography, framing, shots, angles, movement both within the frame and of the camera, sound, editing, story narrative, acting and ideology are some of the components of film structure which directors use to create a visual style. Viewings and discussions are positioned to provide an active film vocabulary and achieve critical perspectives of modern American history and cinema. Enrollment limited to 30.

### SP-643 Introduction to Speech and Hearing Problems

3 class hours 3 credits Offered in Fall

Orientation to the area of speech pathology and audiology; provides a background for understanding the nature of speech development and speech and hearing disorders; presents the diagnosis, evaluation, and therapies of common speech and hearing problems.

<sup>1</sup> Course qualifies as Pathways Common Core 2B—U.S. Experience and Its Diversity.

<sup>2</sup> Course qualifies as Pathways Common Core 2C—Creative Expression.

# SPEECH COMMUNICATION AND THEATRE ARTS COURSES

## SP-644 Speech, Language and Hearing Problems of Children

3 class hours 3 credits Offered in Spring

Designed to orient classroom teachers, guidance counselors, paraprofessional workers, parents, and others to speech and hearing problems frequently encountered in the school-age child; and to provide background and understanding of the ways in which these problems may be handled within the public school framework.

## SP-900, 901 Cooperative Education in Speech, Theatre, and Media Communication

Hours to be arranged 2 credits each course (90 hours each)

Open only to matriculated students who have completed at least 24 credits with an index of 2.0 in Liberal Arts and Sciences and are recommended by the Department. The cooperative education experience in speech and media communication is designed to provide the student with an apprentice training opportunity in such areas as speech arts and science, theatre production, cable and commercial broadcasting, and other media, either in or outside of the College. Evaluation of the cooperative education experience will be determined by periodic review of the student log or diary, participation in required conferences and monthly seminars, plus a written evaluation by the employer. Students will earn a grade of Pass or Fail. Students will engage in a field experience of a minimum of 90 hours for 2 credits and 180 hours for 4 credits. Theatre Arts

## THEATRE ARTS

### TH-111 Introduction to Theatre (2C<sup>1</sup>)

3 hours 3 credits Prerequisites: BE-122 (or BE-226) and BE-112 (or BE-205)

An introduction to the fundamentals of theater with an emphasis on the evolution of theatrical conventions and practices in Western Society. Material for analysis, discussion and illustration is selected from a body of dramaturgy that spans the history of the theater from the Greeks to the present day. Students are required to attend and critique theatrical performances on campus.

### TH-120 Acting I (2C<sup>1</sup>)

3 class hours 3 credits

For non-fine arts majors.

Theory and practice of the art of acting; exercises in sense impression; characterization, improvisations; scenes from plays; special reports. Designed for the development of a knowledgeable and appreciative audience as well as for basic acting techniques. For non-majors. FA1 majors should enroll in TH121. This course is a Writing Intensive course.

### TH-121 Introduction to Acting for the Major

3 hours 3 credits Co and/or Prerequisite: Must be a Fine and Performing Arts Major

Students who have passed TH-120 should not enroll in this course, but take TH-221.

An introduction to the actor's process with particular emphasis placed upon the development of the basic tools of perception, expression and improvisation. Additionally, students will learn the basic concepts, vocabulary and methods of scenic analysis as introduced by Stanislavski and be able to apply them in performance.

### TH-122/222 Actors' Workshop I & II

2 class hours 3 lab hours 3 credits

Prerequisites: Audition or Permission of the Department

In this actor's laboratory, students act in one or more plays for public performance under the guidance of a faculty director. A weekly production lecture concerns use of stage, props, diction, movement, styles and other pertinent issues. The history of the play, its author and its era are also covered. Hours to be arranged depending on rehearsal and performance schedules.

### TH-124 Summer Theatre Workshop

2 class hours 2 studio hours plus participation in Summer campus productions 3 credits

Students participate in productions directed by professionals to gain experience in directing, acting, technical theater, design, lighting, stage management, publicity and promotion. Classroom projects are related to actual productions. A student showcase will provide opportunities for all students to act before an audience.

### TH-131/231 Stagecraft I & II

4 class hours (plus participation in departmental productions)

3 credits each course Prerequisite for TH-231: TH-131

Project based learning with a concentration on the principles of technical stagecraft; fabrication of scenery for the stage; proper mounting and handling of scenic elements; introduction to various scenic painting techniques; installation and manipulation of lighting and sound systems for the stage; fabrication of stage properties. Students are required to apply stagecraft skills to laboratory projects outside of class studio hours. Students in TH-231 are given more complex class and crew assignments.

### TH-132/232 Practicum in Stagecraft I & II

Prerequisite TH-132: None

Prerequisite TH- 232: TH-131 or Permission of the Department

1 class hour each course (plus rehearsal and performance hours) 1 credit each course

Project based learning with a concentration on introduction to backstage responsibilities, procedures, and preparations. Crew assignment to departmental productions provides students with experience on state of the art equipment. Students are required to attend all technical rehearsals and performances. Students enrolled in TH-232 are given crew assignments of greater complexity and responsibility.

### TH-133/233 Theatre Production and Design I & II

2 class hours 2 studio hours (plus participation in departmental productions) 3 credits Prerequisite for TH- 233: TH-133

This course offers an overview of theatre production organization and management; a brief history of theatre architecture; styles of script analysis; basic process and concept for scenic, costume, lighting, and sound design; an introduction to basic theatre drafting and identifying information from ground plans; an introduction to stage management and stage properties. Students integrate analysis of dramatic works with generated design elements for class presentations. In this course students apply practical experience through supporting departmental productions. Students enrolling in TH-233 are given greater responsibility and advanced assignments in theatre production.

### TH-134 Stage Makeup

1 class hour 2 studio hours 2 credits

Theory and practice of theatrical stage makeup. Project-based learning with a concentration on the design and practical application of stage makeup for a variety of characters. Proper use of tools and materials used in the application of stage makeup techniques. Comprehension of terminology and function used in makeup design.

### TH-135 Costume Construction

2 class hours 2 studio hours 3 credits

Students will learn the elementary skills required in the construction of garments and costumes. Through project based learning, students will learn the different techniques employed in hand sewing, machine sewing, fabric selection and the operation of costume shop equipment. Emphasis will be placed on basic pattern making, flat patterning, and draping. Student will apply their skills to various personal sewing and building projects, as well as being involved in builds and alterations for current theatrical productions. This will garner a greater understanding of the process and function of a professional costume shop.

### TH-151 Vocal Production and Movement for the Actor

3 class hours 2 credits

Exercise the potential of the voice and body for strength, ease, flexibility and responsiveness in performance. Integrate greater plasticity of motion into movement, apply connection to the breath and voice in movement, combine physical action with psychological action, support the articulation of character through voice and movement

### TH-152 Standard Speech for Stage, Film, Television and Digital Media

3 class hours 3 credits

Identify and apply the Detail Model of Standard Speech to communicate greater linguistic information to listeners of all theatrical media. Adapt vowel and consonant substitutions to a variety of performance demands. Integrate the use of the International Phonetic Alphabet into speaking and listening. Stretch and strengthen the muscles of vocal production and articulation for greater ease and intelligibility of speech. Exercise vocal techniques with technological amplification.

### TH-221 Acting II

3 class hours 3 credits Prerequisites: SP-531 or TH-121

Acting I or TH-120 and permission of the Department

Application of the techniques learned in Acting I: further development of preparation, rehearsal and performance. The creation of believable characterizations through Stanislavski's concept of actions. Review of Stanislavskian-based actor vocabulary and introduction to character and scene analysis.

### TH-235 Stage Management

3 class hours 3 credits

Prerequisite: TH-131 Stagecraft I

Project based learning with a concentration on stage management and production, call book, rehearsal and technical rehearsal process, and performance. Basic introduction to different techniques for organization and personal management. Student will apply their skills to stage manage current department theatrical productions. This will garner a greater understanding of the process and function of a professional stage manager.

<sup>1</sup> Course qualifies as Pathways Common Core 2C—Creative Expression.

# STUDENT AFFAIRS

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**LIBRARY BUILDING, ROOM 412 • TELEPHONE: 718-631-6351 • FAX: 718-631-6352**

Michel A. Hodge, *Vice President for Student Affairs & Enrollment Management*, **Chairperson**

**Professors:** Diane B. Call\*, Sandra Bygrave-Dozier

**Associate Professor:** Wilma Fletcher-Anthony, Jannette Urciuoli

**Lecturer:** Gina Capozzoli

**Higher Education Associates:** Dorith Brodbar, Jennifer Klein, Linda Ostrowe

**Adjunct Faculty:** approximately 7 each semester

**Professors Emeriti:** Stephen Beltzer, Victor DeFazio, Barbara DeGregoria, Patricia Evanoski Maher, Frances P. Geer, Martin Jacobs, Michael Miller, John Prior, Stanley Rustin, Vita C. Tauss

**Office Personnel:**

Yvette Zapata, *CUNY Office Assistant*

Darline Bertil, *College Assistant*

Suhaylah Dean, *College Assistant*

\* On leave

## **ST-100 Introduction to College Life**

*10 hours per semester Open to all members of the College community and required of all new freshmen.*

**Note:** This course is mandatory for all full-time incoming freshman. A passing grade for ST-100 is required in order to register for the following semester.

Designed to introduce new students to Queensborough. College life and College procedures examined. Students given information regarding academic programs and curriculum requirements, and resources available to them on campus. Career development processes explored, and decision-making skills analyzed, study skills and library component included. Taught by members of the Department of Student Affairs.

## **ST-101 Strategies for College Success**

*2 Class Hours 1 credit*

*An alternative course to ST-100; open to all first-year students and those with 15 or fewer credits.*

A comprehensive student success course designed to promote the development of effective academic and personal success strategies. A major theme is a focus on the responsibility of the student for her or his own life and college career. The course provides direction for basic study skills and study habits. The purpose of the course is to maximize students' chances for succeeding in college. Topics include: time management, study skills, career exploration and the world of work, mastering the challenges of the college experience, developing critical thinking skills, learning to work cooperatively in groups, clarification of values, appreciation of diversity and civic and community responsibility. Students will be expected to complete a written term project.

# INTERDISCIPLINARY • COLLEGE NOW

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## INTERDISCIPLINARY COURSES

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### IS-151 Health of the Nations

2 class hours 2 credits

This course examines global public health issues throughout the world. The health status of diverse populations, as well as the major threats to the health, safety and welfare of society, will be discussed. Strategies to control the spread of major diseases and the impact of local, national and international policy decisions on individuals and communities will be explored. Topics for discussion include food ecology, health disparities, access to health care, controlling infectious disease, and reducing environmental hazards.

### IS-220 Herbs: Nature's Pharmacy

3 class hours 3 credits Offered in the Spring semester

This course will introduce the health care student and consumer to general concepts underlying the use of vitamins, minerals and herbs within a holistic health framework. Current research on the safety and efficacy of these supplements will be examined as well as the regulations governing their use.

### IS-222 Herbs: Nature's Pharmacy II

3 class hours 3 credits Prerequisite: IS-220

This course will provide a continuation of the exploration and examination of herbs as they pertain to specific conditions and disorders. The course will have many "hands-on" projects for students and a field trip to recognize and collect herbs that grow in our own backyard. Current research will also be discussed on the safety and efficacy of these botanicals. The course will provide students the opportunity to evaluate and expand their knowledge of the benefits of natural medicine.

### INTE-121 Cognitive and Behavioral Learning in Secondary Mathematics

3 credits 3 class hours 1 conference hour

20 hours of field work Prerequisites: 2.75 GPA, completion of MA-440 with a B or better, letter of recommendation from a mathematics instructor Corequisite: MA-441

This course provides students with an understanding and appreciation of the basic concepts and principles of cognitive and behavioral learning in secondary mathematics. Topics include definitions of learning, cognitive development, constructivism, motivation, thinking skills and problem solving as related to mathematics learning and teaching.

## COLLEGE NOW

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The following courses have been specially designed for **College Now** students:

### CN-071 College-Preparatory Reading and Writing for ESL

4 class hours 0 credit

This course is intended for English Language learners (ELL) who are at a high intermediate/advanced of proficiency in English but need more practice to develop their academic language proficiency and college-level reading and writing skills via ESL pedagogy. The readings in this course include excerpts from newspapers and magazines, poetry, plays, and fiction and writing assignments will focus on paragraph development and essay organization. Students will also further refine specific skills necessary to succeed on the ELA regents, the CUNY CATW, or equivalent CUNY reading and writing placement test.

### CN-072 Enhanced College-Preparatory Language Arts Skills

4 class hours 0 credit

Prerequisites: Open to high school sophomores, juniors, and seniors who have attained a minimum score of 55 and a maximum score of 74 on the English Language Arts Regents, or if not yet taken, a minimum score of 39 on the PSAT, or if not yet taken, a minimum grade of 65 in English 4 and 5

A course for students who would like to improve the language arts skills they will need to succeed in college-level study. Emphasis is on basic language arts such as critical reading, vocabulary, the writing process, rhetoric, grammar and mechanics, and test-taking skills.

### CN-073 Reading and Writing Community Stories

4 class hours 0 credit

Prerequisites: Open to high school sophomores, juniors, and seniors who have attained a minimum score of 55 and a maximum score of 74 on the English Language Arts Regents, or if not yet taken, a minimum score of 39 on the PSAT, or if not yet taken, a minimum grade of 65 in English 4 and 5

This is a theme-based developmental reading and writing course that provides students with a foundation in the key academic reading and writing skills used in many humanities and social science college courses. The emphasis throughout the course will be placed on improving students' reading and writing skills by developing reading strategies for determining essential vs. non-essential elements of assigned texts, developing academic vocabulary, and writing essays in which students practice using theoretical approaches learned in the course. Students will learn how to contextualize and move beyond their own experience to look at and understand the experience of others from a global and historical perspective—an important goal in many college-levels courses in humanities and social sciences. Students will also further refine specific skills necessary to succeed on the CUNY placement examinations in reading and writing.

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# POLICIES & REGULATIONS

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## Academics-related Policies

### 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 inspected. If the request is denied or not responded to within 45 days, you may appeal to the college’s FERPA appeals officer. Additional information regarding the appeal procedures will be provided to you if a request is denied.

#### 2 The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA.

You may ask the college to amend a record that you believe is inaccurate, misleading or otherwise in violation of your privacy rights under FERPA. 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 (including law enforcement unit personnel and health staff), a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or offi-

cial, a person serving on the Board of Trustees, or a student serving on an official committee, such as a disciplinary committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if access is reasonably necessary in order to fulfill his or her professional responsibilities for the University. 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  
205 East 42nd Street  
New York, New York 10017 email: ogc@cuny.edu

#### 5 The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C., 20202-5920

#### 6 The college will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information:

Name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, photograph, e-mail address, full or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, participation in officially recognized activities and sports, height and weight of athletic team members, 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 and may be filed, withdrawn, or modified at any time.

## STUDENT RIGHTS AND PRIVILEGES IN REGARD TO ATTENDANCE

*Note: Education Law Section 224-a provides for various rights and privileges for students unable to attend classes on certain days because of religious beliefs.*

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/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 makeup 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 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.
- 6-a. 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.

## University Policies

### THE CITY UNIVERSITY OF NEW YORK POLICY ON EQUAL OPPORTUNITY AND NON-DISCRIMINATION

#### I. POLICY ON EQUAL OPPORTUNITY AND NON-DISCRIMINATION

The City University of New York ("University" or "CUNY"), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University.

It is the policy of the University—applicable to all colleges and units—to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.<sup>1</sup>

It is also the University's policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are victims of domestic violence/stalking/sex offenses.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

<sup>1</sup> As a public university system, CUNY adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action. Should any federal, state or city law or regulation be adopted that prohibits discrimination based on grounds or characteristics not included in this Policy, discrimination on those additional bases will also be prohibited by this Policy.

## Prohibited Conduct Defined

**Discrimination** is treating an individual differently or less favorably because of his or her protected characteristics—such as race, color, religion, gender, national origin, or any of the other bases prohibited by this Policy.

**Harassment** is a form of discrimination that consists of unwelcome conduct based on a protected characteristic that 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. Such conduct can be spoken, written, visual, and/or physical. This policy covers prohibited harassment based on all protected characteristics other than sex. Sex-based harassment and sexual violence are covered by CUNY's Policy on Sexual Misconduct.

**Retaliation** is adverse treatment of an individual because he or she made a discrimination complaint, opposed discrimination, or cooperated with an investigation of a discrimination complaint.

## II. DISCRIMINATION AND RETALIATION COMPLAINTS

The City University of New York is committed to addressing discrimination and retaliation complaints promptly, consistently and fairly. There shall be a Chief Diversity Officer at every college or unit of the University, who shall be responsible for, among other things, addressing discrimination and retaliation complaints under this Policy. There shall be procedures for making and investigating such complaints, which shall be applicable at each unit of the University.

## III. ACADEMIC FREEDOM

This policy shall not be interpreted so as to constitute interference with academic freedom.

## IV. RESPONSIBILITY FOR COMPLIANCE

The President of each college of the University, the CUNY Executive Vice Chancellor and Chief Operating Officer, and the Deans of the Law School, Graduate School of Journalism, School of Public Health and School of Professional Studies and Macaulay Honors College, have ultimate responsibility for overseeing compliance with these policies at their respective units of the University. In addition, each vice president, dean, director, or other person with managerial responsibility, including department chairpersons and executive officers, must promptly consult with the Chief Diversity Officer at his or her college or unit if he or she becomes aware of conduct or allegations of conduct that may violate this policy. All members of the University community are required to cooperate in any investigation of a discrimination or retaliation complaint.

**Policy approved December 1, 2014, Cal. No. C., with effective date of January 1, 2015, amending prior policy approved effective November 27, 2012.**

## COMPLAINT PROCEDURES UNDER THE CITY UNIVERSITY OF NEW YORK'S POLICY ON EQUAL OPPORTUNITY AND NON-DISCRIMINATION<sup>1</sup>

### 1. Reporting Discrimination and/or Retaliation

The University is committed to addressing discrimination and/or retaliation complaints promptly, consistently and fairly.

Members of the University community, as well as visitors, may promptly report any allegations of discrimination or retaliation to the individuals set forth below:

- A. Applicants, employees, visitors and students with discrimination complaints should raise their concerns with the Chief Diversity Officer at their location.
- B. Applicants, employees, visitors and students with complaints of sexual harassment or sexual violence, including sexual assault, stalking, domestic and intimate violence, should follow the process outlined in CUNY's Policy on Sexual Misconduct.
- C. There are separate procedures under which applicants, employees, visitors and students may request and seek review of a decision concerning reasonable accommodations for a disability, which are set forth in CUNY's Procedures on Reasonable Accommodation.

### 2. Preliminary Review of Employee, Student, or Visitor Concerns

Individuals who believe they have experienced discrimination and/or retaliation should promptly contact the Chief Diversity Officer at their location to discuss their concerns, with or without filing a complaint. Following the discussion, the Chief Diversity Officer will inform the complainant of the options available. These include seeking informal resolution of the issues the complainant has encountered or the college conducting a full investigation. Based on the facts of the complaint, the Chief Diversity Officer may also advise the complainant that his or her situation is more suitable for resolution by another entity within the University.

### 3. Filing a Complaint

Following the discussion with the Chief Diversity Officer, individuals who wish to pursue a complaint of discrimination and/or retaliation should be provided with a copy of the University's complaint form. Complaints should be made in writing whenever possible, including in cases where the complainant is seeking an informal resolution.

<sup>1</sup> *These Procedures govern any complaint of discrimination and/or retaliation, except complaints of sexual harassment and sexual violence, which are covered by CUNY's Sexual Misconduct Policy. These procedures are applicable to all of the units and colleges of the University. The Hunter College Campus Schools may make modifications to these procedures, subject to approval by the University, as appropriate to address the special needs of their elementary and high school students.*

*These Procedures are intended to provide guidance for implementing the University Policy on Equal Opportunity and Non-Discrimination. These Procedures do not create any rights or privileges on the part of any others.*

*The University reserves the right to alter, change, add to, or delete any of these procedures at any time without notice.*

### 4. Informal Resolution

Individuals who believe they have been discriminated or retaliated against may choose to resolve their complaints informally. Informal resolution is a process whereby parties can participate in a search for fair and workable solutions. The parties may agree upon a variety of resolutions, including but not limited to modification of work assignment, training for a department, or an apology. The Chief Diversity Officer will determine if informal resolution is appropriate in light of the nature of the complaint. Informal resolution requires the consent of both the complainant and the respondent and suspends the complaint process for up to thirty (30) calendar days, which can be extended upon consent of both parties, at the discretion of the Chief Diversity Officer.

Resolutions should be agreed upon, signed by, and provided to both parties. Once both parties reach an informal agreement, it is final. Because informal resolution is voluntary, sanctions may be imposed against the parties only for a breach of the executed voluntary agreement.

The Chief Diversity Officer or either party may at any time, prior to the expiration of thirty (30) calendar days, declare that attempts at informal resolution have failed. Upon such notice, the Chief Diversity Officer may commence a full investigation.

If no informal resolution of a complaint is reached, the complainant may request that the Chief Diversity Officer conduct a full investigation of the complaint.

### 5. Investigation

A full investigation of a complaint may commence when it is warranted after a review of the complaint, or after informal resolution has failed.

It is recommended that the intake and investigation include the following, to the extent feasible:

- a. Interviewing the complainant. In addition to obtaining information from the complainant (including the names of any possible witnesses), the complainant should be informed that an investigation is being commenced, that interviews of the respondent and possibly other people will be conducted, and that the President<sup>2</sup> will determine what action, if any, to take after the investigation is completed.
- b. Interviewing the respondent. In addition to obtaining information from the respondent (including the names of any possible witnesses), the respondent should be informed that a complaint of discrimination has been received and should be provided a copy of the complaint unless circumstances warrant otherwise. Additionally, the respondent should be informed that an investigation has begun, which may include interviews with third parties, and that the President will determine what action, if any, to take after the investigation is completed. A respondent employee who is covered by a collective bargaining agreement may consult with, and have, a union representative present during the interview.

The respondent must be informed that retaliation against any person who files a complaint of discrimination, participates in an investigation, or opposes a discriminatory employment or educational practice or policy is prohibited under this policy and federal, state, and city laws. The respondent should be informed that if retaliatory behavior is engaged in by either the respondent or anyone acting on his/her behalf, the respondent may be subject to disciplinary charges, which, if sustained, may result in penalties up to and including termination of employment, or permanent dismissal from the University if the respondent is a student.

- c. Reviewing other evidence. The Chief Diversity Officer should determine if, in addition to the complainant, the respondent, and those persons named by them, there are others who may have relevant information regarding the events in question, and speak with them. The Chief Diversity Officer should also review documentary evidence that may be relevant to the complaint.

### 6. Withdrawing a Complaint

A complaint of discrimination may be withdrawn at any time during the informal resolution or investigation process. Only the complainant may withdraw a complaint. Requests for withdrawals must be submitted in writing to the Chief Diversity Officer. The University reserves the right to continue with an investigation if it is warranted. In a case where the University decides to continue with an investigation, it will inform the complainant.

In either event, the respondent must be notified in writing that the complainant has withdrawn the complaint and whether University officials have determined that continuation of the investigation is warranted for corrective purposes.

### 7. Timeframe

While some complaints may require extensive investigation, whenever possible, the investigation of a complaint should be completed within sixty (60) calendar days of the receipt of the complaint.

### 8. Action Following Investigation of a Complaint

- a. Promptly following the completion of the investigation, the Chief Diversity Officer will report his or her findings to the President. In the event that the respondent or complainant is a student, the Chief Diversity Officer will also report his or her findings to the Chief Student Affairs Officer.
- b. Following such report, the President will review the complaint investigation report and, when warranted by the facts, authorize such action as he or she deems necessary to properly correct the effects of or to prevent further harm to an affected party or others similarly situated. This can include commencing action to discipline the respondent under applicable University Bylaws or collective bargaining agreements.
- c. The complainant and the respondent should be apprised in writing of the outcome and action, if any, taken as a result of the complaint.

<sup>2</sup> References to the President in these Procedures refer to the Executive Vice Chancellor and Chief Operating Officer and the Deans of the Law School, Graduate School of Journalism, CUNY School of Public Health, School of Professional Studies and Macaulay Honors College, wherever those units are involved, rather than a college.

- d. The President will sign a form that will go into each investigation file, stating what, if any, action will be taken pursuant to the investigation.
- e. If the President is the respondent, the Vice Chancellor of Human Resources Management will appoint an investigator who will report his/her findings to the Chancellor. The Chancellor will determine what action will be taken. The Chancellor's decision will be final.

### 9. Immediate Preventive Action

The President may take whatever action is appropriate to protect the college community in accordance with applicable Bylaws and collective bargaining agreements.

### 10. False and Malicious Accusations

Members of the University community who make false and malicious complaints of discrimination, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

### 11. Anonymous Complaints

All complaints will be taken seriously, including anonymous complaints. In the event that a complaint is anonymous, the complaint should be investigated as thoroughly as possible under the circumstances.

### 12. Responsibilities

- a. Responsibilities of the President:
  - Appoint a Chief Diversity Officer responsible for addressing complaints under this Policy
  - Ensure that the Chief Diversity Officer is fully trained and equipped to carry out his/her responsibilities.
  - Ensure that managers receive training on the Policy.
  - Annually disseminate the Policy and these Procedures to the entire college community and include the names, titles and contact information of all appropriate resources at the college. Such information should be widely disseminated, including placement on the college website.
- b. Responsibilities of Managers:

Managers must take steps to create a workplace free of discrimination, harassment and retaliation, and must take each and every complaint seriously. Managers must promptly consult with the Chief Diversity Officer if they become aware of conduct that may violate the Policy.

For purposes of this policy, managers are employees who either (a) have the authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities; or (b) have the authority to make recommendations on tangible employment decisions that are given particular weight. Managers include vice presidents, deans, directors, or other persons with managerial responsibility, including, for purposes of this policy, department chairpersons and executive officers.

- c. Responsibilities of the University Community-at-Large:
  - Members of the University community who become aware of allegations of discrimination or retaliation should encourage the aggrieved individual to report the alleged behavior.
  - All employees and students are required to cooperate in any investigation

### 13. Some Relevant Laws Concerning Non-discrimination and Equal Opportunity

The CUNY community should be aware of the following laws relating to non-discrimination and equal opportunity:

**Section 1324b of the Immigration and Nationality Act** prohibits employers from intentional employment discrimination based upon citizenship or immigration status, national origin, and unfair documentary practices or "document abuse" relating to the employment eligibility verification or Form I-9 process. Document abuse prohibited by the statute includes improperly requesting that an employee produce more documents than required by the I-9 form, or a particular document, such as a "green card", to establish the employee's identity and employment authorization; improperly rejecting documents that reasonably appear to be genuine during the I-9 process; and improperly treating groups of applicants differently when completing the I-9 form.

**Executive Order 11246**, as amended, prohibits discrimination in employment by all institutions with federal contracts and requires affirmative action to ensure equal employment opportunities.

**Title VII of the Civil Rights Act of 1964**, as amended, prohibits discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other terms, conditions, and privileges of employment) on the basis of race, color, religion, national origin, or sex.

**Title VI of the Civil Rights Act of 1964** prohibits discrimination or the denial of benefits because of race, color, or national origin in any program or activity receiving federal financial assistance.

**Equal Pay Act of 1963**, as amended, requires that men and women performing substantially equal jobs in the same workplace receive equal pay.

**Title IX of the Education Amendments of 1972** prohibits discrimination or the denial of benefits based on sex in any educational program or activity receiving federal financial assistance.

**Age Discrimination in Employment Act**, as amended, prohibits discrimination against individuals who are age 40 or older.

**Section 504 of the Rehabilitation Act of 1973** defines and forbids acts of discrimination against qualified individuals with disabilities in employment and in the operation of programs and activities receiving federal financial assistance.

**Section 503 of the Rehabilitation Act of 1973** requires government contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities.

**Vietnam Era Veterans' Readjustment Act of 1972**, as amended, requires government contractors to take affirmative action to employ and advance in employment disabled and other protected veterans.

**Uniformed Services Employment and Reemployment Rights Act of 1994**, as amended, prohibits employment discrimination based on military status and requires reemployment following military service in some circumstances.

**Americans with Disabilities Act of 1990**, as amended, prohibits discrimination on the basis of disability.

**Genetic Information Nondiscrimination Act of 2008** prohibits employment discrimination based on genetic information.

**New York City Human Rights Law** prohibits discrimination based on age (18 and older), race, creed, color, national origin, gender (including gender identity and expression), disability, marital status, partnership status, sexual orientation, alienage or citizenship status, arrest or conviction record, unemployment status, or status of an individual as a victim of domestic violence, sex offenses or stalking.

**New York City Workplace Religious Freedom Act** requires an employer to make accommodation for an employee's religious needs.

**New York State Education Law Section 224-a** requires institutions of higher education to make accommodations for students who are unable to attend classes or take examinations due to their religious beliefs.

**New York State Human Rights Law** prohibits discrimination based on race, creed, color, national origin, sexual orientation, military status, sex, age (18 and older), marital status, domestic violence victim status, disability, predisposing genetic characteristics or prior arrest or conviction record.

**New York City Pregnant Workers Fairness Act** provides that employers provide pregnant employees with reasonable accommodations for the employee's pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

*Effective as of January 1, 2015.*

### **NON-DISCRIMINATION OF STUDENTS ON THE BASIS OF PREGNANCY, CHILDBIRTH AND RELATED CONDITIONS**

Queensborough Community College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from Services for Students with Disabilities, located in the Science Building Room 132, (718) 631-6257 (Ben-Ami Freier, Director) or from the Office of Title IX Compliance, located in the Administration Building Room 413, (718) 281-5755 (May Jane Shaw, Title IX Coordinator).

### **THE AFFIRMATIVE ACTION PLAN AT QUEENSBOROUGH COMMUNITY COLLEGE.**

The Affirmative Action Plan at Queensborough Community College applies to a full range of concerns. Copies of the College Affirmative Action Plan may be obtained in the College Library, Reference Section. Students who have a question or a complaint concerning affirmative action policy should contact the Vice President for Student Affairs Room L-412 (718) 631-6351 or the College Chief Diversity/Compliance Officer, Room A-309 (718) 631-6391, <http://www1.cuny.edu/sites/title-ix/wp-content/uploads/sites/2/2014/01/PEONon-Discrimination12.4.2014.pdf>

### **SECTION 504 REGULATIONS CONCERNING DISABILITY.**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the College adheres to the law that states in part that:

"No otherwise qualified individual... shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance."

Students with disabilities can receive assistance concerning access and needs for accommodation from the Office of Services for Students with Disabilities and the Office of Health Services. Reasonable accommodations for students with documented disabilities on file in the Office of Services for Students with Disabilities are determined on a case-by-case basis. Employees and students who have a question or concern regarding requests for reasonable accommodation may contact the Chief Diversity/Compliance Officer, who also acts as the Section 504 Coordinator, Room A-309 (718-631-6391). A summary of the Section 504 Regulations may be found in the College Affirmative Action Plan, available in the Reference Section of the College Library.

### **THE CITY UNIVERSITY OF NEW YORK POLICY ON SEXUAL MISCONDUCT**

#### **I. POLICY STATEMENT**

Every member of The City University of New York community, including students, employees and visitors, deserves the opportunity to live, learn and work free from sexual harassment, gender-based harassment and sexual violence. Accordingly, CUNY is committed to:

- 1 Defining conduct that constitutes prohibited sexual harassment, gender-based harassment and sexual violence;
- 2 Providing clear guidelines for students, employees and visitors on how to report incidents of sexual harassment, gender-based harassment and sexual violence and a commitment that any complaints will be handled respectfully;

- 3 Promptly responding to and investigating allegations of sexual harassment, gender-based harassment and sexual violence, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;
- 4 Providing ongoing assistance and support to students and employees who make allegations of sexual harassment, gender-based harassment and sexual violence;
- 5 Providing awareness and prevention information on sexual harassment, gender-based harassment and sexual violence, including widely disseminating this policy, and implementing training and educational programs on sexual harassment, gender-based harassment and sexual violence to college constituencies; and
- 6 Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

This is the sole policy at CUNY addressing sexual harassment, gender-based harassment and sexual violence and is applicable at all college and units at the University. The CUNY community should also be aware of the following policies that apply to other forms of sex discrimination, as well as to other types of workplace violence and domestic violence that affect the workplace:

- The CUNY Policy on Equal Opportunity and Nondiscrimination prohibits discrimination on the basis of numerous protected characteristics in accordance with federal, state and local law. That policy addresses sex discrimination other than sexual harassment, gender-based harassment or sexual violence covered by this policy.
- The CUNY Workplace Violence Policy addresses workplace violence and the CUNY Domestic Violence in the Workplace Policy addresses domestic violence in or affecting employees in the workplace.

In addition, campus crime statistics, including statistics relating to sexual violence, which CUNY is required to report under the Jeanne Clery Act, are available from the Office of Public Safety at each college and/or on its Public Safety website.

### II. Prohibited Conduct

- A. Sexual Harassment, Gender-Based Harassment and Sexual Violence. This policy prohibits sexual harassment, gender-based harassment and sexual violence against any CUNY student, employee or visitor.

Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

Sexual violence is an umbrella term that includes sexual assault, such as rape/attempted rape, criminal sexual act, forcible touching, and sexual abuse. If of a sexual nature, stalking/cyberstalking (hereinafter "stalking") and dating, domestic and intimate partner violence may also constitute sexual harassment, gender-based harassment or sexual violence.

The complete definitions of these terms, as well as other key terms used in this policy, are set forth in Section XI below.

- B. Retaliation. This policy prohibits retaliation against any person who reports sexual harassment, gender-based harassment or sexual violence, assists someone making such a report, or participates in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence complaint.
- C. Certain Intimate Relationships. This policy also prohibits certain intimate relationships when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility as set forth in Section X below.

### III. Title IX Coordinator

Each college or unit of CUNY has an employee who has been designated as the Title IX Coordinator. This employee is responsible for compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination, including sexual harassment, gender-based harassment and sexual violence, in education programs. The Title IX Coordinator has overall responsibility for implementing this policy, including overseeing the investigation of complaints at her/his college or unit and carrying out the other functions of that position set forth in this policy. The name and contact information for all Title IX Coordinators at CUNY can be found on the university's dedicated Title IX website at Campus Title IX Webpages.

### IV. Immediate Assistance in Cases of Sexual Violence

#### A. Reporting to Law Enforcement

Students or employees who experience any form of sexual violence on or off-campus (including CUNY-sponsored trips and events) and visitors who experience sexual violence on a CUNY campus are strongly encouraged to immediately report the incident by calling 911, contacting their local police precinct, or contacting their college public safety office, which is available 24 hours a day, 7 days a week. Campus public safety officers can also assist the complainant with filing a complaint both on and off-campus, and in obtaining immediate medical attention, counseling and other services.

### **B. Obtaining Immediate Medical Attention and Emotional Support**

CUNY is committed to assisting anyone who experiences sexual violence to seek comprehensive medical attention as soon as possible to treat injuries, obtain preventative treatment for sexually transmitted diseases, and preserve evidence, among other things. For rapes in particular, immediate treatment and the preservation of evidence of the attack are important for many reasons, including facilitating a criminal investigation. In addition, individuals who have experienced or witnessed sexual violence are encouraged to seek emotional support as soon as possible, either on or off-campus.

On-campus resources include nurses and/or nurse practitioners at campus health offices and counselors at campus counseling centers. Counselors are trained to provide crisis intervention and provide referrals for longer-term care as necessary.

For off-campus resources, CUNY maintains a list of emergency contacts and resources, including rape crisis centers, available throughout New York City on its dedicated web page. This list includes a designation of which local hospitals are designated as SAFE (Sexual Assault Forensic Examiner) hospitals, which are specially equipped to handle sexual assaults and trained to gather evidence from such assaults.

### **V. Reporting Sexual Harassment, Gender-Based Harassment or Sexual Violence to the College**

CUNY encourages individuals who have experienced sexual harassment, gender-based harassment or sexual violence (referred to in this policy as “complainants”) to report the incident(s) to campus authorities, even if they have reported the incident to outside law enforcement, and regardless of whether the incident took place on or off-campus. Such reporting will enable complainants to get the support they need, and provide the college with the information it needs to take appropriate action. However, individuals should be aware that there are employees at their college/unit whom they can speak with on a strictly confidential basis before determining whether to make a report to college authorities. See Section VI below.

#### **A. Filing a Complaint with Campus Authorities**

**(i) Students.** Students who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

- Title IX Coordinator;
- Office of Public Safety;
- Office of the Vice President for Student Affairs and/or Dean of Students;
- Residence Life staff in CUNY owned or operated housing, including Resident Assistants.

**(ii) Employees.** Employees who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

- Title IX Coordinator;
- Director of Human Resources;
- Office of Public Safety.

**(iii) Visitors.** Visitors who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

- Title IX Coordinator;
- Office of Public Safety;
- Residence Life staff in CUNY owned or operated housing, including Resident Assistants.

Once any of the individuals or offices above is notified of an incident of sexual harassment, gender-based harassment or sexual violence, she/he will coordinate with the appropriate college offices to address the matter in accordance with this policy, including taking appropriate interim and supportive measures. All information in connection with the complaint, including the identities of the complainant and the respondent, will be kept as confidential as possible and will only be shared with those who have a legitimate need for the information.

#### **B. Support Assistance for Complainants**

When a Title IX Coordinator receives a complaint of sexual or gender-based violence, she/he will work with the Chief Student Affairs Officer to identify a trained staff member to assist the complainant with support services and accommodations.

#### **C. Request that the College Maintain a Complainant’s Confidentiality, Not Conduct an Investigation, or Not Report an Incident to Outside Law Enforcement**

After a report of an alleged incident of sexual harassment, gender-based harassment or sexual violence has been made to the Title IX Coordinator, a complainant may request that the matter be investigated without her/his identity or any details regarding the incident being divulged further. Alternatively, a complainant may request that no investigation into a particular incident be conducted or that an incident not be reported to outside law enforcement.

In all such cases, the Title IX Coordinator will weigh the complainant’s requests against the college’s obligation to provide a safe, non-discriminatory environment for all students, employees and visitors, including the complainant. A decision to maintain confidentiality does not mean that confidentiality can be absolutely guaranteed in all circumstances, but only that all efforts will be undertaken to keep information confidential consistent with law. Notwithstanding the decision of the Title IX Coordinator regarding the scope of any investigation, the college will provide the complainant with ongoing

assistance and support, including, where appropriate, the interim and supportive measures set forth in Section VII of this policy.

If the Title IX Coordinator determines that she/he will maintain confidentiality as requested by the complainant, the college will take all reasonable steps to investigate the incident consistent with the request for confidentiality. However, a college's ability to meaningfully investigate the incident and pursue disciplinary action may be limited by such a request.

In any event, the college is required to abide by any laws mandating disclosure, such as the Jeanne Clery Act and New York's Campus Safety Act. However, notification under the Jeanne Clery Act is done without divulging the complaint's identity, and notification of sexual violence under the New York Campus Safety Act is not required and will not be done if the complainant requests confidentiality.

If the Title IX Coordinator determines that the college must report the incident to outside law enforcement, the college will cooperate with any criminal investigation, which may include providing the outside law enforcement agency with any evidence in its possession relating to the incident.

### **D. Action by Bystanders and Other Community Members**

While those employees designated as "responsible" employees are required reporters as set forth in Section VI below, CUNY encourages all other community members, including faculty, students and visitors, to take reasonable and prudent actions to prevent or stop an act of sexual harassment, gender-based harassment or sexual violence that they may witness. Although these actions will depend on the circumstances, they include direct intervention, calling law enforcement, or seeking assistance from a person in authority.

In addition, CUNY encourages all community members to report an incident of sexual harassment, gender-based harassment or sexual violence that they observe or become aware of to the Title IX Coordinator, and/or the offices of Public Safety and the Vice President of Students Affairs and/or Dean of Students at their college. Community members who take action in accordance with this paragraph will be supported by the college, and anyone who retaliates against them will be subject to disciplinary charges.

### **E. Amnesty for Drug and Alcohol Use**

CUNY strongly encourages students to report instances of sexual harassment, gender-based harassment or sexual violence as soon as possible, even if those reporting or the alleged victim may have engaged in the inappropriate or unlawful use of alcohol or drugs. Therefore, a student who reports or experiences sexual harassment, gender-based harassment or sexual violence will not be disciplined by the college for any violation of CUNY's

Policy Against Drugs and Alcohol in connection with the reported incident, subject to the conditions in CUNY's Medical Amnesty/Good Samaritan policy.

### **F. Reporting Suspected Child Abuse**

Certain members of the CUNY community who interact with, supervise, chaperone, or otherwise oversee minors in programs or activities at CUNY or sponsored by CUNY are required to report immediately to the New York State Maltreatment Hotline if they have reasonable cause to suspect abuse or maltreatment of individuals under the age of 18. Information regarding mandated child abuse reporting is available on the Office of the General Counsel web page. If anyone other than New York State mandated reporters has reasonable cause to believe that a minor is being or has been abused or maltreated on campus, she/he should notify either the Title IX Coordinator or Director of Public Safety. If any CUNY community member witnesses child abuse while it is happening, she/he should immediately call 911.

### **G. Reporting Retaliation**

An individual may file a complaint with the Title IX Coordinator if she/he has been retaliated against for reporting sexual harassment, gender-based harassment or sexual violence, assisting someone making such a report, or participating in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence complaint. All retaliation complaints will be investigated in accordance with the investigation procedures set forth in Section VIII of this policy, and individuals who are found to have engaged in retaliation will be subject to disciplinary action.

## **VI. Reporting/Confidentiality Obligations of College and University Employees**

An individual who speaks to a college or CUNY employee about sexual harassment, gender-based harassment or sexual violence should be aware that employees fall into three categories: (1) "confidential" employees, who have an obligation to maintain a complainant's confidentiality regarding the incident(s); (2) "responsible" employees, who are required to report the incident(s) to the Title IX Coordinator; and (3) all other employees, who are strongly encouraged but not required to report the incident(s).

### **A. Confidential Employees**

- (i) For Students.** Students at CUNY who wish to speak to someone who will keep all of the communications strictly confidential should speak to one of the following:
- Counselor or other staff member at their college counseling center;
  - Nurse, nurse practitioner or other staff member in the college health office;
  - Pastoral counselor (i.e., counselor who is also a religious leader) if one is available at their college; or
  - Staff member in a women's or men's center, if one exists at their college.

The above individuals will not report any information about an incident to the college's Title IX Coordinator or other college employees without the student's permission. The only exception is in the case where there is an imminent threat to the complainant or any other person.

A student who speaks solely to a "confidential" employee is advised that, if the student wants to maintain confidentiality, the college may be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. However, these professionals will assist the student in receiving other necessary support. A student who first requests confidentiality may later decide to file a complaint with the college or report the incident to local law enforcement and thus have the incident investigated.

**(ii) For Employees.** Although there is no one directly employed by CUNY to whom CUNY employees can speak on a confidential basis regarding sexual harassment, gender-based harassment or sexual violence, free confidential support services are available through CUNY's Work/Life Program, which is administered by an outside company. Confidential community counseling resources are also available throughout New York City:

<http://newyorkcity.ny.networkofcare.org/mh/services/subcategory.aspx?tax=RP-1400.8000-800> <http://nownyc.org/service-fund/get-help/rape-sexual-assault/medical-help-counseling-for-sexual-assault/>

### B. "Responsible" Employees

"Responsible" employees have a duty to report incidents of sexual harassment, gender-based harassment or sexual violence, including all relevant details, to the Title IX Coordinator. Such employees are not permitted under any circumstances to maintain a complainant's confidentiality. To the extent possible, information reported to responsible employees will be shared only with the Title IX Coordinator, the "responsible" employee's supervisor, and other people responsible for handling the college's response to the report.

Before a complainant reveals any information to a responsible employee, the employee shall advise the complainant of the employee's reporting obligations—and if the complainant wants to maintain confidentiality, direct the complainant to confidential resources.

CUNY has designated the following individuals as "responsible" employees:

- (i) Title IX Coordinator and her/his staff
- (ii) Office of Public Safety employees (all)
- (iii) Vice President for Student Affairs and Dean of Students and all staff housed in those offices

- (iv) Residence Life staff in CUNY owned or operated housing, including Resident Assistants (all)
- (v) College President, Vice Presidents and Deans
- (vi) Athletics Staff (all)
- (vii) Department Chairpersons/Executive Officers
- (viii) Human Resources staff (all)
- (ix) University Office of the General Counsel employees (all)
- (x) College/unit attorney and her/his staff
- (xi) College/unit labor designee and her/his staff
- (xii) Faculty members at times when they are leading off-campus trips
- (xiii) Faculty or staff advisors to student groups
- (xiv) Employees who are Managers (all)
- (xv) SEEK/College Discovery staff (all)

### C. All Other Employees

Employees other than those identified in subsections "A" and "B" above are permitted but not required to report any possible sexual harassment, gender-based harassment or sexual violence; however, they are encouraged by CUNY to make such a report.

It is important to emphasize that faculty members other than those specifically identified in subsection "B" above have not been designated as "responsible" employees and do not have an obligation to report the matter to the Title IX Coordinator, although they are encouraged to do so.

### VII. Interim and Supportive Measures

The college will take immediate steps to protect the complainant and other affected parties, as well as the college community at large, following an allegation of sexual harassment, gender-based harassment or sexual violence. In general, when taking such interim and supportive measures, the college will seek to minimize the burden on the complainant.

Interim and supportive measures may include, among other things:

- (i) Making necessary changes to academic programs, including a change in class schedule, making appropriate accommodations to permit the complainant to take an incomplete or drop a course or courses without penalty, permitting the complainant to attend a class via skype or other alternative means where appropriate, providing an academic tutor, or extending deadlines for assignments;
- (ii) Making necessary changes to residential housing situations or providing assistance in finding alternate housing;
- (iii) Changing an employee's work assignment or schedule;
- (iv) Providing the complainant with an escort to and from class or campus work location;

- (v) Arranging appropriate transportation services to ensure safety;
- (vi) Prohibiting contact between the complainant and the respondent (“no contact” orders);
- (vii) Offering counseling services to the complainant, to the respondent, and, where appropriate, to witnesses, through the college Counseling Center or other appropriate college office, or a referral to an off-campus agency;
- (viii) Providing the complainant assistance in obtaining medical and other services, including access to rape crisis centers;
- (ix) Providing the complainant assistance with filing a criminal complaint and seeking an order of protection;
- (x) Enforcing an order of protection;
- (xi) Addressing situations in which it appears that a complainant’s academic progress is affected by the alleged incident;
- (xii) In exceptional circumstances, seeking an emergency suspension of a student or an employee under applicable CUNY Bylaws, rules, policies and collective bargaining agreements.

### **VIII. Investigating Complaints of Sexual Harassment, Gender-Based Harassment or Sexual Violence**

The college will conduct an investigation when it becomes aware, from any source (including third-parties not connected to the college or university), that sexual harassment, gender-based harassment or sexual violence may have been committed against a student, employee or visitor, unless the complainant has requested that the college refrain from such an investigation and the college has determined that it may do so.

#### **A. The Investigation**

The college Title IX Coordinator is responsible for conducting the investigation in a prompt, thorough, and impartial manner. The college Title IX Coordinator shall inform the respondent that an investigation is being commenced and shall inform the respondent of the allegations of the complainant. If there is a written complaint, the respondent shall be provided with a copy of the complaint unless circumstances warrant otherwise. The Title IX Coordinator shall coordinate investigative efforts with other college offices, and may designate another trained individual to conduct all or part of the investigation. A respondent employee who is covered by a collective bargaining agreement may consult with and have a union representative present at any interview conducted as part of such investigation.

The college Title IX Coordinator shall take prompt and effective steps reasonably calculated to end any sexual harassment, gender-based harassment or sexual violence, including: (i) taking interim measures; (ii) preventing retaliation; (iii) providing the complainant and the respondent with periodic status updates of the investigation and notice of outcome of the investigation; (iv)

informing the complainant of her/his right to file a criminal complaint; (v) coordinating with law enforcement agencies, as appropriate, after consultation with Public Safety; (vi) maintaining all documents of the investigation; and (vii) drafting a report of findings, which is to be submitted to the College President.

#### **B. Conflicts**

If any administrator designated by this policy to participate in the investigation or resolution of a complaint (including but not limited to the Title IX Coordinator) is the respondent, the College President will appoint another college administrator to perform such person’s duties under this policy. If the President is the respondent, the investigation will be handled by the University Title IX Coordinator or her/his designee.

#### **C. Mediation**

While mediation is not permitted in cases where sexual violence is alleged, it may be appropriate where sexual harassment or gender-based harassment allegations have been made by a student or employee but there is no allegation of sexual violence. Mediation is a process whereby the parties can participate in a search for fair and workable solutions. Mediation requires the consent of both the complainant and the respondent, but does not require the complainant and respondent to meet face-to-face. Either party, however, has the right to end the mediation at any time and proceed with the investigation process. A respondent who is covered by a collective bargaining agreement may consult with and have a union representative present at any mediation session.

#### **D. Timing**

The college shall make every reasonable effort to ensure that the investigation and resolution of a complaint are carried out as timely and efficiently as possible. However, the college may need to delay the fact-finding portion of its investigation during the evidence-gathering phase of a law enforcement investigation. While some complaints may require extensive investigation, whenever possible, the investigation of complaints should be completed within sixty (60) calendar days of the receipt of the complaint. If there is a delay in completing the investigation, the Title IX Coordinator shall notify the complainant and the respondent in writing.

#### **E. Report of Findings**

Following the completion of the investigation, the Title IX Coordinator shall report her/his findings to the College President in writing. Following such report, the College President shall review the complaint investigation report and authorize such action as she/he deems necessary to address the issues raised by the findings. In the event the complainant or the respondent is a student, the report shall also be sent to the Chief Student Affairs Officer. A copy of the report shall be maintained in the files of the Title IX Coordinator.

## F. Disciplinary Action

Following an investigation, the College President may recommend that disciplinary action be commenced against the respondent student or employee.

**(i) Discipline against students.** In cases where a student is accused of a violation of this policy, including retaliation, the matter shall be referred to the college's Office of Student Affairs and action shall be taken in accordance with Article XV of the CUNY Bylaws, which contains the student disciplinary process at CUNY. Under the student disciplinary process, complainants have the same right as respondents to receive notice of the charges, to attend and participate fully in a disciplinary hearing, to appear through a representative of their choice, including an attorney, to receive notice of the decision of the faculty-student disciplinary committee, and to appeal. Penalties for students instituted after a hearing before the faculty-student disciplinary committee range from a warning to suspension or expulsion from the University.

**(ii) Discipline against employees.** In cases where an employee is accused of a violation of this policy, including retaliation, the matter shall be referred for disciplinary action in accordance with the applicable CUNY policies, rules and collective bargaining agreements. Penalties for employees include reprimand, suspension or termination of employment following applicable disciplinary procedures. For many respondent employees, these procedures may include a hearing before a non-CUNY fact-finder, as required by collective bargaining agreements.

**(iii) Action against visitors.** In cases where the person accused of sexual harassment, gender-based harassment or sexual violence is neither a CUNY student nor a CUNY employee, the college's ability to take action against the accused is extremely limited. However, the college shall take all appropriate actions within its control, such as restricting the visitor's access to campus. In addition, the matter shall be referred to local law enforcement for legal action where appropriate.

**(iv) No disciplinary action.** In cases where a determination is made not to bring disciplinary action, the Title IX Coordinator shall inform the complainant and the respondent of that decision contemporaneously, in writing, and shall offer counseling or other support services to both the complainant and the respondent.

## G. False and Malicious Allegations

Members of the CUNY community who make false and malicious complaints of sexual harassment, gender-based harassment or sexual violence, as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action.

## H. Relationship of CUNY's Investigation to the Actions of Outside Law Enforcement

In cases where the complainant files a complaint with outside law enforcement authorities as well as with the college, the college shall determine what actions to take based on its own investigation. The college may coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this policy.

## I. Filing External Complaints

Complainants have the right at any time to file complaints with the Office for Civil Rights ("OCR") of the U.S. Department of Education, alleging violations of Title IX, and to file complaints with other appropriate agencies alleging violations of other federal, state or local laws. Contact information for OCR and other relevant agencies is set forth on the CUNY Title IX web page.

## IX. College Obligations under this Policy

In addition to addressing possible violations of this policy, colleges/units of CUNY have the following obligations:

### A. Dissemination of Policies, Procedures and Notices

The college Title IX Coordinator, in coordination with the Office of Student Affairs, Office of Public Safety, Human Resources Department and other appropriate offices, is responsible for the wide dissemination of the following on her/his campus: (i) this Policy; (ii) CUNY's Notice of Non-Discrimination; (iii) the Title IX Coordinator's name, phone number, office location, and email address; and (iv) contact information for the campus Public Safety Office. Such dissemination shall include posting the documents and information on the college website and including it in any student or faculty handbooks and in residence life materials. The CUNY offices of Student Affairs, Human Resources Management and Legal Affairs shall assist in such training and educational programming.

### B. Training and Educational Programming

The college Title IX Coordinator, in coordination with other applicable offices, is responsible for training all employees who are required to report incidents of sexual harassment, gender-based harassment or sexual violence under this policy, for ensuring that designated offices are offering and administering the appropriate educational programming to all incoming and transfer students, residence hall students, athletes, fraternity/sorority groups, student leaders, and/or any other student groups which the college determines could benefit from education in the area of sexual harassment, gender-based harassment and sexual violence, and ensuring that designated offices promote awareness

and prevention of sexual harassment, gender-based harassment and sexual violence among all students and employees.

### C. Assessing Campus Attitudes

The college's Vice President for Student Affairs, Vice President responsible for human resources, Title IX Coordinator and/or such employees designated by the college President, in coordination with other applicable offices, are responsible for obtaining current information regarding student experiences with sexual harassment, gender-based harassment and sexual violence. Any survey or assessment instrument shall be structured to be in compliance with any requirements set forth in applicable law and shall be reviewed and approved in advance by the University Title IX Coordinator.

### D. Dating, Domestic and Intimate Partner Violence

As noted above, CUNY's Domestic Violence in the Workplace policy provides that colleges shall assist employees who are victims of dating, domestic or intimate partner violence that affects their employment. Similarly, colleges shall assist students who are the victims of dating, domestic or intimate partner violence, including referring them to resources and taking other appropriate supportive measures.

In addition, if a student or employee makes a complaint of dating, domestic or intimate partner violence and the alleged perpetrator is a CUNY student or employee, the college shall investigate the matter if the alleged conduct may constitute a violation of this policy, and take appropriate action based on such investigation, which may include disciplinary action.

## X. Rules Regarding Intimate Relationships

### A. Relationships between Faculty or Employees and Students

Amorous, dating or sexual activity or relationships ("intimate relationships"), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual harassment.

Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students for whom they have a professional responsibility, including undergraduates, graduate and professional students and postdoctoral fellows.

For purposes of this section, professional responsibility for a student means responsibility over academic matters, including teaching, counseling, grading, advising for a formal project such as a thesis or research, evaluating, hiring, supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration, financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect teaching, research, or other academic opportunities.

### B. Relationships between Supervisors and Employees

Many of the concerns about intimate relationships between faculty members or employees and students also apply to relationships between supervisors and employees they supervise. Those relationships therefore are strongly discouraged. Supervisors shall disclose any such relationships to their supervisors in order to avoid or mitigate conflicts of interest in connection with the supervision and evaluation of the employees with whom they have an intimate relationship. Mitigation may involve the transfer of either the supervisor or employee, reassigning the responsibility to evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this section, supervising an employee means supervising in an employment setting, including hiring, evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.

## XI. Definitions of Terms in this Policy

**A. Sexual harassment** is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct of a sexual nature when:

(i) submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo);

or

(ii) such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with, an individual's educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant.

Conduct is considered “unwelcome” if the individual did not request or invite it and considered the conduct to be undesirable or offensive.

While it is not possible to list all circumstances that might constitute sexual harassment, the following are some examples of conduct that might constitute sexual harassment depending on the totality of the circumstances:

- (i) Inappropriate or unwelcome physical contact or suggestive body language, such as touching, groping, patting, pinching, hugging, kissing, or brushing against an individual’s body;
- (ii) Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;
- (iii) Visual displays or distribution of sexually explicit drawings, pictures, or written materials; or
- (iv) Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures.

For purposes of this policy, sexual harassment also includes acts that violate an individual’s right to privacy in connection with her/his body and/or sexual activity such as:

- (i) Recording images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness without that person’s consent;
- (ii) Disseminating images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure;
- (iii) Viewing another person’s sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person’s consent.

**B. Gender-based harassment** is unwelcome conduct of a nonsexual nature based on an individual’s actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with an individual’s educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant. An example of gender-based harassment would be persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

**C. Sexual violence** is an umbrella term that includes: sexual assault, such as rape/attempted rape, criminal sexual act, forcible touching and sexual abuse, as well as dating, domestic and intimate partner violence. Stalking, while not necessarily sexual in nature, can be a form of sexual violence depending upon the circumstances.

**(i) Sexual assault** is any form of sexual contact (i.e., any touching of the sexual or other intimate parts of a person for the purpose of gratifying sexual desire of either party) that occurs without consent and/or through the use of force, threat of force, intimidation, or coercion. Examples of sexual assault include:

**(a) Rape and attempted rape** is engaging or attempting to engage in sexual intercourse with another person: (a) without such person’s consent; (b) where such person is incapable of giving consent by reason of being mentally disabled, mentally incapacitated or physically helpless; or (c) where such person is less than seventeen years old. Sexual intercourse includes vaginal or anal penetration, however slight.

**(b) Criminal sexual act** is engaging in oral or anal sexual conduct with another person without such person’s consent.

**(c) Forcible touching** is intentionally touching the sexual or other intimate parts of another person without the latter’s consent for the purpose of degrading or abusing such person; or for the purpose of gratifying the actor’s sexual desire.

**(d) Sexual abuse** is subjecting another person to sexual contact without the latter’s consent.

**(ii) Stalking** is intentionally engaging in a course of conduct directed at a specific person that:

- (1) is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person’s immediate family or a third party with whom such person is acquainted; or
- (2) causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person’s immediate family or a third party with whom such person is acquainted; or
- (3) is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person’s place of employment or business, and the actor was previously clearly informed to cease that conduct.

(iii) **Dating, domestic and intimate partner violence** is a pattern of coercive behavior that can include physical, psychological, sexual, economic and emotional abuse, perpetrated by one person against an intimate partner. Such violence may occur in all kinds of intimate relationships, including married couples, people who are dating, couples who live together, people with children in common, same-sex partners, and people who were formerly in a relationship with the person abusing them.

**D. Consent** is a knowing, informed, voluntary and mutual decision to engage in agreed upon sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or failure to resist does not, in and of itself, demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression.

Consent can be withdrawn at any time. Past consent to sexual activity between individuals does not constitute consent to subsequent sexual activity between those individuals, and consent to one form of sexual activity does not necessarily imply consent to other forms of sexual activity. Whether one party to sexual activity is in a position of authority or influence over the other party is a relevant factor in determining consent.

In order to give consent, one must be of legal age (17 years or older) and not mentally or physically incapacitated, or physically helpless, unconscious or asleep. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs or other intoxicants may be incapacitated and therefore unable to consent. Consent is not valid if it is the result of coercion, intimidation, force or threat of harm.

**E. Complainant** refers to the individual who alleges that she/he has been the subject of sexual harassment, gender-based harassment or sexual violence, and can be a CUNY student, employee (including all full-time and part-time faculty and staff), or visitor. Under this policy, the alleged incident(s) may have been brought to the college's attention by someone other than the complainant

**F. Visitor** is an individual who is present at a CUNY campus or unit but is not a student or an employee.

**G. Respondent** refers to the individual who is alleged to have committed sexual harassment, gender-based harassment or sexual violence against a CUNY student, employee, or visitor.

**H. Complaint** is an allegation of sexual harassment, gender-based harassment or sexual violence made under this policy.

**I. Retaliation** is adverse treatment of an individual as a result of that individual's reporting sexual harassment, gender-based harassment or sexual violence, assisting someone with a report of sexual harassment, gender-based harassment or sexual violence, or participating in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence report. Adverse treatment includes threats, intimidation and reprisals by either a complainant or respondent or by others such as friends or relatives of either a complainant or respondent.

**J. Managers** are employees who have the authority to either (a) make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities; or (b) make recommendations on tangible employment decisions that are given particular weight. Managers include vice presidents, deans, directors, or other persons with managerial responsibility, including, for purposes of this policy, department chairpersons and executive officers.

### UNIVERSITY REGULATIONS GOVERNING STUDENT CONDUCT ON CAMPUS

**NOTE:** *The regulations governing student conduct at the college may change through the course of the academic year in accordance with The City University of New York (CUNY) policy and guidelines, for the most up-to-date information regarding these policies please visit <http://www.cuny.edu/about/administration/offices/sa/policies.html>.*

#### STUDENT CODE OF CONDUCT

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, as set forth in the university's non-discrimination policy.

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.

### CONDUCT STANDARD DEFINED (SECTION 15.1)

Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey (1) the laws of the city, state and nation; (2) the bylaws and resolutions of the board, including the rules and regulations for the maintenance of public order pursuant to article 129-a of the education law (“Henderson rules”); and (3) the governance plan, policies, regulations, and orders of the college.

Such laws, bylaws, resolutions, policies, rules, regulations and orders shall, of course, be limited by the right of students to the freedoms of speech, press, assembly and petition as construed by the courts.

### STUDENT ORGANIZATIONS (SECTION 15.2)

- 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 chief student affairs officer 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.

The board recognizes that students have rights to free expression and association. At the same time, the board strongly believes that respect for all members of the university’s diverse community is an essential attribute of a great university.

- b. Extra-curricular 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.

- c. 1. Any person or organization affiliated with the college may file a complaint with the chief student affairs officer if there is reason to believe that a student organization has violated any of the standards of conduct set forth in section 15.1 above. The chief student affairs officer shall promptly notify the affected organization, investigate any complaint and report the results of that investigation along with a recommendation for appropriate action to the complainant and the student government which shall take action as it deems appropriate, except that in the case of a complaint against the student government itself, the chief student affairs officer shall report the results of the investigation and the recommendation for appropriate action directly to the president.
2. The complainant or any student organization adversely affected by the action of the student government pursuant to subparagraph c (1) above may appeal to the president. The president may take such action as he or she deems appropriate, and such action shall be final.
- 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. Decisions of the student elections review committee may be appealed to the college president, whose decision shall be final. An appeal from the decision of the student elections review committee must be made in writing to the President within ten (10) calendar days of the decision. The President shall consult with the student elections review committee and render a decision as expeditiously as possible which may affirm, reverse, or modify the decision of the student elections review committee.
- 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.

### THE UNIVERSITY STUDENT SENATE (SECTION 15.3)

There shall be a university student senate responsible, subject to the board of trustees, 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

### STUDENT DISCIPLINARY PROCEDURES (SECTION 15.4)

Complaint procedures:

- a. A University student, employee, visitor, organization or department who/which believes she/he/it is the victim of a student's misconduct (hereinafter "complainant") may make a charge, accusation, or allegation against a student (hereinafter "respondent") which if proved, may subject the respondent to disciplinary action. Such charge, accusation, or allegation must be communicated to the chief student affairs officer of the college the respondent attends.
- b. The chief student affairs officer of the college or her or his designee shall conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or her or his designee shall advise the respondent of the allegation against her or him, explain to the respondent and the complainant their rights, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. The preliminary investigation shall be concluded within thirty (30) calendar days of the filing of the complaint, unless:
  - (i) said complaint involves two or more complainants or respondents; or
  - (ii) said complaint involves a matter that is also under investigation by law enforcement authorities. In those cases, the preliminary investigation shall be completed within sixty (60) calendar days. Further, if the matter has been previously investigated pursuant to the Board of Trustees Policy Against Sex-Based Harassment and Sexual Violence, the chief student affairs officer shall dispense with a preliminary investigation and rely on the report completed by the Title IX Coordinator. Following the completion of the preliminary investigation, the chief student affairs officer or designee shall take one of the following actions:

- (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 mediation (except in cases involving allegations of sexual assault, stalking or other forms of sexual violence); or
- (iii) Prefer formal disciplinary charges.

- c. In the event that a respondent withdraws from the college after a charge, accusation or allegation against a respondent has been made, and the college prefers formal disciplinary charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made or the charges are otherwise resolved. If the respondent fails to appear the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding.

### MEDIATION CONFERENCE:

- d. The college may offer the respondent and the complainant the opportunity to participate in a mediation conference prior to the time the disciplinary hearing takes place in an effort to resolve the matter by mutual agreement (except in cases involving sexual assault, stalking and other forms of sexual violence). The conference shall be conducted by a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:
  1. An effort shall be made to resolve the matter by mutual agreement.
  2. If an agreement is reached, the faculty or staff member conducting the conference shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant and the respondent shall be notified, and a written memorandum shall be created memorializing the resolution and any consequences for non-compliance.
  3. If no agreement is reached within a reasonable time, or if the respondent fails to appear, the faculty or staff member conducting the conference shall refer the matter back to the chief student affairs officer who may prefer disciplinary charges.
  4. The faculty or staff member conducting the mediation conference is precluded from testifying in a college hearing regarding information received during the mediation conference, or presenting the case on behalf of the college.

### **NOTICE OF HEARING AND CHARGES, AND PRE-HEARING DOCUMENT INSPECTION:**

- e. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered to the respondent, or sent by certified or overnight mail and email to the respondent's CUNY-assigned email address. Notice shall also be sent in a similar manner to the complainant to the extent the charges relate to her/him/it. The chief student affairs officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant. The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing. The respondent is permitted one (1) adjournment as of right. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the faculty-student disciplinary committee. If the respondent fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed in absentia, and any decision and sanction shall be binding.
- f. The notice shall contain the following:
  1. A complete and itemized statement of the charge(s) being brought against the respondent including the rule, bylaw or regulation she/he is charged with violating, and the possible penalties for such violation.
  2. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:
    - (i) to present their side of the story;
    - (ii) to present witnesses and evidence on their behalf;
    - (iii) to cross-examine witnesses presenting evidence;
    - (iv) to remain silent without assumption of guilt; and
    - (v) to be represented by an advisor or legal counsel at their expense; if the respondent or the complainant request it, the college shall assist in finding a legal counsel or advisor.
  3. A warning that anything the respondent says may be used against her/him at a non-college hearing.
  4. At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review any documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by Family Education Rights and Privacy

Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during, or some time prior to, the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the respondent submits documentary evidence, the chairperson may, at the request of either the college or the complainant, direct the respondent to produce such other documents as may be necessary in the interest of fairness.

### **EMERGENCY SUSPENSION:**

- g. The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing as provided in this bylaw section 15.4. to take place within not more than twelve (12) calendar days, unless the student requests an adjournment. Such suspension shall be for conduct which impedes, obstructs, impairs or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. Prior to the commencement of a temporary suspension of a student, the college shall give the student oral notice (which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges against her/him and, if she/he denies them, the college shall forthwith give the student an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter. The complainant shall be notified in the event that an emergency suspension is imposed against a student, and/or when the suspension is subsequently lifted to the extent that the suspension involves the complainant in the same manner notice is given to the student.

### **FACULTY-STUDENT DISCIPLINARY COMMITTEE STRUCTURE:**

- h. Each faculty-student disciplinary committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.

- i. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons: CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.
- j. The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a panel of six (6) HEO appointed biennially by the president. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) HEO's. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which all students registered at the college shall be eligible to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) students. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than four (4) consecutive years. Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the president shall designate one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained, and who shall constitute the faculty-student disciplinary committee in all such cases.
- k. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student panel by lottery.
- l. Each academic year, the chief student affairs officer, and her or his designee, shall appoint/identify one or more college employees to serve as presenters for the hearings. This list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day of the academic year.
- m. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

### **FACULTY-STUDENT DISCIPLINARY COMMITTEE PROCEDURES:**

- n. 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 her or his rights.
  2. All faculty student disciplinary committee hearings are closed hearings, but the respondent has the right to request an open public hearing. However, the chairperson has the right to deny the request and hold a closed hearing when an open public hearing would adversely affect and be disruptive to the committee's normal operations, or when the complainant in a case involving allegations of sexual assault, stalking, or other forms of sexual violence requests a closed hearing. In the event of an open hearing, the respondent must sign a written waiver acknowledging that those present will hear the evidence introduced at the hearing.
  3. After informing the respondent of the charges, the hearing procedures, and her or his rights, the chairperson shall ask the respondent to respond. If the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the committee and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its case. At the conclusion of the college's case, the respondent may move to dismiss the charges. If the motion is denied by the committee, the respondent shall be given an opportunity to present her or his defense.
  4. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may rule on the admissibility of the evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. In addition, if 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 from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.
5. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. The college must assign a staff member for each hearing, with the sole responsibility of ensuring that the hearing is recorded in its entirety. No other recording of the proceedings may be permitted. A respondent who has been found to have committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent's representative or attorney. In the event of an appeal, both the respondent and the complainant are entitled upon request to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their representatives or attorneys.
  6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.
  7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination. In the event the respondent is found to have committed the conduct charged, the committee shall then determine the penalty to be imposed.
  8. The college, the respondent and the complainant are permitted to have lawyers or other representatives act on their behalf during the pendency of a disciplinary action, which shall include the calling and examining of witnesses, and presenting other evidence. Any party intending to appear with an attorney shall give the other party 5 (five) calendar days' notice of such representation.
  9. The chairperson of the faculty-student disciplinary committee retains discretion to limit the number of witnesses and the time of testimony for the presentations by any party and/or their representative.
  10. In the event that the respondent is charged with a sexual assault, stalking or other forms of sexual violence, neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they wish to, the respondent and the complainant may cross-examine each other only through a representative. If either or both of them do not have a representative, the college shall work with them to find a representative to conduct such cross-examination. In the alternative, either party may provide written questions to the chairperson to be posed to the witness.
  11. At the end of the presentations, the respondent and the complainant may introduce individual character references. The college may introduce a copy of the respondent's previous disciplinary record, including records from any CUNY institution the respondent has attended, where applicable, provided the respondent was shown a copy of the record prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the committee in a sealed envelope, bearing the respondent's signature across the seal, and shall only be opened if the respondent has been found to have committed the conduct charged. The previous disciplinary records, as well as documents and character evidence introduced by the respondent, the complainant, and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.
  12. The committee shall deliberate in closed session. The committee shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.
  13. The respondent shall be sent a copy of the faculty-student disciplinary committee's decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the respondent shall be sent a copy of faculty-student disciplinary committee's decision within fourteen (14) calendar days of the conclusion of the hearing. The chief student affairs officer is also encouraged to send the decision to any other e-mail address that he or she may have for the respondent. The decision shall be final subject to any appeal. In cases involving a crime of violence or a non-forcible sex offense, as set forth in FERPA, the complainant shall simultaneously receive notice of the outcome of the faculty-student disciplinary committee's decision as it relates to the offense(s) committed against the complainant, in the same manner as notice is given to the respondent.
  14. When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the student shall be barred from admission to, or attendance at, any other unit of the university while the penalty is being served.

15. Disciplinary penalties shall be placed on a respondent's transcript unless a mediation agreement, the committee's decision, or the decision on any appeal under section 15.4(o) below, expressly indicate otherwise. For all undergraduate students, a penalty other than suspension or expulsion shall be removed from the respondent's transcript upon the request of the respondent after at least four (4) years have elapsed since the penalty was completed, unless the respondent has been found to have committed a subsequent violation pursuant to this Article. The chief student affairs officer shall be responsible for having any penalty removed from a student's transcript as provided above.

### APPEALS

o. A respondent or a complainant may appeal a decision of the faculty-student disciplinary committee to the president on the following grounds: (i) procedural error, (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or (iii) the disproportionate nature of the penalty. The president may remand for a new hearing or may modify the penalty either by decreasing it (on an appeal by the respondent) or increasing it (on an appeal by the complainant). If the president is a party to the dispute, her/his functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or her or his designee. If the penalty after appeal to the president is one of dismissal or suspension for one term or more, a respondent or a complainant may appeal to the board committee on student affairs and special programs. The board may dispose of the appeal in the same manner as the president.

p. An appeal under this section shall be made in writing within fifteen (15) calendar days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or the board committee as the case may be. Within three (3) calendar days of the receipt of any appeal, either to the president or the board committee on student affairs and special programs, the appealing party shall be sent a written notice of the other party's appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party's appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal.

q. The president shall decide and issue a decision within fifteen (15) calendar days of receiving the appeal or within fifteen (15) calendar days of receiving papers in opposition to the appeal, whichever is longer. The board committee shall decide and issue a decision within five (5) calendar days of the meeting at which it hears the appeal.

### SECTION 15.5. ACTION BY THE BOARD OF TRUSTEES.

Notwithstanding the foregoing provisions of this article, the board of trustees reserves full power to suspend or take other appropriate action against a student or a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or units of the university in the use of its facilities or in the achievement of its purposes as an educational institution in accordance with procedures established by the board of trustees.

### SECTION 15.6. COLLEGE GOVERNANCE PLANS.

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

## 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 freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility and trust among teachers and students, only when members of the university community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Trustees provide that:

## SECTION 11.4 THE PRESIDENT

The president, with respect to his/her educational unit, shall:

- A. Have the affirmative responsibility of conserving and enhancing the educational standards and general academic excellence of the college under his/her jurisdiction. Such responsibility shall include but not be limited to the duty to recommend to the chancellor for appointment, promotion, and the granting of tenure only those persons who he/she is reasonably certain will contribute to the improvement of academic excellence at the college. These recommendations shall be consistent with the immediate and long range objectives of the college.
- B. Be an advisor and executive agent of the chancellor and have the immediate supervision with full discretionary power to carry into effect the bylaws, resolutions, and policies of the board, the lawful resolutions of any board committees, and policies, programs, and lawful resolutions of the several faculties and students where appropriate.
- C. Exercise general superintendence over the facilities, concerns, officers, employees, and students of his/her college; in consultation with the chancellor, prepare and implement the college master plan, which shall be subject to the approval of the chancellor and the board.

### 1. RULES

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.
3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation and use of University/college equipment and/or supplies.
4. Theft from, or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises, is prohibited.
5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.
8. No individual shall have in his 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 and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.
9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.
10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college premises, or as part of any University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.
11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

### 2. PENALTIES

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsions, ejection and/or arrest by the civil authorities.
2. Any tenured or nontenured faculty member or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner

in conduct prohibited under substantive Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the Instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to ejection, and/or arrest by the civil authorities.
4. Any organization which authorized the conduct prohibited under substantive Rules 1-11 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

### APPENDIX—SANCTIONS DEFINED:

- A. **ADMONITION.** An oral statement to the offender that he or she has violated University rules.
- B. **WARNING.** Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may 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 regulation within a period stated in the letter of reprimand.
- D. **DISCIPLINARY PROBATION.** Exclusion from participation in privileges or extracurricular university activities as set forth in the notice of disciplinary probation for a specified period of time.
- E. **RESTITUTION.** Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
- F. **SUSPENSION.** Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
- G. **EXPULSION.** Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.
- H. **COMPLAINT TO CIVIL AUTHORITIES.**
- I. **EJECTION.**

***Board of Trustees Minutes, 1969, 06-23, 3, B. Amended: Board of Trustees Minutes, 1980, 10-27, 7, A; Board of Trustees Minutes, 1989, 05-22, 8, D; Board of Trustees Minutes, 1990, 06-25, 6, C***

***Quoted Section of Bylaws Amended: Board of Trustees Minutes, 1971, 03-21, 1, a; Board of Trustees Minutes, 1999, 10-24, 9, A***

### TITLE IX

Title IX of the Education Amendments of 1972 (“Title IX”) is a federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities at universities receiving federal funds. Under Title IX and under CUNY’s Policy on Sexual Misconduct, discrimination on the basis of sex can include sexual harassment; gender-based harassment, or sexual violence, an umbrella term that includes sexual assault, such as rape/attempted rape, criminal sexual act, forcible touching, and sexual abuse. If of a sexual nature, stalking/cyberstalking and dating, domestic and intimate partner violence may also constitute sexual harassment, gender-based harassment or sexual violence.

### COMBATING SEXUAL ASSAULT AND OTHER UNWELCOME SEXUAL BEHAVIOR

Anyone—of any gender, gender identity, sexual orientation, religious affiliation, citizenship status, race, class or educational level—can suffer from sexual harassment, including sexual violence.

The college recognizes the serious physical and psychological impact of sexual assault. It is one of the most frequently committed violent crimes in the U.S. and yet one of the most under-reported.

If attacked or confronted by an assailant, try to attract attention. Assess the situation: options are to fight, run, or reason with the assailant. Personal safety awareness programs and self-defense courses can help educate one as to how to respond appropriately in a sexual assault situation. Interested individuals and/or groups can arrange for informational safety presentations by a trained officer from the Department of Public Safety. Informational safety literature is also available through the department.

Acquaintance rape, sexual assault that occurs between people who know each other, is far more common to college campuses than stranger rape. Acquaintance rape is as serious as any other form of rape.

### IF YOU ARE ASSAULTED:

- Report the incident immediately:
  - If the incident occurred on-campus, call Public Safety or 911
  - If the incident occurred off-campus, call 911 or go to the local NYPD precinct. Contacting the police does not require you to file charges
- Do not wash, shower, change clothes or douche before calling for help.
- All efforts should be made to preserve evidence. Do not touch or disturb evidence of an attack or struggle, even if the assault took place in your home.
- Go to a safe place. Ask a friend to stay with you.

If you feel you are the victim of a sexual assault on campus, report the incident to campus public safety at (718) 631-6320 or to the campus Title IX Coordinator, Mary Jane Shaw at (718) 281-5755 so that trained campus staff members can provide prompt and supportive assistance. The Title IX Coordinator and/or Public Safety personnel will:

- Meet with you privately at a place of your choice to take a complaint report.
- Treat you and your particular case with courtesy, sensitivity, dignity, understanding and professionalism.
- Try to accommodate your wish to speak to a male or female officer.
- Assist you in arranging for any hospital treatment or other medical care, as well as in obtaining counseling services.
- Assist you in notifying outside law enforcement authorities.
- Fully investigate your case along with local law enforcement. This may lead to the arrest and full prosecution of a suspect. You will be kept up to date on the progress of the investigation and prosecution.
- Continue to be available to answer your questions and explain systems and legal processes involved.
- Consider your case seriously regardless of your gender.
- Cooperate with other campus departments in changing academic arrangements precipitated by the offense, if you request such action.
- Refer the matter to the appropriate department if disciplinary charges are warranted against a student or an employee of the college.

### CONFIDENTIAL REPORTING

If you wish to maintain confidentiality or do not want the college to pursue an investigation into a sexual assault, you can speak with a mental health counselor at the campus Counseling Center. You can reach the Counseling Center in the Library Building Room 422, (718) 631-6370.

The Counseling Center provides free, confidential services to students. (Exception: If you tell the counselor about a risk of serious and imminent harm against someone, the counselor may need to disclose it.)

### STUDENT DISCIPLINARY PROCEEDINGS

Procedures are in place for on-campus disciplinary action in cases of reported sexual assaults and other violations of College Rules and Procedures. If disciplinary action is sought on campus, all students involved will be informed of their rights under Article XV of the Bylaws of the Board of Trustees of The City University of New York. In cases of sexual assault, stalking and other forms of sexual violence, hearings will be conducted by a specially trained faculty-student disciplinary committee.

### FOR FURTHER INFORMATION CONTACT:

#### Title IX Coordinator:

Mary Jane Shaw  
Administration Building, Room 413  
(718) 281-5755  
mshaw@qcc.cuny.edu

#### Public Safety Director:

Edward J. Locke  
Library – 3rd Floor  
(718) 631-6320  
elocke@qcc.cuny.edu

#### Chief Student Affairs Officer:

V.P. Michel A. Hodge  
Library Building, Room 412  
(718) 631-6351  
mhodge@qcc.cuny.edu

#### Human Resources Dean:

Liza Larios  
Administration Building, Room 505  
(718) 631-6356  
llarios@qcc.cuny.edu

#### Chief Diversity Officer:

Josephine Pantaleo  
Administration Building, Room 309  
(718) 631-6391  
jpantaleo@qcc.cuny.edu

#### Counseling Center (confidential source):

Library Building, Room 422  
(718) 631-6370  
<http://www.qcc.cuny.edu/counseling/>

#### Office of Health Services (confidential source):

Medical Arts Lower Level, Room MC-02  
(718) 631-6375  
HealthServices@qcc.cuny.edu

In addition, the College's Title IX website, <http://www.qcc.cuny.edu/titleix>, and CUNY's Title IX website, <http://www1.cuny.edu/sites/title-ix/campus/university/>, contain important information on topics such as reporting an incident, confidentiality, getting medical care and emotional support, and ways to support someone who has experienced sexual harassment.

### THE CITY UNIVERSITY OF NEW YORK POLICY ON DRUGS AND ALCOHOL

The City University of New York (“CUNY”) is an institution committed to promoting the physical, intellectual, and social development of all individuals. As such, CUNY seeks to prevent the abuse of drugs and alcohol, which can adversely impact performance and threaten the health and safety of students, employees, their families, and the general public. CUNY complies with all federal, state, and local laws concerning the unlawful possession, use, and distribution of drugs and alcohol.

Federal law requires that CUNY adopt and implement a program to prevent the use of illicit drugs and abuse of alcohol by students and employees. As part of its program, CUNY has adopted this policy, which sets forth (1) the standards of conduct that students and employees are expected to follow; (2) CUNY sanctions for the violation of this policy; and (3) responsibilities of the CUNY colleges/units in enforcing this policy. CUNY’s policy also (1) sets forth the procedures for disseminating the policy, as well as information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and available counseling, treatment, or rehabilitation programs, to students and employees; and (2) requires each college to conduct a biennial review of drug and alcohol use and prevention on its campus.

This policy applies to all CUNY students, employees and visitors when they are on CUNY property, including CUNY residence halls, as well as when they are engaged in any CUNY-sponsored activities off campus.

#### CUNY STANDARDS OF CONDUCT

The unlawful manufacture, distribution, dispensation, possession, or use of drugs or alcohol by anyone, on CUNY property (including CUNY residence halls), in CUNY buses or vans, or at CUNY-sponsored activities, is prohibited. In addition, CUNY employees are prohibited from illegally providing drugs or alcohol to CUNY students. Finally, no student may possess or consume alcoholic beverages in any CUNY residence hall, regardless of whether the student is of lawful age, except for students living in the Graduate School and University Center’s graduate housing facilities who may lawfully possess and consume alcoholic beverages. For purposes of this policy, a CUNY residence hall means a residence hall owned and/or operated by CUNY, or operated by a private management company on CUNY’s behalf.

In order to make informed choices about the use of drugs and alcohol, CUNY students and employees are expected to familiarize themselves with the information provided by CUNY about the physiological, psychological, and social consequences of substance abuse.

#### CUNY SANCTIONS

Employees and students who violate this policy are subject to sanctions under University policies, procedures and collective bargaining agreements, as described below. Employees and students should be aware that, in addition to these CUNY sanctions, the University will contact appropriate law enforcement agencies if they believe that a violation of the policy should also be treated as a criminal matter.

##### Students

Students are expected to comply with the CUNY and college policies with respect to drugs and alcohol. Any student found in violation may be subject to disciplinary action under Article 15 of the Bylaws of the Board of Trustees, which may result in sanctions up to and including expulsion from the University.

In addition, any student who resides in a CUNY residence hall and who is found to have violated any CUNY or college policy with respect to drugs and alcohol may be subject to sanctions under the CUNY Residence Hall Disciplinary Procedures, up to and including expulsion from the residence hall.

In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the student must see a counselor or successfully participate in a drug and alcohol treatment program.

In accordance with the Federal Educational Rights and Privacy Act (“FERPA”), CUNY may also choose—when appropriate—to contact parents or legal guardians of students who have violated the CUNY policy on drugs and alcohol.

##### Employees

Any employee found to have violated this CUNY policy may be subject to disciplinary action, in accordance with the procedures set forth in applicable CUNY policies, rules, regulations, and collective bargaining agreements. Sanctions may include a reprimand, suspension without pay, or termination of employment. In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the employee must successfully participate in a drug or alcohol treatment program.

#### RESPONSIBILITIES OF CUNY COLLEGES/UNITS

Each college or unit of the University should make its best efforts to educate employees and students about this policy and the risks associated with the unlawful possession, use, or distribution of illegal drugs and alcohol. The President of each college or unit may choose to ban alcohol at on-campus functions or at any particular function. This policy, together with information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and counseling, treatment, or rehabilitation programs available to employees or students, must be distributed annually to all employees and students. The Chief Student Affairs Officer shall be responsible for the distribution of this material to students, and the Director of Human Resources shall be responsible for the distribution of the material to employees.

The Vice President for Administration, or person performing the equivalent function at each college or unit of CUNY, shall be responsible for conducting a biennial review to determine the effectiveness of CUNY's drug and alcohol program at its college or unit, and to ensure that sanctions for drug and alcohol violations are consistently enforced. Upon completion, the biennial review must be sent to the University's Executive Vice Chancellor and Chief Operating Officer. This biennial review must include the number of drug and alcohol-related violations and fatalities that occur on the college's campus or as part of the college's activities, as well as the number and type of sanctions imposed as a result of drug and alcohol-related violations and fatalities that occur at the college as part of its activities.

*Adopted by CUNY Board of Trustees: June 22, 2002 and amended on May 2, 2011 (BOT May 2, 2011 Calendar Minutes: Item # 5.A.).*

### **THE CITY UNIVERSITY OF NEW YORK MEDICAL WITHDRAWAL AND RE-ENTRY POLICY AND PROCEDURES GOVERNING STUDENT BEHAVIOR THAT PRESENTS A DIRECT THREAT OF HARM TO SELF OR OTHERS OR SUBSTANTIALLY DISRUPTS THE LEARNING OR WORKING ENVIRONMENT OF OTHERS**

#### **I. INTRODUCTION**

The City University of New York ("CUNY") is committed to the academic success and personal growth of its students. As part of that commitment, CUNY and its constituent campuses are responsible for providing a safe learning and working environment for students, faculty, staff and other members of the University community. Some students may, because of a medical condition, engage in behavior that presents a direct threat of harm to themselves or to others, or substantially disrupts the learning or working environment of others. In such situations, the safety and security of the campus community, including the individual student, is paramount. This policy does not replace or supersede reasonable and appropriate security and health and safety measures, such as calling 911 or taking other immediate action in case of imminent threat to life or limb.

In addition to taking action to protect the security and safety of the campus community, a college may address the student's conduct to determine if action under this policy or under the student disciplinary process is appropriate. When a student's conduct that directly threatens or substantially disrupts the learning or working environment of others appears to relate to a medical condition, the campus may, at its option, address the student's conduct either in accordance with this policy, or through the student disciplinary process. If the student's conduct constitutes a threat solely to him or herself, it should be addressed under this policy rather than the disciplinary process.

#### **II. POLICY**

- A. As an alternative to disciplinary action that may be taken under Article XV of CUNY's Bylaws, a college of CUNY may bring a proceeding to require a student to withdraw from the University, or, under some circumstances, the student's home college and/or from residence in a college residence hall under this withdrawal policy and procedures when the student's behavior evidences a direct threat of harm to others, or when the student's behavior substantially disrupts the learning or working environment of others. A direct threat means a significant risk of harm to health or safety.
- B. A student who threatens to commit or attempts to commit suicide, and who does not otherwise threaten direct harm to others or substantially disrupt the learning or working environment of others, shall not be subject to disciplinary action for that threat or attempt under Article XV of the CUNY's Bylaws. If a college determines that withdrawal of the student or retention of the student subject to specified conditions is appropriate because the student's behavior threatens direct harm to him or herself, the procedures outlined below shall apply instead of disciplinary procedures.
- C. A student who withdraws or is withdrawn from the University, a college or college residence hall pursuant to this policy may apply for re-entry to the University, a college and/or to a college residence hall. The application for re-entry shall be made to the student's home college's Chief Student Affairs Officer, who shall determine whether the student still presents a direct threat of harm to him or herself or others or still presents a significant risk to substantially disrupt the learning or working environment of others. If the Chief Student Affairs Officer or designee determines, based on the assessment of a qualified, licensed mental health professional, that there is not a significant risk that the behavior that required withdrawal will be repeated, he or she shall approve the student's application for re-entry.

#### **III. PROCEDURES**

##### **A. Emergency Interim Removal**

1. If a student's behavior presents an immediate, severe and direct threat to him or herself or others (by evidencing a likelihood of harm to him or herself or others), or is substantially disrupting the learning or working environment of others, the Chief Student Affairs Officer or designee (if such Officer is not immediately available) may direct an emergency interim removal of the student that restricts the student's access to the College's campus or residence hall, as appropriate, for an interim period before a final determination of the matter. The Chief Student Affairs Officer or designee shall consult with the University's Office of the General Counsel prior to making any such direction.

2. The fact that a student has threatened to commit suicide or attempted suicide, by itself, does not allow the Chief Student Affairs Officer or designee to direct an emergency interim removal. In all cases involving such students, the Chief Student Affairs Officer or designee must attempt to have the student individually assessed by a mental health professional as outlined below in A.3. before deciding whether to direct an emergency interim removal.
3. Except as permitted in III A. 1. above, before determining whether to require an emergency interim removal, the Chief Student Affairs Officer or designee shall take the following steps:
  - a. Exercise all reasonable efforts to meet with the student; and
  - b. in that meeting, offer the student the opportunity to be evaluated at the college's expense by a qualified, licensed mental health professional, who may be an employee of a college of CUNY or CUNY or on retainer to a college of CUNY or CUNY. Whenever possible, that professional shall have had no prior contact with the student. The professional shall assess whether the student's behavior presents an immediate, severe and direct threat to him or herself or others or presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others, and, if so, whether the student's behavior may be the result of a medical issue. That professional shall present his or her findings to the Chief Student Affairs Officer or designee, who shall determine based on those findings and other evidence available whether emergency interim removal under these procedures is appropriate.
  - c. If the student refuses to meet, and/or refuses to undergo such assessment or to keep a scheduled appointment, the Chief Student Affairs Officer or designee may require emergency interim removal without a meeting and/or mental health assessment if he or she reasonably concludes on the basis of the available evidence that the student's behavior evidences an immediate, severe and direct threat of harm to the student or others or is substantially disrupting the working or learning environment of others and presents a significant risk to continue that substantial disruption. The Chief Student Affairs Officer or designee shall consult with the University's Office of the General Counsel before making such a determination.
4. The emergency interim removal from the College and/or residence hall shall remain in effect until a final decision has been made pursuant to the procedures below, unless, before a final decision is made, the Chief Student Affairs Officer or designee determines that the reasons for imposing the interim removal no longer exist.

### **B. Withdrawal after Emergency Interim Removal**

1. If a student has been subjected to an emergency interim removal from the college and/or residence hall, the college shall request retention with conditions or voluntary withdrawal within 7 calendar days of such removal. Should the request for retention with conditions or voluntary withdrawal request be refused, the College shall determine within 7 calendar days of such refusal whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings or, disciplinary proceedings under Article XV of the CUNY Bylaws, as applicable under II A. above, and shall send notice of either such proceeding in accordance with the notice requirements of the applicable procedure within that 7-day period. For students who have been subjected to an emergency interim removal without having undergone the assessment procedures outlined in III A. 3 above, the College shall follow the assessment procedures outlined below in B.2. a. prior to determining its course of action.
2. In cases where the student has been subjected to an emergency interim removal without assessment, the procedure for determining whether withdrawal is appropriate is as follows:
  - a. The Chief Student Affairs Officer or designee shall exercise best efforts to meet with the student to discuss the student's behavior and to hear the student's explanation of the alleged behavior. If, after hearing the explanation, the Officer or designee still wishes to consider the possibility of the student's withdrawal, he or she shall offer the student an opportunity to be evaluated, at the college's expense, by a qualified, licensed mental health professional, who may be an employee of a college of CUNY or CUNY, or on retainer to a college of CUNY or CUNY. Whenever possible, that professional shall have had no prior contact with the student. The professional shall make findings concerning whether the student's behavior presents a direct threat of harm to him or herself or others or presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others and if so, whether the student's behavior may be the result of a medical issue. The professional shall report such findings to the Chief Student Affairs Officer, who shall, based on those findings, and after consultation with the University's Office of the General Counsel, determine the appropriate action, including whether to request that the student withdraw from the University, the college and/or the college residence hall or whether to request that the student agree to specified conditions in lieu of withdrawal.

- b. If the student refuses to undergo the requested assessment, or fails to keep the scheduled appointment, and the Chief Student Affairs Officer reasonably concludes on the basis of the available evidence that the student's behavior presents a direct threat of harm to him or herself or others or substantially disrupts the learning or working environment of others and presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others, the Chief Student Affairs Officer may request that the student voluntarily withdraw from the University, the college and/or the college residence hall. The Chief Student Affairs Officer shall consult with the University's Office of the General Counsel before making any such request.
- c. If the student agrees to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs officer or designee shall (i) discuss with the student the procedures for and consequences of voluntary withdrawal or the specified conditions, as applicable; (ii) discuss the circumstances with the student's parents or legal guardians as permissible by law and as appropriate; (iii) consult with the student's academic advisor or department, as appropriate; (iv) consult with the residence hall director, as appropriate; (v) refer the student to appropriate resources for treatment; and (vi) advise the student concerning the process for applying for re-entry, as well as on conditions for re-entry, if applicable and appropriate.
- d. If the student does not agree to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs Officer shall determine, in consultation with the University's Office of the General Counsel, whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings, or, in the case of students referenced in II A. above, whether to initiate disciplinary proceedings under Article XV of the CUNY Bylaws.

### **C. Withdrawal of Students without Emergency Interim Removal**

1. Students Who Present a Direct Threat of Harm to Others or Substantially Disrupt the Learning or Working Environment of Others
- a. Voluntary Withdrawal or Retention with Conditions
- (1) In situations where a student's behavior evidences a direct threat of harm to himself or others or substantially disrupts the learning or working environment of others and presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others and the Chief Student Affairs Officer reasonably believes that the student's behavior may be connected to a medical issue, the Chief Student Affairs Officer or

designee may request that the student voluntarily withdraw or agree to retention under conditions.

- (2) If the student agrees to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs officer or designee shall (i) discuss with the student the procedures for and consequences of voluntary withdrawal or the specified conditions, as applicable; (ii) discuss the circumstances with the student's parents or legal guardians as permissible by law and as appropriate; (iii) consult with the student's academic advisor or department, as appropriate; (iv) consult with the residence hall director, as appropriate; (v) refer the student to appropriate resources for treatment; and (vi) advise the student concerning the process for applying for re-entry, as well as on conditions for re-entry, if applicable and appropriate.

#### **b. Involuntary Withdrawal**

- (1) If the student does not agree to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs Officer shall determine, in consultation with the University's Office of the General Counsel, whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings or disciplinary proceedings under Article XV of the CUNY Bylaws.
- (2) Before initiating involuntary withdrawal proceedings under this procedure, the Chief Student Affairs Officer shall follow the assessment procedures outlined above in B.2.

#### **2. Students Who Present a Direct Threat of Harm Solely To Themselves**

- a. The College shall follow the assessment and other procedures outlined above in B.2 a.-d. in order to determine the appropriate course of action.

### **D. Involuntary Withdrawal Procedures**

1. The following shall be the procedures for involuntary withdrawal:
- a. Notice of the involuntary withdrawal hearing and the time and place of the hearing shall be personally delivered or sent by the Chief Student Affairs Officer or designee of the student's home college to the student at the address appearing on the records of the College, by overnight or certified mail, by regular mail, and, for students who have a college e-mail address, to that e-mail address. 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.
- b. The notice shall contain (i) a statement of the reasons involuntary withdrawal is sought (ii) the type of withdrawal sought (from the University, the college and/or

from the college residence hall); and (iii) a statement that the student has a right to present his or her side of the story, to present witnesses and evidence on his or her behalf, to cross-examine witnesses presenting evidence against the student, to remain silent without assumption of guilt, and to be represented by legal counsel or an advisor at the student's expense.

- c. CUNY shall constitute a Health Review Panel, comprised of qualified, licensed mental health professionals employed by a college of CUNY or by CUNY, or on retainer to a college of CUNY or CUNY. CUNY's Vice Chancellor for Student Development shall appoint the members of the Health Review Panel. Members of the Health Review Panel, in committees constituted separately for each hearing ("Health Review Committee"), shall be responsible for adjudicating all involuntary withdrawal hearings held according to these procedures. For each involuntary withdrawal hearing, the Vice Chancellor for Student Development or his designee shall constitute a three-person Health Review Committee from the Health Review Panel to adjudicate at that hearing. No member of the Health Review Committee shall have had prior contact with the student. All decisions of the Health Review Committee shall be made by majority vote.
- d. The hearing shall be closed, unless the student requests an open hearing. However, the Health Review Committee may overrule a request for an open hearing if it determines that an open hearing would be inappropriate or disruptive in light of the nature of the evidence to be presented.
- e. After the evidence is presented at the hearing, the Health Review Committee shall determine whether the College has proved, by a preponderance of the evidence, that the student's behavior presents a direct threat of harm to him or herself or others, or has substantially disrupted the learning or working environment of others and presents a significant risk of threatening further substantial disruption of the learning or working environment of others, and if so, what the appropriate remedy should be. The Health Review Committee may also set reasonable and appropriate conditions on re-entry. The decision of the Health Review Committee shall be made within five business days from the close of the hearing.

### E. Appeals

An appeal from the decision of the Health Review Committee may be made to the President of the student's home college or the President's designee within thirty calendar days after the delivery of the decision appealed from. The President or designee shall make his or her determination on the appeal within fifteen business days from receipt of the appeal. The President's decision may be appealed to the Chancellor of the University or his or her designee within thirty calendar days after the delivery of the President's decision on appeal. The Chancellor or designee's decision shall be made within fifteen business days from receipt of the appeal. The Chancellor (or designee's) decision shall be final. The bases overturning a decision of the Health Review Committee at both levels of review are limited to the following: (i) clearly erroneous factual findings; (ii) procedural irregularities; (iii) newly available evidence that would have affected the outcome; (iv) the remedy and/or conditions on re-entry were unreasonable or inappropriate..

### F. Re-entry

1. A student who is withdrawn from the University, a student's home college and/or a college residence hall under this policy may be considered for re-entry.
2. A student wishing to be considered for re-entry should contact his or her home college's Chief Student Affairs Officer and provide appropriate documentation of behavioral change and resolution of the initial behavioral problem, including compliance with any conditions that may have been set for re-entry.
3. A student may apply for re-entry to the University, a college and/or a college residence hall no more than one time per term.
4. In assessing an application for re-entry, the Chief Student Affairs Officer or designee shall: (i) in cases in which he or she determines that an additional mental health assessment is necessary, refer the student for assessment to a qualified, licensed mental health professional, at the College's expense; (ii) receive, investigate, and examine appropriate relevant documentation, including assessments made by college-referred mental health professionals, and, if applicable, licensed treating mental health professionals; (iii) consult with the Health Review Committee, in cases in which the student's withdrawal was adjudicated by such a Committee; (iv) contact the student's parents or legal guardians as permissible by law, if appropriate; (v) provide an opportunity for the student to meet with the Chief Student Affairs Officer or designee to discuss re-entry.

5. If the Chief Student Affairs Officer or designee determines, based on the evidence presented, that there is not a significant risk that the behavior that required withdrawal will be repeated, he or she shall approve the student's application for re-entry. In such cases, the Chief Student Affairs Officer or designee shall initiate the re-entry process, provide the student with written conditions for continued attendance, and inform any relevant administrators of the student's re-entry.
6. If the Chief Student Affairs Officer or designee determines that the application for reentry should be denied, he or she shall provide the student with a written explanation of the reasons for the denial and specify when the next request for re-entry may be considered.
7. A student may appeal the Chief Student Affairs Officer or designee's denial of reentry to the college President or designee within thirty calendar days after the delivery of the decision denying re-entry. The President or designee shall make his or her determination on the appeal within thirty calendar days from receipt of the appeal. The President's decision may be appealed to the Chancellor of the University or his or her designee within thirty calendar days after the delivery of the President's decision on appeal. The Chancellor or designee's decision shall be made within thirty calendar days from receipt of the appeal. The Chancellor (or designee's) decision shall be final. The basis for overturning a decision on appeal at either level shall be limited to a determination that the decision on re-entry was clearly erroneous.

### **G. Effect on Academic Status**

In the event of a withdrawal pursuant to this policy, a notation of withdrawal shall appear on the student's transcript for all classes taken during that semester. The Chief Student Affairs Officer at a student's home college may grant a student request that, in lieu of withdrawal, a notation of incomplete shall appear on his or her transcript for classes taken during that semester if and only if there is a reasonable prospect that the student will eventually complete such classes, subject to faculty approval for each such class. Regardless of the notation that appears on a student's transcript, the Chief Student Affairs Officer of the student's home college shall inform the Vice Chancellor for Student Development of the student's withdrawal in order to effectuate a hold by the University Application Processing Center on the student's ability to transfer or otherwise seek admission to another college of CUNY.

### **H. Effect on Housing Status**

If the student has been living in a college residence hall and will not be permitted to continue to do so, the student's contract will be canceled and fees refunded on a prorated basis.

### **I. Confidentiality**

The results of examinations by mental health professionals to whom students are referred for assessment at any stage in the withdrawal or readmission process shall be confidential student records, except that if the results indicate that the student presents an imminent, severe, and direct threat of harm to him or herself or others, those results may be shared with the appropriate individuals in order to attempt to prevent the occurrence of such harm. The results of these examinations shall be admissible in involuntary withdrawal hearings but shall not be admissible in disciplinary hearings, unless the student places his or her health, including mental health, at issue in a disciplinary hearing.

### **J. Board Review**

During the fall 2009 semester, the Chancellery shall conduct a review of the experience of the colleges with these procedures and shall report the results of that review to the Board of Trustees, along with any recommended changes.

## **PROCEDURES FOR HANDLING STUDENT COMPLAINTS ABOUT FACULTY CONDUCT IN ACADEMIC SETTINGS**

- I. Introduction. The University and its Colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the University recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.
- II. Determination of Appropriate Procedure. If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.
- III. Informal Resolution. Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

- IV. Formal Complaint. If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the Fact Finder.). Only students in a faculty member's class or present in another academic setting where the alleged conduct occurred may file complaints against that faculty member.
- A. The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.
- B. The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder. The chairperson may also submit a written request for recusal for good cause to the academic dean or senior faculty member designated by the college president to review such requests. If a recusal request is granted, a different department chairperson shall conduct the investigation, or, if no other chairperson is available, an administrator designated by the college president shall serve in the chairperson's stead. Further, the college president may re-assign investigations as necessary, including but not limited to situations in which a Fact Finder has not completed an investigation in a timely manner. In addition, during any time that no department chairperson is available to investigate a complaint, the college president may assign an administrator to investigate.
- C. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.
- D. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post-investigation meeting.
- E. In cases where there is strong preliminary evidence that a student's complaint is meritorious and that the student may suffer immediate and irreparable harm, the Fact Finder may provide appropriate interim relief to the complaining student pending the completion of the investigation. The affected faculty member may appeal such interim relief to the chief academic officer.
- F. At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

- V. Appeals Procedure. If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report, which time period may be extended for good cause shown. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.
- VI. Subsequent Action. Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college, whether interim or final, must comply with the bylaws of the University and the collective bargaining agreement between the University and the Professional Staff Congress.
- VII. Campus Implementation. Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college website.

## Policies of Queensborough Community College

### COLLEGE POLICY ON CONDUCT

1. In accordance with Federal and State Law, Queensborough Community College prohibits discrimination and harassment based on race, gender, religion, color, creed, disability, sexual orientation, national origin, ancestry, age, marital or veterans' status. Specifically a student may be disciplined for hostile conduct or behavior that might incite immediate violence. Vandalism, racist graffiti, intimidation, harassment and other forms of organized hatred will not be tolerated on campus and violators will be punished.
2. All students, faculty and staff are required to have in their possession a valid college ID card while on campus.
3. All visitors must have a legitimate reason for being on campus and are required to show acceptable identification to members of the Department of Public Safety upon request.
4. All persons on campus are required to show their college ID cards upon the request of any college employee, officer of the Queensborough Student Association or student responsible for a student event.
5. Any person, who upon request, refuses or is unable to produce valid identification will be evicted from the campus and/or arrested for trespass.
6. Cellular phones, beepers and all other personal electronic devices may not be used in the classroom while classes are in session.
7. The playing of radios on campus is prohibited. Disturbing others will be considered an infraction of appropriate student conduct.
8. The college seeks to foster an atmosphere of mutual respect and civility and expects students to demonstrate proper classroom decorum, which includes appropriate behavior and dress.

### POLICY ON SMOKING

The CUNY Tobacco Policy prohibits smoking and the use of tobacco products anywhere on or within the grounds and facilities of the campus. As of the first day of classes, Fall 2012, the following is prohibited at Queensborough Community College: (i) the use of tobacco on all grounds and facilities under CUNY jurisdiction, including indoor locations and outdoor locations such as playing fields; entrances and exits to buildings; and parking lots; (ii) tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties; and (iii) tobacco industry sponsorship of athletic events and athletes.

Queensborough Community College encourages all smoking employees and students to quit smoking. Smoking cessation information is available in the Office of Health Services, Medical Arts Building, Room MC-02, 718-631-6375 or from the NY Smokers' Quit Line at 1-866-697-8487. Any questions regarding smoking policies should be directed to QCC's Environmental Health & Safety Officer. [www.cuny.edu/about/resources/tobacco-policy.html](http://www.cuny.edu/about/resources/tobacco-policy.html)

### HEALTH RISKS ASSOCIATED WITH ABUSE OF ALCOHOL, USE OF TOBACCO, AND ILLICIT DRUGS

#### ALCOHOL

Alcohol (ethanol) is toxic to the human body. It is a central nervous system depressant which slows bodily functions such as heart rate, pulse, and respiration. Taken in large quantities, it progressively causes intoxication, sedation, and unconsciousness (even death, if consumed in large amounts). These effects are similar to those produced by other sedative-hypnotic drugs such as barbiturates and narcotics.

Alcoholics may be able to 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 dysfunctions, high blood pressure, lowered resistance to disease, and possible irreversible brain and nervous system damage. Alcoholism also leads to a wide variety of problems involving one's emotional, family, work, and social life.

#### ALCOHOL IMPAIRS DRIVING

Even small amounts of alcohol impair driving ability. In your body, alcohol is quickly absorbed into the bloodstream. The liver is able to break down the alcohol at a rate of about one ounce per hour. Alcohol in excess of that amount stays in the bloodstream and affects these brain functions involved in driving:

- **Judgment** – Alcohol alters your perception. It makes you overconfident and encourages you to take reckless chances.
- **Coordination** – Your reaction time and ability to perform multiple tasks decrease with alcohol.
- **Vision** – Alcohol decreases your pupil reaction time, depth perception, and peripheral vision.

#### TOBACCO

It is illegal to sell tobacco products to any person under the age of twenty-one in the State of New York. The City University of New York has adopted a tobacco-free policy which prohibits the use of tobacco on University premises.

Forty-eight 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 important cause of chronic bronchitis. The report also linked tobacco smoking with emphysema and other forms of cancer. The tobacco industry contested the report, arguing that there was no conclusive link between smoking and poor health. Since that time, however, the evidence supporting the conclusions reached in that landmark report has continued to mount.

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.

#### CANNABIS (MARIJUANA) – EFFECTS

All forms of cannabis have negative physical and mental effects. Several regularly observed physical effects of cannabis are a substantial increase in the heart rate, bloodshot eyes, a dry mouth and throat, and increased appetite.

Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time, and reduce ability to perform tasks requiring concentration and coordination, such as driving a car. Research also shows that students do not retain knowledge when they are "high." Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco.

Long-term users of cannabis may develop psychological dependence and require more of the drug to get the same effect. The drug can become the center of their lives.

Many people mistakenly believe driving under the influence of marijuana is safer than driving on alcohol. But marijuana significantly slows your reaction time, decreases your ability to judge speed and distance, and impairs your coordination. It also decreases your visual acuity. The effects may last 4-10 hours, even after the feeling of being “high” is gone.

### ALCOHOL AND DRUGS

The college recognizes that students are adults and expects them to obey the law and adhere to college regulations. All students must take personal responsibility for their own actions and behavior.

The college has established policies regarding the consumption of alcohol and the use of illegal drugs, narcotics and other controlled substances, and supports federal, state and local laws regarding their usage.

#### POLICY ON POSSESSION/USE OF ALCOHOLIC BEVERAGES

1. The unlawful possession, use or distribution of alcohol by students and employees on college property or as a part of any college activity is prohibited.
2. No student or student organization is permitted to serve alcoholic beverages on this campus.
3. No alcoholic beverages are to be brought on this campus for any reason unless approved in advance and in writing by the Department for Student Affairs.
4. It is also the policy of The City University of New York and of this college that:

Any actions or behaviors which recklessly or intentionally endanger mental or physical health or involve the forced consumption of liquor or drugs for the purpose of initiation or affiliation with any organization is prohibited.

The legal drinking age in New York State is 21 and underage drinking is strictly prohibited. It is also unlawful to sell or give away alcohol to anyone under the age of 21. In addition to college disciplinary action, violators will also be subject to criminal prosecution.

#### POLICY ON ILLEGAL POSSESSION AND USE OF DRUGS

1. The unlawful manufacture, distribution, dispensing, possession, sale or use of marijuana, illegal drugs or other controlled substances by college students or employees on college premises or as a part of any college activity is prohibited. Violators will be subject to campus disciplinary sanctions, as well as criminal prosecution.
2. Non-college personnel apprehended on campus for any alcohol or drug violation will be subject to arrest and criminal prosecution.
3. Since this campus is in no sense a sanctuary, outside law enforcement officials may, on their own initiative, take such action as they deem necessary and appropriate.
4. For the purpose of this policy, the campus is understood to be all facilities in which this college conducts, administers and is responsible for college business.

#### STUDENT PARKING ON CAMPUS

Although parking on campus is limited, registered QCC students are eligible to park on campus on a **SPACE AVAILABLE BASIS**. Students can pay for parking by utilizing their QCC OneCard by which they can deposit funds in their TigerBucks account for parking on campus in Lots 2 & 6.

Lots 1, 3 & 4 are reserved for Faculty & Staff parking only. Students **are** allowed to park in Lot 1 **after 5:00 pm** using their OneCard.

Funds may be deposited to students' accounts at the OneCard stations in the following locations: Administration Building, first floor; Library Building, 2nd floor; Student Union, Lower Level. Funds can also be deposited online at: [www.qcc.cuny.edu/onecard](http://www.qcc.cuny.edu/onecard)

#### PARKING VIOLATION PENALTIES

During any one semester or summer session, penalties for an infraction of the parking rules and regulations are as follows:

- First violation \$15.00
- Second violation \$20.00
- Third violation \$25.00 and possible cancellation of parking privileges and/or disciplinary action.

Please feel free to stop by the Public Safety Office and pick up a Parking & Traffic Control Regulations brochure for further details about parking on campus.

### NOTICE OF ACCESS TO CAMPUS CRIME STATISTICS, THE ANNUAL SECURITY REPORT, AND INFORMATION ON REGISTERED SEX OFFENDERS

In accordance with the provisions of the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)* Queensborough Community College's Annual Security Report (ASR) includes statistics for the previous three calendar years concerning reported crimes that occurred on campus and on public property within or immediately adjacent to and accessible from campus. The statistics must be gathered from campus public safety, local law enforcement and other school officials (Campus Security Authorities) who have "significant responsibility for student and campus activities" such as Student Affairs and Student Judicial Affairs directors. The report also includes institutional policies concerning campus security issues, such as those concerning alcohol and drug use, crime prevention, reporting crimes, sexual assault and other relevant matters. Campus crime statistics and the campus's Annual Security Report are available at the Public Safety Office or by accessing their website: at <http://www.qcc.cuny.edu/publicsafety>. Crime statistics are also available through the U.S. Department of Education's website: <http://www.ope.ed.gov/security/search.asp>.

The *Campus Sex Crimes Prevention Act of 2000 (CSCPA)* requires institutions of higher education to issue a statement advising the campus community where law enforcement information provided by a state concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a state to provide notice, as required under state law, of each institution of higher education of that state at which the person is employed, carries on a vocation, volunteers services or is a student. The New York State Division of Criminal Justice Services (DCJS) maintains a registry of convicted sex offenders which is available to local law enforcement agencies, including CUNY's Public Safety Departments. To obtain information about a Level 2 or Level 3 registered sex offender you may contact the police department in the jurisdiction in which the offender resides and/or in which the college is located. Queensborough Community College is located within the confines of NYPD's 111pct. They can be contacted at (718) 279-5200. You may also contact the Director of Public Safety at (718) 631-6320 or call the Division's sex offender registry at 1-800-262-3257. To obtain information about Level 3 offenders only, you may contact the Division's sex offender registry website: [www.criminaljustice.ny.gov/nsor](http://www.criminaljustice.ny.gov/nsor) and then click on "Search for Level 3 Sex Offenders" or access the Division's Level 3 subdirectory electronically or via CD-ROM at the colleges public safety department or the local law enforcement agency for the jurisdiction in which the offender resides.

### COMPUTER USER RESPONSIBILITIES

The computer resources<sup>1</sup> of The City University of New York (CUNY) and Queensborough Community College (QCC) must be used in a manner that is consistent with the College's and University's education 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.

The rules of conduct for computer use include, but are not limited to, the list below. Interpretation of the rules of conduct will be addressed by QCC's Executive Director of Information Technology (IT), and the Senior Vice President for Finance and Administration, as appropriate. As a user of CUNY/QCC computer resources:

- 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 in accordance with its authorized purposes and may not use an unauthorized account for any purpose.
- You are responsible for the safeguarding of your 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.
- You may not circumvent system protection facilities.
- You may not knowingly use any system to produce system failure or degraded performance. Chain letters are prohibited.
- 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. You may not duplicate copyrighted materials.
- Intrusion into private files, obtaining or spreading programs or files that can cause damage to any computer files or the operation of the computer system, or wasting the resources (people, capacity, computing) of these facilities is prohibited.
- 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.

<sup>1</sup> *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 computer systems and other relevant technology such as e-mail and the Internet.*

- Users must not destroy the integrity of information available here and at other sites. All programs and data files stored on Queensborough Community College computing facilities are presumed to be private and confidential. Users must not compromise the privacy of any other user in any way.
- Access to electronic communications services such as electronic mail (both local and off-campus) and the Internet is a privilege that must be used with intelligence and discretion. Improper use of this privilege includes but is not limited to wasting computing resources, attempting to gain unauthorized access to communication resources, harassing other users by sending or accessing annoying, obscene, libelous or threatening messages, and displaying questionable textual or graphical information within CUNY/QCC or beyond via its network facilities.
- Computer resources are provided for CUNY and QCC-related purposes. 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. Solicitation for commercial or partisan political purposes is prohibited.
- Users should immediately disclose to the Executive Director of Information Technology any unauthorized computer activity and cooperate with system administrators in their operation of the computer system and investigation of abuse.
- The use of College computer resources may be subject to College regulations and you are expected to be familiar with those regulations. College regulations are subject to revision. You are expected to be familiar with any revisions to the College regulations.

CUNY and Queensborough reserve the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to ensure compliance with regulations. The College is capable of accessing, reviewing, and recording:

1. Access to the system, including successful and failed login attempts and logouts;
2. Inbound and outbound file transfers;
3. Terminal connections to and from external systems;
4. Sent and received e-mail messages;
5. Web sites visited, including uniform resource locator (URL) of pages retrieved;
6. Date, time, and user associated with each event.

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.

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# **ACCESSIBLE FACILITIES FOR PEOPLE WITH DISABILITIES**

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The following is a listing of  
**accessible facilities & amenities for  
people with disabilities**

## **Drinking Fountains**

Administration Bldg.	1st and 3rd Floor
C-Building	1st Floor
Humanities Bldg.	1st Floor (near H-144)
Kennedy Hall (Gym) Bldg.	Lower Mezzanine
Library Bldg.	1st, 2nd and 3rd Floors
Medical Arts Bldg.	Cellar (near Health Services restrooms) & 3rd Floor
Science Bldg.	1st Floor (near S-111)
Student Union Bldg.	1st Floor
Technology Bldg.	1st Floor
W Bldg.	1st Floor
Y2 Bldg.	1st Floor
Z Bldg.	1st Floor

## **Public telephones**

1st Floor of Administration Building

## **Men's & Ladies Restrooms – Fully Accessible**

Administration Building	1st Floor
Y2	1st Floor
Library Building	Basement
Science Building	1st Floor
Medical Arts Building	Lower Level

## **Men's & Ladies Restrooms – Partially Accessible**

Administration Bldg.	3rd Floor
Humanities Bldg.	Basement, 1st, 2nd, 3rd & 4th Floors
Kennedy Hall (Gym) Bldg.	Lower Mezzanine
Library Bldg.	2nd and 4th Floor
Medical Arts Bldg.	2nd, 3rd & 4th Floors
Science Bldg.	2nd, 3rd & 4th Floors
Student Union Bldg.	Basement & Main Floor
Technology Bldg.	1st Floor
Z Bldg.	1st Floor

# HOW TO REACH QUEENSBOROUGH

Queensborough Community College is located in Bayside, between Springfield Blvd. and Cloverdale Blvd. (223rd Street) on 56th Ave.

The campus is easily accessible by car from all parts of Queens and Long Island. It is just a few blocks north of the Springfield Boulevard Exit 29 on the Long Island Expressway, and immediately south of the Northern Boulevard exit on the Cross Island Parkway.

## BY CAR

### FROM MANHATTAN, WESTERN QUEENS & BROOKLYN (alternate)

**From Brooklyn:** Take the Brooklyn-Queens Expressway East onto the LIE (East).

**From Manhattan:** Take the Queens Midtown Tunnel onto the LIE (East).

### From Western Queens:

Take the LIE East. From the LIE East, exit at Springfield Blvd. (Exit 29). At the light, turn left onto Springfield Blvd. and go to 56th Ave. Turn right and go one block to QCC's main entrance on the left.

### FROM THE BRONX & WESTCHESTER COUNTY

Take either the Throgs Neck or the Whitestone Bridge to the Cross Island Parkway South to Northern Blvd. West (Exit 31W). Upon exiting, move immediately to the far left, and turn at the light (223rd St./Cloverdale Blvd.). Continue south to 56th Ave. and turn right toward QCC's main entrance a half-block away.

### FROM SOUTHERN QUEENS & BROOKLYN

Take the Belt Parkway East to the Cross Island Parkway North onto the LIE West. Take this to Springfield Blvd. (Exit 29). At the light, turn right onto Springfield Blvd and go to 56th Ave. Turn right at the light and go one block to QCC's main entrance on the left.

### FROM LONG ISLAND

**Via the LIE:** West to Springfield Blvd. (Exit 29). At the light, turn right onto Springfield Blvd. and go to 56th Ave. Turn right at the light and go one block to QCC's main entrance on the left.

### Via the Southern State or the Northern State Parkway:

West to the Cross Island Parkway North and onto the LIE West. Go to Springfield Blvd. (Exit 29). At the light, turn right onto Springfield Blvd. and go to 56th Ave. Turn right at the light and go one block to QCC's main entrance on the left.

### BY LIRR

Bayside Station: Q31 bus to 48th Ave. and Bell Blvd.; transfer to Q27\* bus to Springfield Blvd. and 56th Ave. Or take car service from station to QCC.

### BY SUBWAY AND/OR BUS

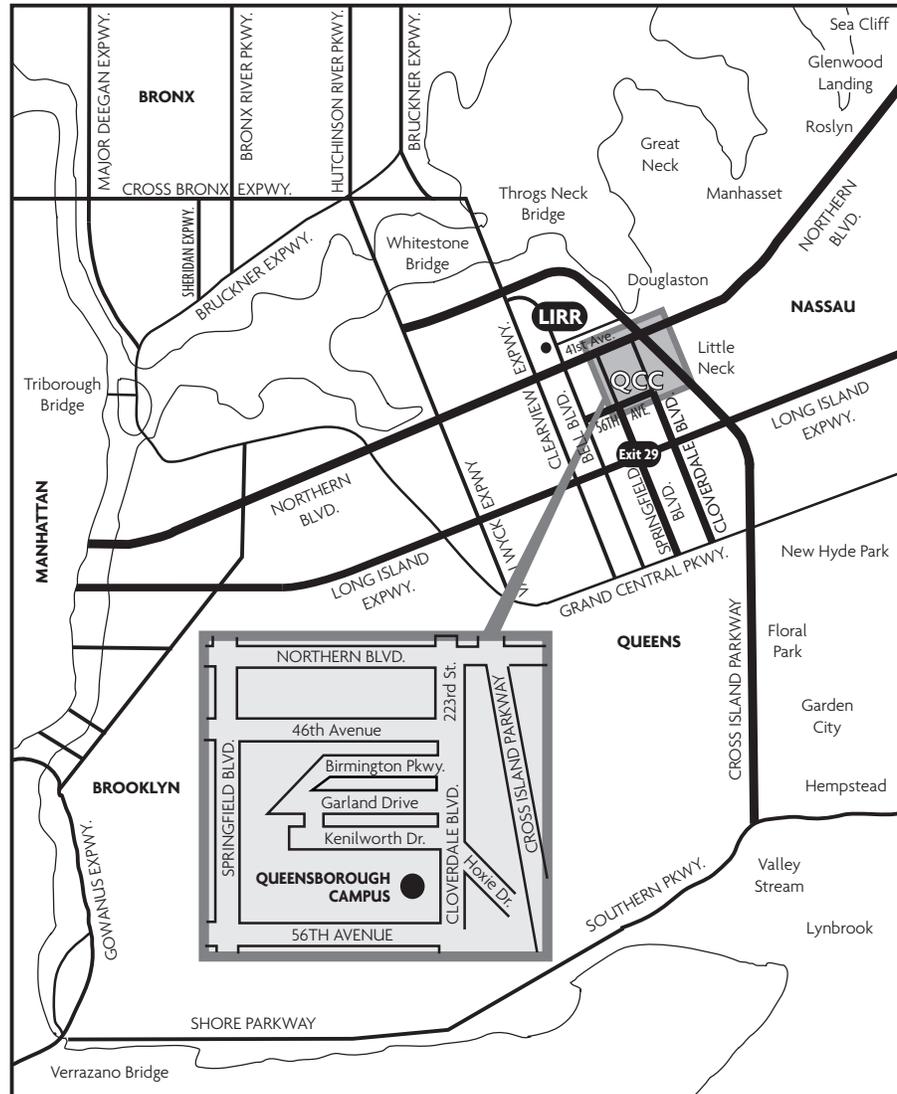
**From Flushing:** Take Main Street Flushing Line (No. 7) to Main Street, Flushing Station. Take Q27\* bus to campus.

**From Jamaica:** Take the F train to 169th Street and Hillside Ave then the Q30 bus via Horace Harding Blvd. to 56th Ave. and 223rd Street

(the main entrance to the campus). You can also take the E, J or Z trains to the Sutphin/Archer station and take the Q30 bus from there.

**From the Bronx:** Take the Q44 bus to Flushing Main Street. Transfer to the Q27\* bus to campus.

**From Nassau County:** The N-20, 21 bus line from Nassau County stops at the corner of Northern Blvd. and 223rd Street (Cloverdale Blvd.). The bus makes stops in the towns of Glen Cove, Roslyn, Manhasset, and Great Neck.



\*The Q27 bus stops on the campus from 7 am to 11 pm on weekdays. Limited-Stop buses stop at Springfield Blvd. and 56th Ave.

# CAMPUS MAP



Academic Literacy  
Academy Advisement  
Admissions  
Alumni  
Art and Design  
ASAP  
Biological Sciences and Geology  
Bookstore  
Business  
Bursar  
Campus Writing Center  
Career Services  
Chemistry  
Child Care Center/Head Start Program  
CLIP (College Language Immersion Prgm)  
College Discovery  
College ID (OneCard)  
College Transfer  
Pre-College, Continuing Education  
and Workforce Development  
COPE (College Opportunity to Prepare  
for Employment)  
Counseling Center  
CSTEP  
Engineering Technology  
English  
Financial Aid

Humanities 324  
Library 434  
Administration 210  
Administration 508  
"C" Building 106  
W Building 110, 113  
Medical Arts 213  
Temp 1 / W Building  
Administration 405  
Administration 118  
Library 118  
Library 429  
Science 445  
Temp 1/W Bldg.  
Temp 2/Y2 Bldg.  
Library 440  
Science 124  
Administration 119  
  
Library 118P  
  
Library 432A  
Library 422  
Library 440  
Technology 20  
Humanities 428  
Library 409

Foreign Languages and Literatures  
Health, Physical Education, and Dance  
Health Services  
History  
International Affairs, Immigration and  
Study Abroad, Center for  
Kuperferberg Holocaust Resource Center  
Library  
Mathematics and Computer Science  
Music  
New Student Enrollment Center  
Nursing  
Performing Arts Center Box Office  
Physics  
Public Safety  
QCC Shadowbox Theater  
Registrar  
Services for Students with Disabilities  
Social Sciences  
Speech Communication and Theatre Arts  
Student Activities  
Student Affairs  
Student Learning Center  
Science Café  
Testing  
Veterans Center

Humanities 214  
RFK (Gym) 216  
Medical Arts C-02  
Medical Arts 408  
  
Library 431  
Administration 202  
Library 2nd Floor  
Science 245  
Humanities 140  
Temp 2/ Y2 Bldg.  
Medical Arts 302  
Library 101  
Science 340/343  
Library 308  
Temp 3 / Z Building  
Administration 104  
Science 132  
Medical Arts 104  
Humanities 125  
Student Union, LL  
Library 412  
Library 125  
Science Bldg., 1st Flr.  
Temp 2/ Y2 Bldg.  
Student Union, LL

# IMPORTANT TELEPHONE NUMBERS (Area Code: 718)

## ADMINISTRATIVE OFFICES

Academic Affairs .....	631-6344
Academic Computing Center.....	631-6624
Academic Service Learning.....	281-5612
Academy Advisement .....	631-6329
Business Academy .....	631-6376
Health Related Sciences Academy .....	281-5139
Liberal Arts Academy.....	631-6204
STEM Academy.....	281-5340
VAPA Academy .....	281-5190
Accounting & Related Entities .....	631-6388
Admissions .....	281-5000
Adjunct Services.....	281-5768
Affirmative Action .....	631-6391
Alumni Relations .....	281-5144
ASAP.....	631-6680
Audio-Visual.....	631-6225
Bookstore.....	631-4200
Boiler Room .....	631-6339
Budget & Financial Services .....	631-6046
Buildings and Grounds .....	631-6231
Bursar .....	631-6265
Business Manager.....	631-6312
Cafeteria – Science Building.....	281-5125
Cafeteria – Oakland .....	281-5221
Campus Facilities .....	631-6228
Campus Writing Center.....	631-6663
Career Resource Center .....	631-6670
Career Services.....	631-6297
Central Receiving .....	631-5030
CETL .....	281-5161
Child Care Center/Head Start Program .....	225-3778
College Discovery.....	631-6210
College I.D. (OneCard) .....	631-6626
College Now .....	631-6605
College Transfer Services.....	631-6670
Communiqué.....	631-6302
COPE .....	281-5174
Counseling.....	631-6370
CSTEP.....	631-6036
CUNY Language Immersion Program .....	281-5460
Environmental Health and Safety .....	281-5148
Faculty and Staff Relations.....	631-6243
Finance and Administration .....	631-6221
Financial Services.....	631-6367
Health Services .....	631-6375
Health Service Record Annex.....	281-5303
Information Technology .....	631-6273
Institutional Advancement.....	281-5144
Institutional Records, Planning .....	631-6310
Institutional Research and Assessment .....	631-6279
Internal Control .....	281-5712
International Affairs, Immigration and Study Abroad, Center for.....	631-6611
Inventory Control .....	281-5143
Kupferberg Holocaust Resource Center .....	281-5770
Library.....	631-6227
Mailroom .....	281-5429
Marketing and Communications .....	631-6327

Media Services.....	631-6271
Messenger Services.....	631-6282
Military & Veterans Services.....	281-5767
New Student Enrollment .....	631-6240
NYPIRG.....	225-9121
Office Supplies.....	281-5321
Payroll Office.....	631-6316
Personnel.....	631-6269
Port of Entry Program.....	281-5410
Pre-College, Continuing Education and Workforce Development .....	631-6343
President, Office of the .....	631-6222
Printing Services .....	631-6282
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Purchasing.....	631-6202
QCC Art Gallery .....	631-6396
Queensborough Performing Arts Center (QPAC).....	631-6311
Queensborough Student Association .....	631-6239
Registrar:	
General Information.....	631-6212
Transcripts .....	281-5005
Graduation Audit.....	281-5049
Course and Standing .....	631-6326
Room Reservation.....	631-6390
Services for Students with Disabilities .....	631-6257
Single Stop .....	631-6347
Sponsored Programs .....	631-6357
Student Activities .....	631-6233
Student Affairs .....	631-6351
Student Conduct Office .....	631-6314
Student Government .....	631-6239
Student Judicial Affairs Officer .....	631-6314
Student Learning Center.....	631-6660
Telecommunications .....	281-5791
Testing .....	631-6358
Transportation .....	281-5429
Welcome Desk.....	281-5853
Work/Study .....	631-6367
Writing Center .....	631-6663

## ACADEMIC DEPARTMENTS

Academic Literacy .....	631-6378
Art and Design .....	631-6395
Biological Sciences and Geology .....	631-6335
Business.....	631-6245
Chemistry .....	631-6280
Engineering Technology.....	631-6207
English.....	631-6302
Foreign Languages and Literatures .....	631-6259
Health, Physical Education, and Dance.....	631-6322
History.....	631-6291
Mathematics and Computer Science.....	631-6361
Music .....	631-6393
Nursing .....	631-6080
Physics.....	631-6366
Social Sciences .....	631-6251
Speech Communication and Theatre Arts .....	631-6284