

# QUEENSBOROUGH COMMUNITY COLLEGE

## 2020-2021 COLLEGE CATALOG



**QUEENSBOROUGH** | **CU**  
**COMMUNITY COLLEGE** | **NY**

ONE COMMUNITY. INFINITE POSSIBILITIES.

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

## NOTICE: STUDENT RESPONSIBILITY FOR CATALOG INFORMATION

*Regulations in this catalog are binding on all students. Students are responsible for reviewing the information and knowing the rules and regulations presented in the catalog. Failure to read the catalog does not excuse the student from the academic and financial responsibilities defined in this document. The College reserves the right to change regulations at any time without prior notice, and to change fees as deemed necessary. Changes become binding on all students at the time they are announced officially and posted. Please check [www.qcc.cuny.edu/academics/college-catalog.html](http://www.qcc.cuny.edu/academics/college-catalog.html) for updates.*

*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 last page 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—applicable to all colleges and units—to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without discriminating on the basis of actual or perceived 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, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state and city laws. This policy is set forth in CUNY's Policy on Equal Opportunity and Non-Discrimination.*

*CUNY's Policy on Sexual Misconduct prohibits all forms of sexual misconduct, including sexual harassment, gender harassment and sexual violence. Inquiries concerning sexual misconduct or sex discrimination may be made to the individuals specified in that Policy or may be referred to the U.S. Department of Education, Office for Civil Rights.*

*It is also the University's policy to provide reasonable accommodations and academic adjustments, when appropriate, to individuals with disabilities, individuals observing religious practices, individuals who have pregnancy or childbirth-related medical conditions and victims of domestic violence/stalking/sex offenses. The process for addressing these issues is set forth in CUNY's Procedures for Implementing Reasonable Accommodations and Academic Adjustments.*

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

*To access CUNY's Policy and Procedures on Equal Opportunity and Non-Discrimination, Policy on Sexual Misconduct, and Procedures for Implementing Reasonable Accommodations and Academic Adjustments, please visit these links:*

<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/equal-opportunity-and-non-discrimination-policy/>

<https://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-procedures/Sexual-Misconduct-2.pdf>

<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/>

*The following persons have been designated at Queensborough Community College to handle inquiries and complaints relating to CUNY's Policy on Equal Opportunity and Non-Discrimination and Policy on Sexual Misconduct and to ensure compliance with CUNY's Procedures for Implementing Reasonable Accommodations and Academic Adjustments:*

*Josephine Pantaleo  
Chief Diversity Officer  
Administration Building A 309  
718-631-6391  
JPantaleo@qcc.cuny.edu*

*Belinda Delgado, Esq.  
Title IX Officer  
Administration Building A 413  
718-281-5755  
BDelgado@qcc.cuny.edu*

*The following federal, state, and local agencies enforce laws against discrimination:*

- *New York City Commission on Human Rights,  
<http://www1.nyc.gov/site/cchr/index.page>*
- *New York State Division on Human Rights  
<http://www.dhr.ny.gov>*
- *U.S. Equal Employment Opportunity Commission  
<http://www.eeoc.gov>*
- *United States Department of Justice  
<http://www.justice.gov/>*
- *United States Department of Education, Office for Civil Rights  
<http://www2.ed.gov/ocr>*

## EXPECTATION OF CIVILITY

*Queensborough Community College is committed to providing a supportive, safe and positive environment in which bullying is unacceptable. Bullying is deemed as unacceptable behavior on any College property, or at any College function, or activity; or through the use of any electronic, digital or printed materials, whether or not such use occurs on College property.*

## 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 an accredited institution by the Middle States Commission on Higher Education (MSCHE). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).*

*Program accreditations include: programs in Computer Engineering Technology, Electronic Engineering Technology, and Mechanical Engineering Technology, accredited by ETAC of ABET (Engineering Technology Accreditation Commission of ABET); the program in Nursing, accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN); Business Department programs, accredited by the Accreditation Council for Collegiate Business Schools and Programs (ACBSP); the program in Theatre, accredited by the National Association of Schools of Theatre (NAST); programs in Art, Digital Art and Design, and Gallery and Museum Studies, accredited by the National Association of Schools of Art and Design (NASAD); and the Dance program, accredited by the National Association of Schools of Dance (NASD).*

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

Accreditation Commission for Education in Nursing, Inc.  
(ACEN)  
3343 Peachtree Road NE, Suite 850  
Atlanta, GA 30326  
404-975-5000  
www.acenursing.org

Middle States Commission on Higher Education  
(MSCHE)  
3624 Market Street  
Philadelphia, PA 19104  
267-284-5000  
www.msche.org

Accreditation Council for Business Schools  
and Programs (ACBSP)  
11520 West 119th Street  
Overland Park, KS 66213  
913-339-9356  
www.acbsp.org

National Association of Schools of Art and Design  
(NASAD)  
11250 Roger Bacon Drive, Suite 21  
Reston, VA 20190-5248  
Phone: 703-437-0700  
Fax: 703-437-6312  
nasad.arts-accredit.org

National Association of Schools of Dance (NASD)  
11250 Roger Bacon Drive, Suite 21  
Reston, VA 20190  
nasd.arts-accredit.org

National Association of Schools of Theatre (NAST)  
11250 Roger Bacon Drive, Suite 21  
Reston, VA 20190-5248  
Email: Info@arts-accredit.org  
https://nast.arts-accredit.org

# A MESSAGE FROM THE PRESIDENT

---



## Dear Students,

Welcome to Queensborough Community College. All of us here 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 the country because of that diversity, with nearly equal populations of African Americans, Asians, Caucasians and Latinos. In fact, our students come from more than 129 countries and speak some 78 different languages.

Nearly 15,000 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, through its 15 academic departments, offers transfer and degree programs, including an 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 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.

The Queensborough Academies are an institutional model for your success. Each of the five Academies: Business; Liberal Arts; Health Sciences; Science, Technology, Engineering and Mathematics (STEM); and Visual and Performing Arts (VAPA) provide you with special learning opportunities and activities, as well as personalized guidance from your Academy Adviser.

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 Center, 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. Queensborough is one of only a few community colleges in the country offering such a program on this scale.

Another hallmark of the College is research. With 86% 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 ahead.

Warmly,

A handwritten signature in black ink that reads "Christine Mangino". The signature is written in a cursive, flowing style.

Dr. Christine Mangino  
*President of Queensborough Community College  
The City University of New York*

# TABLE OF CONTENTS

---

A Message From The President . . . . .	4	Department of English . . . . .	171
Programs of Study Table of Contents . . . . .	6	English Courses . . . . .	172
College Calendar 2020-2021 . . . . .	7	English Courses . . . . .	173
Profile of the College . . . . .	10	Department of Foreign Languages & Literatures .	176
Continuing Education & Workforce Development .	17	Foreign Languages & Literatures Courses. . .	177
Special Learning Opportunities . . . . .	20	Department of Health, Physical Education and Dance . . . . .	181
Admissions . . . . .	26	Health, Physical Education and Dance Courses .	184
Placement and Testing. . . . .	34	Department of History. . . . .	191
Academic Advisement by Academy & Registration	39	History Courses . . . . .	192
Academic Integrity Policy . . . . .	41	Department of Mathematics and Computer Science. . . . .	196
Academic Standing . . . . .	44	Mathematics and Computer Science Courses .	197
Honors and Awards . . . . .	51	Department of Music . . . . .	200
Tuition and Fees. . . . .	53	Music Courses . . . . .	201
Financial Services . . . . .	58	Department of Nursing . . . . .	204
Student Life. . . . .	64	Nursing Courses . . . . .	205
Library . . . . .	69	Department of Physics. . . . .	206
Academies & Programs of Study . . . . .	71	Physics Courses . . . . .	206
Academy for Business Programs of Study. . . .	84	Department of Social Sciences . . . . .	210
Academy for Health Related Sciences Programs of Study. . . . .	94	Social Sciences Courses . . . . .	211
Academy For Liberal Arts and Sciences Programs of Study. . . . .	104	Department of Speech Communication & Theatre Arts . . . . .	216
Academy for Science, Technology, Engineering & Mathematics (STEM) Programs of Study .	113	Speech Communication & Theatre Arts Courses .	217
Academy for Visual and Performing Arts (VAPA) Programs of Study. . . . .	131	Student Affairs Courses . . . . .	220
Academic Departments & Course Descriptions .	141	Interdisciplinary Courses • College Now Courses .	221
Department of Art and Design . . . . .	142	CUNY Administration . . . . .	222
Art and Design Courses . . . . .	143	Queensborough Administration . . . . .	223
Department of Biological Sciences and Geology .	147	Current Faculty & Instructional Staff. . . . .	228
Biological Sciences and Geology Courses . . .	149	Professors Emeriti. . . . .	244
Department of Business . . . . .	154	Policies & Regulations . . . . .	246
Business Courses . . . . .	155	Index . . . . .	297
Department of Chemistry . . . . .	159	Accessible Facilities for People with Disabilities .	301
Chemistry Courses . . . . .	160	How to Reach Queensborough . . . . .	302
Department of Engineering Technology . . . .	163	Campus Map . . . . .	303
Engineering Technology Courses. . . . .	164	Important Telephone Numbers. . . . .	304
		Addendum to Nursing A.A.S. Degree Program & Nursing Courses Effective Spring 2021	
		Addendum to Grading Policy for Fall 2020	

# PROGRAMS OF STUDY TABLE OF CONTENTS

*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; phone: (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	NYSED <sup>1</sup> Code	HEGIS <sup>1</sup> Code	Degree Awarded	Page
<b>DUAL/JOINT TRANSFER DEGREE PROGRAMS</b>				
QCC/John Jay Dual/Joint Accounting for Forensic Accounting/ Fraud Examination and Financial Forensics	35361	0502	A.S./B.S.	85
QCC/York Dual/Joint Biotechnology	33990	5604.00	A.S./B.S.	116
QCC/York Dual/Joint Chemistry/Pharmaceutical Sciences	37292	5619.00	A.S./B.S.	117
QCC/John Jay Dual/Joint Computer Science and Information Security	38822	5105	A.S./B.S.	114
QCC/QC Dual/Joint Liberal Arts & Sciences/Childhood Education (Grades 1-6)	26404	5649	A.A./B.A.	106
QCC/John Jay Dual/Joint Criminal Justice	32344	5505.00	A.S./B.S.	105
QCC/Hunter-Bellevue Dual/Joint Nursing	34693	5208.10	A.A.S./B.S.	97
QCC/York Dual/Joint Nursing	36043	5208.10	A.A.S./B.S.	97
QCC/School of Professional Studies Dual/Joint Nursing	37062	5208.10	A.A.S./B.S.	97
QCC/John Jay Dual/Joint Science for Forensics/Forensic Science	32347	5619	A.S./B.S.	115
<b>TRANSFER DEGREE PROGRAMS</b>				
Art (Concentrations: Art, Art History)	38008	5610	A.S.	132
Biology	40737	5604	A.S.	118
Business Administration	01520	5004	A.S.	86
Dance	38010	5610	A.S.	134
Digital Art and Design	26677	5012	A.S.	135
Engineering Science	01521	5609	A.S.	119
Environmental Science	37858	5408	A.S.	120
Film and Media Production	39968	5610.00	A.S.	136
Gallery and Museum Studies	32248	5610	A.S.	137
Health Sciences	20509	5299	A.S.	98
Liberal Arts and Sciences	01522	5649	A.A.	108
Liberal Arts & Sciences (Mathematics & Science)	01523	5649	A.S.	121
Music	38011	5610	A.S.	138
Psychology	39969	2001.00	A.S.	122
Public Health	38115	1214	A.S.	99
Theatre (Concentrations: Acting, Technical Theatre)	38009	5610	A.S.	139
<b>CAREER DEGREE PROGRAMS</b>				
Accounting	01524	5002	A.A.S.	87
Architectural Technology	01531	5303	A.A.S.	125
Computer Engineering Technology	01528	5105	A.A.S.	123
Computer Information Systems	01527	5101	A.A.S.	88
Electronic Engineering Technology	01532	5310	A.A.S.	126
Internet and Information Technology	25539	5105	A.A.S.	128
Management (Concentration: Marketing)	01525	5004	A.A.S.	89
Massage Therapy	27307	5299	A.A.S.	100
Mechanical Engineering Technology	01533	5315	A.A.S.	129
Medical Assistant	32494	5214	A.A.S.	102
Music Production	83188	5399	A.A.S.	140
Nursing	01513	5208.1	A.A.S.	97
Office Administration & Technology	01526	5005	A.A.S.	90
Telecommunications Technology	21057	5310	A.A.S.	130
<b>CERTIFICATE PROGRAMS</b>				
Computer Information Systems	79418	5101		91
Health Care Office Administration: Managing, Coding and Billing	27290	5214		92
Medical Office Assistant	81316	5214		103
Internet and Information Technology	25538	5105		130
Office Administration Assistant (Options: Corporate Office Administration, Legal Office Administration, Accounting/Office Administration, Health Care Office Administration)	81027	5005		93

<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.

# COLLEGE CALENDAR 2020-2021

---

## Fall Semester 2020

### **AUGUST 25, TUESDAY**

Last day to drop for 100% tuition refund Fall 2020.  
Last day to file ePermit request for Fall 2020.  
Use CUNYFIRST account to withdraw from classes and ePermit requests.

### **AUGUST 26, WEDNESDAY**

Fall 2020 semester begins.

### **SEPTEMBER 1, TUESDAY**

Last day to **ADD** a class. Last day for 75% tuition refund.

### **SEPTEMBER 2, WEDNESDAY**

WD grade assigned to students who drop a course.

### **SEPTEMBER 7, MONDAY**

College closed - No classes scheduled.

### **SEPTEMBER 8, TUESDAY**

Last day for 50% refund.

### **SEPTEMBER 15, TUESDAY**

Last day to drop for 25% tuition refund  
Last day to drop classes without a **W<sup>1</sup>** grade  
Use CUNYFIRST account to drop classes  
Last day to file Change or Declare a Major/Minor for Fall 2020.

### **SEPTEMBER 16, WEDNESDAY**

Withdrawal period begins **W<sup>1</sup>** grade issued.  
Use CUNYFIRST account to drop classes.

### **SEPTEMBER 18 - SEPTEMBER 20, FRIDAY-SUNDAY**

No classes scheduled.

### **SEPTEMBER 28, MONDAY**

No classes scheduled.

### **SEPTEMBER 29, TUESDAY**

Classes follow a **MONDAY** Schedule.

### **OCTOBER 12, MONDAY**

College closed - No classes scheduled.

### **OCTOBER 14, WEDNESDAY**

Classes follow a **MONDAY** Schedule.

### **NOVEMBER 25, WEDNESDAY**

Classes follow a **FRIDAY** Schedule.

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

College closed - No classes scheduled.

### **DECEMBER 10 - DECEMBER 11, THURSDAY - FRIDAY**

Reading Day(s).

### **DECEMBER 13, SUNDAY**

Last day to **DROP** classes with **W<sup>1</sup>** grade.  
Use CUNYFIRST account to drop classes.

### **DECEMBER 14 - DECEMBER 20, MONDAY-SUNDAY**

Final Exams - Day, Evening & Weekend classes

### **DECEMBER 20, SUNDAY**

**End of Fall 2020 term.**

### **DECEMBER 23, WEDNESDAY**

Final Grade Submissions  
Last day for removal of **INC<sup>1</sup>** grades from  
the Spring 2020 term.

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

College closed.

### **DECEMBER 31, THURSDAY**

College closed.

There are three (3) conversion days in Fall 2020. Monday classes will meet on Tuesday, September 29, and Wednesday October 14, and Friday classes will meet on Wednesday November 25, 2020.

<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/academics/academic-calendars.html](http://www.qcc.cuny.edu/academics/academic-calendars.html)**

## Winter Session 2021

### JANUARY 1, FRIDAY

Last day to file ePermit request for Winter Session.  
Use CUNYFIRST account for ePermit requests.

**College Closed**

### JANUARY 3, SUNDAY

Last day to drop for 100% tuition refund Winter 2021.  
Use CUNYFIRST account to drop classes.

### JANUARY 4, MONDAY

Classes Begin – Winter 2021.  
Last day to add a class.  
Last day for 50% tuition refund.  
Use CUNYFIRST account to add or drop classes.

### JANUARY 5, TUESDAY

WD grade assigned to students who drop a course.  
Use CUNYFIRST account to drop classes.

### JANUARY 6, WEDNESDAY

Last day for 25% tuition refund.

### JANUARY 7, THURSDAY

Withdrawal period begins **W<sup>1</sup>** grade issued.  
Use CUNYFIRST account to drop classes.

### JANUARY 18, MONDAY

College closed – no classes scheduled.

### JANUARY 24, SUNDAY

Last day to **DROP** classes with a **W<sup>1</sup>** grade.  
Use CUNYFIRST account to drop classes.

### JANUARY 25, MONDAY

Final Exams during scheduled class time.  
Last day of classes. **End of Winter 2021 term.**

### JANUARY 28, THURSDAY

Final Grade Submissions

<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/academics/academic-calendars.html](http://www.qcc.cuny.edu/academics/academic-calendars.html)**



## Spring Semester 2021

### JANUARY 28, THURSDAY

Last day to drop for 100% tuition refund.  
Last day to file an ePermit request for Spring 2021.

### JANUARY 29, FRIDAY

Spring 2021 semester begins.

### FEBRUARY 4, THURSDAY

Last day to **ADD** a class.  
Last day to drop for 75% tuition refund.  
Use CUNYFIRST account to add or drop classes

### FEBRUARY 5, FRIDAY

Course Withdrawal Drop period begins, grade of **WD**<sup>1</sup> assigned.

### FEBRUARY 11, THURSDAY

Last day for 50% refund.  
Use CUNYFIRST account to drop classes

### FEBRUARY 12, FRIDAY

College is closed – No classes scheduled.

### FEBRUARY 15, MONDAY

College is closed – No classes scheduled.

### 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 drop classes  
Last day to file Change or Declare a Major/Minor for Spring 2021.

### FEBRUARY 19, FRIDAY

Course Withdrawal period begins – grade of **W**<sup>1</sup> grade issued.  
Use CUNYFIRST account to drop classes

### MARCH 27–APRIL 4, SATURDAY – SUNDAY

Spring Recess - No classes scheduled

### MAY 17, MONDAY

Last day to **DROP** classes with a **W**<sup>1</sup> grade  
Use CUNYFIRST account to drop classes

### MAY 18, TUESDAY

Reading Day.

### MAY 19 – MAY 25, WEDNESDAY – TUESDAY

Final Exams

### MAY 25, TUESDAY

Last day for removal of **INC**<sup>1</sup> grades - Fall 2020  
**End of Spring 2021 Term.**

### MAY 28, FRIDAY

Final Grade Submissions

### MAY 31, MONDAY

Memorial Day - College is closed

### TBA

Commencement

There are no conversion days in Spring 2021.

<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/academics/academic-calendars.html](http://www.qcc.cuny.edu/academics/academic-calendars.html)**

# PROFILE OF THE COLLEGE

---

## The Mission of the College

Queensborough Community College is dedicated to academic excellence and rigor and to providing an affordable, high-quality education to pre-college, college, and lifelong learners. Our faculty and staff are committed to the holistic development of today's students in a nurturing and diverse environment that prepares them to be successful in a dynamic workforce. The College affirms its open admissions policy and its strong support of critical thinking, intellectual inquiry, global awareness, civic responsibility, and cultural and artistic appreciation.

*Approved by the Academic Senate on May 10, 2016; revised on February 14, 2017.*

## Educational Goals and Objectives

### GOALS

#### SHAPING THE STUDENT EXPERIENCE

Through a nurturing and diverse environment and commitment to academic excellence and rigor, the college seeks to promote critical thinking, intellectual inquiry, global awareness, civic responsibility, and cultural and artistic appreciation.

To help to promote these values and support the holistic development of students, faculty and staff with the Queensborough Academies seek to:

- Improve student readiness for the academic excellence and rigor of the college experience
- Leverage best practices and technological solutions to provide personalized advisement and comprehensive support (academic, personal, financial) for degree completion

#### SUPPORTING FACULTY AND STAFF: PROFESSIONAL DEVELOPMENT AND CURRICULAR INNOVATION

Through commitment to academic excellence and rigor and a nurturing and diverse environment, the college seeks to:

- Improve and enhance comprehensive faculty and staff development and promote community-building practices across campus
- Support curricular innovation and strive for better alignment with baccalaureate programs and the demands of a dynamic workforce

#### SHAPING PLANNING, PROCESS, AND PRACTICE: SUPPORTING AND SUSTAINING THE ENVIRONMENT

In support of college priorities and student success, the college seeks to provide a nurturing and diverse environment characterized by:

- Integrated planning, supportive technology, and sound infrastructure
- Fiscal responsibility, institutional advancement, and grant-funding
- Pre-college, continuing education, and workforce development offerings
- Cultural and artistic forums and events for the campus and its local communities

*Approved by the Academic Senate on February 14, 2017*

## GENERAL EDUCATIONAL OUTCOMES

A robust general education is founded on the knowledge, concepts, methods, and perspectives that students gain through the study of many academic disciplines. These disciplinary studies stimulate intellectual inquiry, global awareness, and cultural and artistic appreciation: they equip students to make informed judgments and remain engaged beyond the classroom. To that end, QCC promotes educational activities that allow students to demonstrate that they can:

1. Communicate effectively in various forms
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
3. Reason quantitatively as required in various fields of interest and in everyday life
4. Apply information management and digital technology skills useful for academic research and lifelong learning

To support these institutional general education outcomes, the academic departments—through their programs—may also assess the ability of students to:

- Integrate knowledge and skills in the program of study
- Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study
- Work collaboratively to accomplish learning objectives

*Approved by the Academic Senate on February 13, 2018*

## Programs of Study

The College offers twenty-two **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.)
- Health Sciences (A.S.)
- Criminal Justice (Dual/Joint A.S./B.A. degree program with John Jay College of Criminal Justice)
- Liberal Arts and Sciences (Math and Science) (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

### *Christine Mangino, Ed.D., President, Queensborough Community College*

The City University of New York's Board of Trustees unanimously appointed Christine Mangino Queensborough Community College's sixth president, effective August 17, 2020.

Dr. Mangino is an esteemed educator, pedagogical scholar, and advocate of student-centered learning. A first-generation community college graduate, Dr. Mangino succeeds Interim President Timothy G. Lynch.

Dr. Mangino holds degrees from St. John's and Hofstra universities, as well as Nassau Community College. She is Queensborough's second female president.

The former Provost of CUNY's Hostos Community College, Dr. Mangino is a recognized innovator of continuous faculty development. She redefined education-leadership instruction at Hostos by convening a unique Best Practice Taskforce, launching the acclaimed Hostos Teaching Institute, and founding the College's prized Teaching Fellows program.

A 2019 Aspen Presidential Fellow, Dr. Mangino increased her faculty's diversity and female representation, and collaborated with colleagues to incorporate cultural competencies within the curriculum.

In addition, she implemented a far-reaching Certificate program in the South Bronx that prepares students with intellectual and developmental disabilities for employment opportunities.

Dr. Mangino believes one of the most important factors in engendering student success is keeping everyone – teachers, students, parents and the community – connected and invested in the learning process.

Earlier in her career, Dr. Mangino taught in private and public schools in the New York area and developed Cultural Diversity courses that are widely used in the Early Childhood sector.

## The Faculty

Queensborough has a superior and highly qualified faculty. Every member of the full-time faculty holds an advanced degree or its equivalent. 65% hold the doctorate, as compared to the national average for community colleges of 20.4%\* and over 19% hold terminal master's degrees. 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 404 and the adjunct faculty approximately 490 as of fall 2019.

\* Source: 2004 National Study of Postsecondary Faculty, National Center for Education Statistics

## 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 & Learning (CETL) enhances teaching effectiveness across the College by bringing faculty from all disciplines together to explore and implement innovative instructional practices. CETL hosts the annual New Faculty Institute as well as faculty development seminars and workshops for all faculty throughout the year; presents Pedagogical Research Challenge Awards annually to support faculty research projects; and oversees the management and assessment of the High-Impact Practices. By promoting teaching strategies that are grounded in evidence-based best practices and the Scholarship of Teaching & Learning, CETL facilitates not just faculty excellence, but also student success. CETL reinforces a campus climate where excellence in teaching flourishes and is recognized.

## OFFICE OF EDUCATIONAL TECHNOLOGY

Office Of Educational Technology (OET) operates under the Center for Excellence in Teaching & Learning and is located in L-316 A on the third floor of the Library Building. The OET works closely with faculty, staff and students to promote the development and dissemination of innovative uses of technology in teaching and learning.

Services offered by the OET support team include:

- Support of CUNY's Learning Management System (Blackboard Learn)
- Online Course Design and Development
- Instructional Design Consultation
- Institutional Support Infrastructure for online courses
- Media Production Support for elearning and web-enhanced courses
- Faculty and Staff Technology Workshops

The OET 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 educational technology supported by Queensborough. At the forefront of the OET's responsibilities is the online Learning Management System (LMS) support for faculty and students using Blackboard, and ePortfolio support using Digication. Online materials are available 24/7 for many courses utilizing Web-enhanced, Partly Online, and Fully Online modalities.

Students and faculty members needing assistance with Blackboard should contact [BBSupport@qcc.cuny.edu](mailto:BBSupport@qcc.cuny.edu). Those needing assistance with ePortfolios should contact [epSupport@qcc.cuny.edu](mailto:epSupport@qcc.cuny.edu).

## 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 Kupferberg Holocaust Center 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.

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: the 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 100,000 people each year. Throughout its over 50-year history, it has successfully produced over 1400 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), and **Instagram** (@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 and Curator**

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 *Rewoven: Innovative Fiber Art* (2017).

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 CENTER (KHC)

**Administration Building, Room 202,**  
**718-281-5770, [khc.qcc.cuny.edu](http://khc.qcc.cuny.edu)**  
**Dr. Laura B. Cohen, Executive Director**  
**Marisa Berman Hollywood, Associate Director**

The Harriet and Kenneth Kupferberg Holocaust Center (KHC) was established in 1983 as one of the first research archives devoted to the Holocaust on the East Coast. It has since become an educational resource for Queensborough Community College, the City University of New York, the broader New York City and Long Island communities, and beyond. The KHC's mission is to use the lessons of the Holocaust to educate current and future generations about the ramifications of unbridled prejudice, racism, and stereotyping. In doing so, the Center teaches and empowers citizens to become agents of positive social change in their lives and in their communities. It contextualizes the history of the Holocaust within the larger framework of how and why genocide happens, not merely as an extreme outcome but as part of a continuum that starts with everyday acts of bigotry and oppression.

Founded upon this philosophy of educational empowerment, the KHC is neither a museum nor a research facility; it is a learning laboratory where students, survivors, and community members connect through their hearts, minds, and actions. Its 9,000 square-foot building includes a permanent installation that tells the story of the Holocaust in Germany from pre-World War II through to the end of the war, as well as a classroom, specialized library, and additional gallery space for rotating exhibitions. The KHC serves approximately 4,000 visitors each year through annual programs, commemorative events, lectures, tours, and film screenings. In addition, the Center hosts interactive presentations with first- and second-generation Holocaust survivors for Queensborough students and faculty across all academic departments as well as collaborates with: CUNY Explorers, CUNY College Now, the Center for International Affairs, Immigration & Study Abroad, and the Center for Excellence in Teaching & Learning (CETL).

Each semester, the KHC offers different internships and fellowships for Queensborough students. Project-based internships provide students the opportunity to work at a nonprofit committed to human rights while gaining first-hand knowledge about how the Center's mission connects to its programming. The Curatorial Fellowship, in partnership with the Art and Design Department's Gallery and Museum Studies Program, provides fellows hands-on experience curating and installing an exhibition at the KHC. With support from a National Endowment for the Humanities (NEH) Challenge Grant since 2011, the KHC also hosts an annual faculty-curated colloquium about global human rights and mass atrocity issues for our students and the broader community.

## 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 Continuing Education, and Workforce Development also offers a wide variety of day and evening classes for job preparation.

## 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 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 non-degree students. Requirements for Associate degree and certificate programs are outlined on the programs of study pages. Non-degree 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 "week-end-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 non-degree (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 tuition-free program during the Winter and Summer sessions, enables incoming students who have been accepted into a degree program and continuing students to satisfy developmental requirements prior to the beginning of classes in the following semester. Supplemented by an array of tutoring services, this program offers developmental workshops in English and math. Although the Winter and Summer program is free, students are responsible for any expenses related to travel and textbooks. All developmental workshops meet four days a week. Some evening workshops are available. A selection of specific sections of Summer and Winter offerings will be made on the basis of availability and enrollment. Please see your advisor for more information about USIP math and English workshops.

## Graduation Information

As of June 2019, 72,287 students have graduated from Queensborough Community College since 1962. Of the full-time freshmen who entered in 2014, 29.2% 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) was established in 1967 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. Alumni receive a complimentary one year membership with a donation of \$35 or more to the QCC Fund, Inc./Alumni.
- 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 Office of Institutional Advancement.
- The Alumni Cabinet is elected by members of the QCCAA on an annual basis each June. Cabinet members subsequently elect the officers. Cabinet members and officers may serve two 2-year terms.

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 Campus Security Assistants (CSA's) 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 of the College community 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 College departments. If deemed appropriate, the Department will also notify the New York Police Department (NYPD) per University Department of Public Safety protocol. The Department of Public Safety maintains a close professional relationship with the members of the NYPD's 111th Precinct regarding matters of mutual concern affecting members of the College 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, conduct continuous inspections of campus facilities and grounds, reporting maintenance or repair issues to the appropriate campus department(s).

The Annual Security Report and Campus 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 <https://ope.ed.gov/campusafety/#/>. Printed copies of the report are also available upon request by 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).



# CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT

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

**• Email: [QCCContinuingEd@qcc.cuny.edu](mailto:QCCContinuingEd@qcc.cuny.edu)**

The Office of Continuing Education and Workforce Development offers both fee-for-service programming for adults and children as well as 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 College Academic 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 Technician, Patient Care and Hemodialysis Technician, Medical Assistant, Certified Nursing Assistant, and Home Health Aide. In addition, we offer programs in Accounting, Bookkeeping, administration, Computers, Real Estate, Personal Trainer, and Teacher Certifications such as: Child Abuse & ID Reporting, DASA, School Violence & Prevention.

Our Chinese Academy also offers language and enrichment classes to K-12 students year round.

A sampling of our many grant-funded and contract programs for Workforce Development training includes the following programs. For additional information, please contact Ms. Lori A. Conkling, Continuing Education Director of Labor Market Research & Workforce Development at [LConkling@qcc.cuny.edu](mailto:LConkling@qcc.cuny.edu) and 718-281-5157.

- The America's Promise CUNY TechWorks Software Development Applications Training Program, funded by the U.S. Department of Labor
- The AWS Solutions Architect Preparation & Cloud Security Essentials Program, funded by the New York State Perkins Grant
- The AWS/Cybersecurity Training Program for High School Students, funded by the Capital One Foundation
- Google IT Support Professional Certificate Program, funded by JFF, Inc.
- Workforce Development Programs in Conversational English, Conversational Mandarin and Entrepreneurship Workshops, funded by the New York State Office of Children & Family Services (OCFS)
- Certified Recovery Peer Advocate (CRPA) Training, funded by the NYC Department of Small Business Services
- Curriculum and Training for Peer Professionals in Hospital Emergency Room Settings, funded by the New York State Office of Addiction Services and Supports (OASAS)/CCSI, Inc.
- Empowerment Services Behavioral Health Training for Peer Professionals, funded by the NYC Health & Hospitals Corporation
- Managed Long-Term Care (MLTC) Communication & Patient Engagement Training, funded by the NYC Health + Hospitals Corporation

- Certified Hemodialysis Technician (CHT) Training, funded by the NYC Department of Youth and Community Development
- EKG, Phlebotomy and Responding to Emergencies (RTE) Certification for Emergency Room Technicians at Mount Sinai West, funded by the 1199 SEIU Training and Upgrading Fund.

The Perkins Strengthening Career and Technical Education for the 21st Century Act administered by the New York State Education Department grant continues to offer services with the R.I.S.E Program, (Road to Interdependence and Student Excellence) for special populations such as individuals with disabilities, at risk youth and english language learners to be trained in CTE programs offered both in the CEWD and the college. R.I.S.E. provides unlimited one-on-one meetings to help guide credit and non-credit students with their academic and career journey. Students create a strategic set of individualized goals that will decrease the barriers they face while boosting the skills needed to increase employment opportunities and job retention.

## CONTINUING EDUCATION ADULT ENRICHMENT

Adult enrichment programs include courses such as Books and Brunch, Art History Series, Architectural History Series, Financial Planning, Computer for all levels including Web Development and Graphic Design, Dance classes, Art, and Mind and Body classes, such as Yoga and Meditation, Tai Chi, Zumba, and Swimming, as well as Motorcycle, Drivers Education programs and Driver Training certification courses.

## CAREER DIRECT

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 received approval by the Veterans Administration for 16 occupational programs to assist our Veterans reenter the workforce. In accordance with Title 38 US Code 3679(e) the VA permits covered individuals, including spouse and dependent children, to attend or participate in these programs. For more information, contact Janett Hunter, Continuing Education Manager at [jhunter@qcc.cuny.edu](mailto:jhunter@qcc.cuny.edu) or 718-281-5206.

## 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 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 CUNY Center for Higher Education, 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 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
- admission, immigration counseling
- a "TOEFL" waiver for admission to Queensborough Community College for students who successfully complete and pass the TOEFL class
- scholarships for outstanding students with financial need

The non-intensive program consists of:

- a total of 44 hours a semester (4 hours a week for 11 weeks)
- weekend class on Saturday morning
- classes at the Flushing site only - convenient to public transit
- 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

## CUNY EXPLORERS

**Medical Arts Building, Room MC 34, 718-281-5312**

Under the Mayor's Equity and Excellence agenda, NYCDOE and CUNY have partnered to implement CUNY Explorers: the NYCDOE College Access for All - Middle School Initiative to ensure that every middle school student will be exposed to a college-going culture and will have the opportunity to visit a college campus. Queensborough hosts 105 seventh grade students per week with a 2.5 hour visit to campus including a tour, departmental visits, and college and career-ready workshops and hands-on S.T.E.M. activities.

## LIBERTY PARTNERSHIPS PROGRAM / PROJECT PRIZE

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

The Liberty Partnerships Program, Project PRIZE, funded by the New York State Education Department, links middle and high schools in the Queens community with the College. It identifies students in need of extra support services, and through various opportunities, increases their motivation to graduate, pursue post-secondary education and/or meaningful employment.

Project PRIZE offers Afterschool, Summer and Saturday programs. The Saturday and Summer programs are held at the College. Services provided include academic proficiency, regents test preparation, STEM, the arts, sports, mentoring, tutoring in all subjects, cultural enrichment, field trips. Students receive college and career preparation, that includes college tours, Career Day, SAT prep, and internships. The parental engagement component offers access to scheduled youth conferences, workshops for parents, and individual and family counseling.

## **THE KIDS & TEENS COLLEGE**

This tuition based program offers STEM and STEAM related academic enrichment and test prep classes that include TACH, SHSAT for middle school students, and SAT and ACT for the high school student. These classes are offered throughout the fall and spring semesters. The Teens College Summer Academy offers a full day STEMNICITY program with the mission of STEAM in all classes, including the Coding Academy, Journalism & the Art of Public Speaking, and Writing Essentials to name a few. These classes rotate to provide the returning student different opportunities. For more information call 718-281-5455.

## **PREPARATORY SKILLS: HSE & ESL PROGRAMS**

### **THE HIGH SCHOOL EQUIVALENCY PREP PROGRAM FOR ADULTS**

The High School Equivalency course (formally the GED) provides the students with the assistance they need to prepare for the TASC test. It includes both humanities and math with one teacher for each subject. This test will open doors to college and employment, as a gateway to their future success.

### **THE ENGLISH AS A SECOND LANGUAGE PROGRAM**

The program is designed for speakers of other languages who need to improve their English communication skills, with a focus on speaking, listening, reading and writing. We offer three levels, beginner, intermediate and advance, with the possibility of advancing from one level to another every semester. This is the ideal program for joining the college community or the workforce.

## **PROFESSIONAL DEVELOPMENT**

The Professional Development program offers myriad of courses from accounting to professional certifications that include teacher certifications, (Child Abuse & ID Reporting DASA, School Violence & Prevention) and Health and Allied Health Services certifications such as EMT, CNA, Patient Care Coordinator, Medical Billing Practice Management, to name a few. These are pathway courses that lead directly to employment, or become the pipeline to college.

# SPECIAL LEARNING OPPORTUNITIES

---

## Support and Enrichment Programs

*The services described below have been designed to give students additional academic, career, and financial support.*

### ACCELERATED STUDY IN ASSOCIATE PROGRAMS (ASAP)

**"W" Building, 718-631-6680, [ASAP@qcc.cuny.edu](mailto:ASAP@qcc.cuny.edu), [www.qcc.cuny.edu/ASAP](http://www.qcc.cuny.edu/ASAP)**

***Students must apply and be accepted into the ASAP Program.***

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 meet the ASAP Proficiency Index requirements
- 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) (students who are unable to complete financial aid applications may still join ASAP, however are not eligible for any tuition assistance)
- Enroll full-time in a Queensborough degree program (Pre-clinical nursing students are eligible to participate in ASAP until their admission into the Nursing program)

Some of the many benefits of the ASAP program include:

- Specialized tutoring, intensive academic advisement and career counseling
- Priority registration to help you get the classes you need to fit your schedule
- Special ASAP enrichment activities and events
- A yearly textbook allowance
- Free semester MetroCards
- For students in receipt of financial aid, the ASAP program pays for any gap in tuition and fees not covered by financial aid
- Assistance with summer and winter tuition and fees for those who qualify

### CENTER FOR TUTORING AND ACADEMIC SUPPORT (CTAS)

**Library Building, First Floor, Rooms L-113 and 115  
718-631-6660, [AskCTAS@qcc.cuny.edu](mailto:AskCTAS@qcc.cuny.edu)  
[www.qcc.cuny.edu/ctas/](http://www.qcc.cuny.edu/ctas/)**

Located on the first floor of the Schmeller Library Building, the Center for Tutoring and Academic Support provides tutoring for writing assignments across the curriculum as well as for all subjects except mathematics (see Math Learning Center). With its friendly staff of highly trained tutors, mentors, and other instructional support personnel, the CTAS provides QCC students with services designed to strengthen their academic skills and meet their personal learning goals.

Tutoring and support personnel receive professional development each semester in techniques including implementing learning style strategies, critical thinking skills, study skills, group dynamics, and the use of educational technology as both a teaching and learning tool. With their high degree of professionalism and competence, center support staff enable students to become more independent, self-regulated learners and expressive communicators.

Students can receive one-on-one and group tutoring in both face-to-face and online distance tutoring and may also use an online asynchronous paper exchange.

Center services include:

- Assist with understanding course specific content and concepts;
- Assist with drafting, organizing, and revising all writing assignments including research papers, reports, and journals for all classes across the curriculum;
- In-center class visits providing small group tutoring to an entire class focusing on a specific assignment;
- Live online course-specific and writing assistance available via Blackboard Collaborate Ultra;
- Online asynchronous writing tutoring via TigerWrite;
- Small group tutoring sessions including reading and grammar review sessions to strengthen students' comprehension and address sentence-level grammatical concerns.
- Small group tutoring sessions and workshops fostering academic and personal development including English language communication;
- Providing access to learning tools including biology models, microscopes and slides as well as computers;
- Course-specific exam and topic review sessions.

Instructors may refer students to the Center for Academic Support and Tutoring or students may stop by on their own. Tutoring sessions are available by appointment (either one-time or recurring), on a walk-in basis and in a face-to-face online environment. The center is open Monday through Saturday, including four evenings a week. Call for specific information. All CTAS services are available at no additional cost to QCC students.

## THE COLLEGE DISCOVERY PROGRAM

**Science Building, Room 124, 718-631-6210,**

**CollegeDiscovery@qcc.cuny.edu**

**www.qcc.cuny.edu/collegediscovery**

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 complete a summer experience prior to their fall admission, and to satisfy the University's criteria in reading, writing, and mathematics.

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

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 as well as E.O.P. at the State University of New York (SUNY) senior colleges. They can also qualify for similar programs at other colleges within New York State.

## CUNY EDGE (EDUCATE-DEVELOP-GRADUATE-EMPOWER)

**Library, Room 440, 781-281-5174**

CUNY EDGE (formerly known as the COPE program) envisions a world in which all people have access to the educational opportunities and support they need to realize academic success, a sustainable career, and a brighter future. We commit to contributing to this vision.

CUNY EDGE is a partnership between the NYC Human Resources Administration (HRA) and CUNY. The CUNY EDGE mission is to help CUNY students who are receiving cash assistance achieve academic excellence, graduate on time, and find employment.

The CUNY EDGE Program achieves these goals through our core activities consisting of:

- Ongoing academic, personal, and career planning advisement;
- Presents a comprehensive personal and professional development seminar series to assist students with study skills-building, problem-solving, career development, and self-advocacy
- Provides career readiness services;

- Connects students to internship, HRA work study and job resources;
- Promotes a culture of academic excellence by referring to tutoring services and limited tuition support for intersession: winter and summer classes;
- Collaborates more closely with campus offices and programs including ASAP, Academic Advising, Career Services, Financial Services, HRA Work Study sites, and Single Stop to get students the help they need;
- Helps students remain compliant with all HRA rules and regulations.

## CUNY LANGUAGE IMMERSION PROGRAM (CLIP)

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

**www.qcc.cuny.edu/clip**

CLIP is a full-time, low-cost English-as-a-second-language (ESL) program (25 hours a week) for students whose proficiency in English is too low for placement into either college level ESL courses or regular English courses at the College and whose English language skills are not developed enough to allow them to take college courses successfully. The purpose in attending CLIP, therefore, is to bring ESL students' language proficiency up to the level needed for successfully completing college courses.

In contrast to traditional ESL instruction, in CLIP, English is taught through a sustained content-based approach revolving around an academic theme (e.g., How literature of a given time period reflects issues from women's history or separating fact from fiction in memoir writing.) Themes are based on college subjects, such as science, history or literature. Students develop their English skills through an exploration of one of these academic themes. In this way, students not only get an intensive exposure to academic English but also develop their critical thinking skills, which are necessary for successful college study. In addition, students are provided with 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 CUNY campus
- 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

Generally, students remain in the program for a maximum of one year or three semesters.

### ACADEMIC COMPUTING CENTER (ACC)

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

The Academic Computing Center (ACC) provides instructional technology support to faculty and staff, offers several large scale computing labs and hosts the college's second data center, which provides web services to the campus community. The ACC offers technical consulting with equipment specification, purchasing assistance, related support, as well as, offers podia training workshops for faculty and staff. Within the Center, two multimedia classrooms support college workshops and provide venues for faculty to incorporate various educational technologies into their classes. Moreover, the department features two centrally located, student computer labs with Windows and MacOS computers, broadband internet access, industry standard software applications, and web-based printing. The Department of Media Services, under the auspices of the ACC, provides audio-visual equipment setup and support for campus special events and various classroom presentations.

The ACC supports several instructional computer labs throughout the campus community and oversees the installation and operation of 140 instructional podia throughout the campus. These podia systems provide a computer, Blu-Ray or VHS/DVD player, projector, integrated audio, and a touch panel control system. For more information please visit our web page at [www.qcc.cuny.edu/acc/](http://www.qcc.cuny.edu/acc/) and for any assistance, please contact us at [ACCsupport@qcc.cuny.edu](mailto:ACCsupport@qcc.cuny.edu).

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

**Science Building, Room 124, 718-631-6036**

[www.qcc.cuny.edu/cstep](http://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 provides many services which help students achieve their academic and professional goals.

#### PURPOSE

For more than 30 consecutive years Queensborough Community College has been awarded the CSTEP grant. Now led by a former QCC/CSTEP student, we are a dedicated team eager to help improve our students' lives. Our mission is to offer quality services, effective delivery of valuable information and resources to meet our students' needs and ensure their success. We provide customized academic and career advisement which plays a vital role in a student's ability to adapt and succeed in the college journey. The CSTEP staff strongly encourages every student to participate in research and/or an internship to gain the knowledge and skills needed while fulfilling a program requirement

#### 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 STEM-related sites and conferences
- Tutoring
- Transfer and career orientations
- Textbooks for their courses)
- Metrocards
- Biology models
- Scientific calculators
- Lab coats
- Stipend (monetary compensation)

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

**Science Building, Room 124, 718-281-5610,**

[a legitime@qcc.cuny.edu](mailto:a legitime@qcc.cuny.edu) , [www.btechnyc.org/](http://www.btechnyc.org/)

BTECH is a 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 have the opportunity to earn their high school diploma and an A.A.S. degree in either Computer Information Systems or Internet and Information Technology. Students build professional skills through the program's work-based learning initiative, and may have the opportunity to participate in internships in their perspective fields. The school is located at 230-17 Hillside Avenue in Queens Village.

For additional information and to contact the school, please reference the website above. To speak to the Queensborough Program Director, please reference the phone number and email address above.

### SERVICES FOR STUDENTS WITH DISABILITIES [www.qcc.cuny.edu/ssd/](http://www.qcc.cuny.edu/ssd/)

*The SSD Office is located in the Science Building, Room 132, 718-631-6257, SSD@qcc.cuny.edu*

*The SSD Lab is located in the Library Building, Room 116, 718-281-5771, SSDLab@qcc.cuny.edu*

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

### HIGH-IMPACT PRACTICES

Students have the opportunity to participate in a variety of High-Impact Practices, 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 Practices formally offered at Queensborough include Academic Service-Learning, Collaborative Assignments and Projects, Common Intellectual Experiences, Global and Diversity Learning, Undergraduate Research, and Writing Intensive classes.

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

**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 2020-2021 Common Read text is *They Called Us Enemy* by George Takei.

**Global and Diversity Learning (GDL)** Students learn about global issues and multiple perspectives of viewing the interdependent world. The program includes Intercultural Learning, Global Citizenship, Human Rights, and Sustainable Development. Queensborough’s cultural resources provide opportunities for students to interact with the Kupferberg Holocaust Center and the QCC Art Gallery. The College also sponsors a study abroad seminar in Salzburg, Austria each year.

**Undergraduate Research (UR)** 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.

**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 Center for Tutoring and Academic Support (CTAS). Two writing-intensive courses are required to graduate.

For contact information, please visit the High Impact Practices web page at [www.qcc.cuny.edu/CETL/high-impact-practices.html](http://www.qcc.cuny.edu/CETL/high-impact-practices.html)

For additional details, please contact The Center for Excellence in Teaching and Learning (L-314) at [cetl@qcc.cuny.edu](mailto:cetl@qcc.cuny.edu).

### INTERNSHIPS

*Library Building, Room 429 and 430, 718-631-6297, careerservices@qcc.cuny.edu*  
[www.qcc.cuny.edu/careerservices](http://www.qcc.cuny.edu/careerservices)

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, contact [careerservices@qcc.cuny.edu](mailto:careerservices@qcc.cuny.edu) 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, and Office Administration and Technology), Chemistry, Engineering Technology, Medical Office Assistant; Journalism, Mathematics and Computer Science, Mathematics teaching, 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 their field of study. Please contact the appropriate Academic Department for more information.

### 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. Please contact the appropriate Academic Department for more information.

### 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, winter, spring 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 CUNY's Spring Recess. Students who wish to take study abroad courses offered by CUNY or apply for the Global Citizenship Alliance 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://cunyba.cuny.edu>



### Pre-College Study

#### CUNY START/MATH START/SUMMER READING & WRITING START

*Y-2 Building, Room 13, 718-281-5368*

**CUNY Start** offers low-cost intensive programs that provide academic instruction in English (reading/writing), math, and college success. The program enrolls 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 initial placement results.

Students attend classes 12 to 25 hours a week, pay only \$35.00 to \$75.00 for the semester, and have two opportunities in the semester to demonstrate proficiency, all of which minimizes students' time in remedial classes and saves financial aid dollars for credit courses. All students in CUNY Start work with a dedicated adviser who helps students align academic planning with their career goals.

Part-time Mathematics and Reading/Writing courses are also offered. Students attend classes 12 hours a week.

**Math Start** is a 6 to 8 week summer course designed for students who need to improve their math skills, based on their initial placement in the college, before they begin to earn college math credits. Students who successfully complete Math Start are eligible for entry into college-level credited math courses. In Math Start's interactive, supportive learning environment, student understanding is maximized through in-depth study of core math concepts. Students attend class for 20 to 25 hours per week and pay only \$35 for the summer. All students in Math Start work with a dedicated adviser who helps students align academic planning with their career goals. Students attend a weekly College Success Seminar led by the adviser.

**Summer Reading & Writing Start** is a 6 to 8 week summer course designed for students who need to improve their reading and writing skills, based on their initial placement in the college, before beginning credit courses. Students who successfully complete the Summer Reading & Writing Start course will satisfy the Reading and Writing (English) prerequisites for many college-level courses. Through an interdisciplinary examination of college-level texts, students build key reading and writing skills, including argumentative and analytical writing. Students attend class for 20 to 25 hours per week and pay only \$35 for the summer. All students in Reading & Writing Start work with a dedicated adviser who helps students align academic planning with their career goals. Students attend a weekly College Success Seminar led by the adviser.

#### CUNY START COURSE DESCRIPTIONS

**College Math** Building on high school and GED-level math skills, CUNY Start 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 English (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 full semester of CUNY Start. Past students have shown significant skill gains.

#### COLLEGE NOW

*Library Building, Room 221, 718-631-6605*

College Now is an educational program that offers high school students the opportunity to take CUNY college courses at Queensborough Community College. Based on their Regents and SAT exam scores, students will be informed of their eligibility for various College Now courses by their high school. Beginning in their freshman year, high school students are eligible to participate in college and career seminars. Starting in their junior year, eligible students may participate in non-credit skills courses and college credit courses. Classes are offered at their high schools before and after the school day and at the college campus on Saturdays. These courses are offered tuition free to students. Students who are initially required to take non-credit skills courses will have the opportunity to progress to credit-bearing classes. Students taking College Now courses are eligible to receive ID cards and use campus facilities. All classes taken through the College Now program will be documented on an official transcript on file at Queensborough Community College and the City University of New York.

#### HIGH SCHOOL INTERVENTION (formerly College Focus)

*Library Building, Room 221, 718-631-6605*

Academic intervention for students helps high school seniors avoid remedial course-work upon enrollment in college. Seniors can qualify to enroll in core college credit courses through these interventions. ELL students enroll in an ELA developmental course as listed in our catalog and progress to a credit course. The math intervention builds their academic skills and prepares them to become proficient through NYS Regents Examinations or the SAT.

# 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 **Non-degree** students.

A **Degree Student** is defined as one who (a) holds a high school diploma<sup>1</sup> or a recognized equivalent (GED/HSE/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/HSE/TASC/Hi SET recipients, a high school equivalency diploma (GED/HSE/TASC/Hi SET) with the score sheet attached is also acceptable.**

A **Non-degree Student** is defined as one who has registered for individual courses but has not yet enrolled in a specific curriculum. Non-degree students must also meet the same academic standing 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 non-degree student. See Non-degree 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).**

**NON-DEGREE STATUS - A non-degree student is not enrolled in a specific degree or certificate program. Non-degree 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 non-degree 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 **Non-degree 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. All freshmen candidates pay a \$65 fee at the time of application.

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 GED/HSE/TASC/Hi SET, 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/HSE/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\*). 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.

### FOR EARLY ADMISSION Recommended Admissions Deadlines

Applicant Type	Fall	Spring
Freshman	February 1	September 15
Transfer (Advanced Standing)	February 1	September 15
Non-degree	June 1	December 17
Readmission (Students In Good Standing)	June 1	December 17

**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.**

\* 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.

## 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, students must complete a *Request to Defer Enrollment* form with the Office of Admissions by the first day of the start of the semester for the term a student is initially admitted for. During the deferred period, students cannot take any college credit-bearing courses. Enrollment in any college credit-bearing courses during the deferred period, regardless of whether or not the course(s) is completed, will nullify the deferment and students will have to reapply for admission. Financial Aid offers cannot be deferred and you may be required to complete new financial aid applications. Please be sure to contact Financial Aid for additional information. All students who receive approval for deferral will receive confirmation via email.

### HOW TO APPLY AS A DEGREE STUDENT

Candidates for admission as Freshman or Transfer are urged to begin the admissions process online at [www.qcc.cuny.edu](http://www.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 350145

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.
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 attending non-degree-granting institutions (such as schools of nursing, business institutes, etc.) will be considered for admission if they hold a high school, GED, HSE, TASC or HI SET diploma.
5. 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.)
6. 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 course syllabi or descriptions must be submitted for college-level work taken abroad. Only grades of 'C' or better (or their equivalent) are accepted.
7. Credit for courses accepted for transfer may be found on a student's CUNYfirst account.
8. 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.
9. Transfer students must also meet CUNY requirements for proficiency in math and English (see Placement and Testing).
10. 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>

**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.

## 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 the Joint Services Transcript (JST), veterans will be waived from health and physical education degree requirements. 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.

**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 are asked to indicate on their applications the program they wish to enroll in at Queensborough Community College. The Queensborough (QCC) program abbreviations 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
Dual/Joint A.S./B.S. Accounting for Forensic Accounting/ <sup>1</sup> Fraud Examination and Financial Forensics	AF-AS
Dual/Joint A.S./B.S. Biotechnology <sup>2</sup>	BY-AS
Dual/Joint A.S./B.A. Criminal Justice <sup>1</sup>	CJ-AS
Dual/Joint A.A./B.A. Liberal Arts and Sciences/ Childhood Education (Grades 1-6) <sup>3</sup>	LE-AA
Dual/Joint A.A.S./B.S. Nursing <sup>4</sup>	NS-AAS
Dual/Joint A.S./B.S. Chemistry/Pharmaceutical Sciences <sup>2</sup>	CHY-AS
Dual/Joint A.S./B.S. Computer Science and Information Security <sup>1</sup>	CSS-AS
Dual/Joint A.S./B.S. Science for Forensics <sup>1</sup> /Forensic Science	SF-AS

### ASSOCIATE IN ARTS (A.A.)

Liberal Arts and Sciences	LA-AA
---------------------------	-------

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

	QCC Program Abbreviation
<b>Art (Concentrations: Art, Art History)</b>	ART-AS
<b>Biology</b>	BIO-AS
<b>Business Administration</b>	BT-AS
<b>Dance</b>	DAN-AS
<b>Digital Art and Design</b>	DA-AS
<b>Engineering Science</b>	PE-AS
<b>Environmental Science</b>	ES-AS
<b>Film and Media Production</b>	FLMP-AS
<b>Gallery and Museum Studies</b>	AM-AS
<b>Health Sciences</b>	HS-AS
<b>Liberal Arts and Sciences (Mathematics and Science)</b>	LS-AS
<b>Music</b>	MUS-AS
<b>Psychology</b>	PSYC-AS
<b>Public Health</b>	PBH-AS
<b>Theatre (Concentrations: Acting, Technical Theatre)</b>	THE-AS

## 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
<b>Accounting</b>	BA-AAS
<b>Architectural Technology</b>	ARC-AAS
<b>Computer Engineering Technology</b>	CT-AAS
<b>Computer Information Systems</b>	DP-AAS
<b>Electronic Engineering Technology</b>	ET-AAS
<b>Internet and Information Technology</b>	EM-AAS
<b>Management</b>	BM-AAS
<b>Mechanical Engineering Technology</b>	MT-AAS
<b>Massage Therapy</b>	TM-AAS
<b>Medical Assistant</b>	MA-AAS
<b>Music Production</b>	ME-AAS
<b>Nursing (pre-Clinical)</b>	NP-AAS
<b>Office Administration and Technology</b>	BS-AAS
<b>Telecommunications Technology</b>	TC-AAS

<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.

## 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.

	<b>QCC Program Abbreviation</b>
<b>Computer Information Systems</b>	BD-CERT
<b>Health Care Office Administration: Managing, Coding &amp; Billing</b>	BH-CERT
<b>Medical Office Assistant</b>	MO-CERT
<b>Internet and Information Technology</b>	EN-CERT
<b>Office Administration Assistant (Options: Corporate, Legal, Accounting, Health Care)</b>	BW-CERT

### THE FACULTY COMMITTEE ON ADMISSIONS

The Faculty Committee on Admissions is composed of members of the instructional staff and two non-voting members. This Committee:

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

## Non-degree Students

Students may attend Queensborough Community College as non-degree students. The non-degree 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.
- Non-degree students pay a slightly higher rate of tuition and are not eligible for financial aid.

These students may file an application online at [www.qcc.cuny.edu/admissions/](http://www.qcc.cuny.edu/admissions/), and are encouraged to apply as early as possible. All non-degree candidates pay a \$65 fee at the time of application.

Please note that certain courses require satisfactory completion of developmental coursework in English and mathematics before registration will be permitted. Non-degree students must satisfy all course prerequisites.

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

**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 **Non-Degree Student** and following the steps outlined below. Students wishing to participate in the 24 Credit GED program must complete all remedial courses where required. See Placement and Testing section for details. 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 career and technical education and/or foreign languages.
- Six credits in English language arts including writing, speaking and reading (literature)
- Three credits in humanities
- Three credits in mathematics
- Three credits in natural science
- Three credits in social science

1. 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.
2. 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 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 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 NON-DEGREE STUDENTS

Non-degree 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, non-degree 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.

**NOTE: The Director of Admissions, the Vice President of Student Affairs and/or equivalent reserves the right to change a student's status from non-degree to degree at their discretion.**

## 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 and 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 non-degree status, and having no prior financial balance who have not attended the College for one or more semesters must apply for readmission 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.

## READMISSION FOLLOWING DISMISSAL

Students who have been academically dismissed from the College, whether in a degree or non-degree 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.** 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.

## ACADEMIC FRESH START

Academic Fresh Start is a plan of academic forgiveness that allows Queensborough Community College (QCC) students who have experienced academic difficulty to make a clean start upon returning to college to earn their degree after an extended absence.

### PURPOSE

The Academic Fresh Start policy is designed to assist those students who have had a minimum 4-year separation from QCC and who demonstrate a greater level of academic maturity as a result of that separation. Students who did not realize their full academic potential during their first attempt at the college experience are being given a second chance to meet their educational goals without penalty. Through Academic Fresh Start, failed courses will not be calculated in the new GPA computation and will not apply toward the fulfillment of any college requirements. While all courses remain part of the student's academic record and will appear on their college transcript, failed courses will be marked as 'excluded' and only passed courses will be calculated in the new Academic Fresh Start GPA computation.

### STUDENT ELIGIBILITY REQUIREMENTS

- Must have been a student at QCC.
- Must not have attended any post-secondary institutions for a minimum of **four (4) years**.
- Must have a cumulative Grade Point Average (GPA) below a 2.0 and otherwise not eligible to graduate.
- Must meet graduation feasibility after a review of earned credits and GPA recalculation.
- Must apply for readmission as a matriculating student.
- Must submit a personal statement which includes:
  1. explanation of prior performance,
  2. summary of activities since last attended,
  3. indication of career objectives and a current plan to achieve academic success.
- Must meet with an academic advisor to develop an approved academic plan.
- Must sign an Academic Fresh Start contract.

### TERMS OF THE ACADEMIC FRESH START

1. Once the above requirements are met, the Academic Fresh Start may be approved. An Academic Fresh Start will be granted only once.
2. Eligible students will be readmitted on Academic Probation.
3. All academic coursework will remain on the academic record and appear on the academic transcript; however, courses taken and previously failed will be excluded from the calculation of the GPA. Courses with C- and D grades will also be excluded from the calculation when a grade of C or better is required in the current major.
  - Retained grades will be calculated in the Academic Fresh Start GPA.
  - Courses with excluded C-, D or F grades must be repeated when they are required for the student's current program of study.

- The student is required to meet the QCC 30 credit residency requirement to graduate.
  - The application of retained credit toward degree requirements will be based on the requirements currently in effect at the time of the academic fresh start approval.
  - Previously satisfied proficiency requirements will not be forfeited.
4. Current proficiency requirements in writing and math must be met if not satisfied at the time of previous enrollment.
  5. Academic Fresh Start will be applied to the student record after the withdrawal period has ended.
  6. The academic transcript will note that an Academic Fresh Start was granted and the date of the Academic Fresh Start.

**NOTE: Admission or readmission into certain programs of study (e.g. Nursing, Massage Therapy) is not guaranteed under this policy, regardless of the student's prior status in that program.**

### MINIMUM CRITERIA

1. The Academic Fresh Start policy allows eligible students to resume study without being penalized for past unsatisfactory scholarship and signals the initiation of a new GPA to be used for determining academic standing.
2. Formerly enrolled QCC students who have not attended any college or university for a minimum of four (4) years and would not otherwise be eligible to graduate from QCC, may be eligible for readmission under the Academic Fresh Start policy.
3. Students can attend full time or part time.
4. Students must fulfill all degree requirements in effect at the time of readmission.
5. Students who have been readmitted under Academic Fresh Start may not subsequently petition for any retroactive change to their academic records.
6. Students granted an Academic Fresh Start must maintain a minimum overall 2.0 GPA; those who fall below the required minimum are subject to the conditions of academic probation and dismissal that govern all students.
7. Dismissal while on Academic Fresh Start is final and cannot be appealed.
8. Academic Fresh Start students will be coded as Academic Fresh Start in CUNYFirst, QCC's system of record.

**NOTE: This policy is independent of financial aid regulations. All coursework will still count in the Financial Aid Satisfactory Academic Progress (SAP) calculation. Financial aid requirements at the time of application will apply; therefore, students are urged to speak with a Financial Aid representative.**

**For information about eligibility and applying to the program, please contact the Office of the Registrar, located in room 104 of the Administration Building. They can be reached at 718-631-6212 or Registrar@qcc.cuny.edu.**



## The Next Step to Registration

### PLACEMENT FOR ENTERING STUDENTS

All entering students will be assessed for their readiness to attempt college-level work in English and mathematics. Details on that process are given in **Placement and Testing**.

### 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 must 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 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 Office of Military and Veterans Affairs. All students under this category are encouraged to apply for their benefits online at [www.vets.gov](http://www.vets.gov) as soon as possible via the "Application for VA Educational Benefits" (VA form 22-1990). We encourage you to stop by the Office of Military and Veterans Affairs on campus for assistance with this process. **All NEW VA benefit students are required to meet with a Veterans Adviser before they can be certified at Queensborough.**

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 <https://benefits.va.gov/gibill>.

Students must notify the certifying official in the Office of Military and Veterans Affairs of all changes in their credit load in order to ensure their benefit eligibility. Students may contact the Office of Military and Veterans Affairs 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 28.

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

# PLACEMENT AND TESTING

Office of Testing: Administration Building, Room 206 • 718-631-6358 • E-mail: 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 placement and testing procedures for incoming students.

## Proficiency in Math and English

Students usually cannot begin a full program of college-level work until they have achieved proficiency in English and Math. Students can demonstrate proficiency when applying to Queensborough Community College by the following means:

### ENGLISH

Students may meet the proficiency requirement in English by documenting any one of the following:

- New York State High School English Language Arts Regents score of 75 or higher
- SAT I Verbal score of 480 or higher or SAT Critical Reading score of 480 or higher or SAT Evidence-Based Reading and Writing (EBRW) section score of 480 or higher
- ACT English score of 20 or higher

### MATHEMATICS

Students may meet the proficiency requirement in mathematics by documenting any one of the following:

- NY State Regents Exam Scores:
  - Common Core Regents: Score of 70 or higher in Algebra I or a score of 70 or higher in Geometry or a score of 65 or higher in Algebra 2.
  - Score of 80 or higher in Integrated Algebra or Geometry or Algebra 2/Trigonometry AND successful completion of the Algebra 2/Trigonometry or higher-level course.
  - Score of 75 or higher in one of the following:
    - Math A or Math B
    - Sequential II or Sequential III
- SAT Math score of 500 or higher
- SAT Math Section (exam date March 2016 and thereafter), score of 530 or higher
- ACT Math score of 21 or higher

Students who meet the above requirements for English or Math are **exempt** from developmental work in that subject. Students who do not achieve those requirements for English or Mathematics at the time of admission to the college will be given a numerical **Proficiency Index** for English and/or Mathematics that is based on their prior academic work and high school test scores (High School GPA, Regents exam scores, SAT scores). For students with a High School Equivalency credential, a Proficiency Index will be calculated from the subject area scores. For both English and Math, the Proficiency Index scores fall into three possible ranges:

English Proficiency Score Range	English Developmental Need
65 or above	Proficient in English (no developmental need)
50 to 64	Light Developmental Need in English
49 or less	Deep Developmental Need in English

---

Math Proficiency Score Range	Math Developmental Need
60 or above	Proficient in Mathematics (no developmental need)
40 to 59	Light Developmental Need in Mathematics
39 or less	Deep Developmental Need in Mathematics

Students who have a Proficiency Index of 65 or higher in English or 60 or higher in Math are proficient in those subjects and do not have to complete any developmental work before taking college level English or math courses.

Students with Proficiency Scores below 65 in English or 60 in Mathematics will have to complete developmental work prior to or while taking college level English or Mathematics courses. The score ranges above describe the extent of developmental need, either light or deep need in each subject. Information on the currently available options for developmental work are given below in detail, including recommendations for students with deep needs and light needs.

In some limited cases, such as for students with out-of-state or foreign transcripts, a proficiency index may not be available. In those cases, students will be assessed for college-readiness during the admission process.

### PROFICIENCY FOR ESL STUDENTS

English as a Second Language (ESL) students will be evaluated for English Proficiency in one of the following ways:

- ESL students who do not have a New York State English Regents score will not be given an English proficiency index. Students will be required to take the CUNY ESL Placement Assessment to determine English proficiency and appropriate course placement.
- ESL students who have a New York State English Regents score below 75 will have an English Proficiency Index calculated. Students who do not meet the English Proficiency Index benchmark score (65) will be required to take the CUNY ESL Placement Assessment to determine appropriate course placement.

ESL students who do not meet the benchmark scores in math will be assessed via the Proficiency Index in math, as described above.

## Satisfying Developmental Need in English and Math

The college offers students a variety of ways to satisfy their developmental needs in English (including ESL) or Math and become proficient. Each of the options is explained in detail in this section. Students should meet with their adviser for guidance on choosing options that best fit their situation and to register for these courses, workshops, and programs.

### UNIVERSITY SKILLS IMMERSION PROGRAM (USIP)

The USIP program offers free 2 to 3-week intensive workshops in Math and English in the Winter and Summer sessions. The workshops are open to continuing and new students. Students starting at QCC for the first time in the Fall term may take a workshop in the Summer term before. Those starting in the Spring term may take a workshop in the Winter term before. The table below lists information about the workshops:

ENGLISH USIP WORKSHOPS				
Workshop	Hours	Weeks	Proficiency Score Limit	New or Continuing Students
BE-29	45 hours	4 weeks	64 or less	Continuing Students Only
BE-30	36 hours	2 weeks	50 to 64	New Students Only

MATH USIP WORKSHOPS				
Workshop	Hours	Weeks	Proficiency Score Limit	New or Continuing Students
MA-10WS	32 hours	2 weeks	40 to 59	Both
MA-10PLS	46 hours	3 weeks	39 or less	Both
MA-10ET	46 hours	3 weeks	40 to 59	New Students <i>Must be registered for MA-114 in next term</i>

### CUNY START/MATH START

CUNY Start and Math Start are low-cost intensive developmental programs that provide academic instruction in English, math, and college success skills. Students attend program classes 12 to 25 hours per week for a full semester with the goal of becoming proficient in Math and/or English at the end of the term. Students are not permitted to take any other developmental or credit coursework during that term. The program accepts students with ESL needs, although students with deep ESL needs will be directed to CLIP (see below). A number of program options are offered:

#### CUNY START

##### FULL-TIME MATH AND ENGLISH PROGRAM:

- For students with developmental need in both English and Mathematics
- Offered in the Fall and Spring Semesters only
- 25 hours of English and Math instruction per week
- Weekly College Success seminar
- Cost: \$75

#### CUNY START

##### PART-TIME MATH PROGRAM:

- For students with developmental need in Mathematics
- Offered in the Fall and Spring terms
- 12 hours of Math instruction per week in Fall and Spring
- Weekly College Success seminar
- Cost: \$75

#### CUNY START

##### PART-TIME ENGLISH PROGRAM:

- For students with developmental need in English
- Offered in the Fall and Spring terms
- 12 hours of English instruction per week
- Weekly College Success seminar
- Cost: \$75

#### MATH START PROGRAM:

- For students with developmental need in Mathematics
- Offered in the Summer session
- 20-25 hours of Math instruction per week
- Weekly College Success seminar
- Cost: \$35

#### SUMMER ENGLISH START PROGRAM:

- For students with developmental need in English
- Offered in the Summer session
- 20-25 hours of English instruction per week
- Weekly College Success seminar
- Cost: \$35

The CUNY Start and Math Start programs are open to all students who have developmental need and are especially recommended for students who have a deep developmental need in at least one of those subjects.

For more information, please visit the CUNY Start Office in the Y Building, Room 13 or call 718-281-5368. Information is also available at [www.qcc.cuny.edu/cunystart/](http://www.qcc.cuny.edu/cunystart/).

## ACCELERATED LEARNING PROGRAM

The Accelerated Learning Program (ALP) allows developmental students to take a college-level course in English or mathematics along with a second developmental course designed to help students succeed in the college-level work. Students enroll in a linked pair of courses in the same term, one college-level English or math course and a corresponding ALP developmental course. Both courses in the pair are usually taught by the same instructor. The Accelerated Learning Program is intended for students with light need, although some ALP courses are available for students with a deep need. Students may enroll in other college-level courses while taking ALP courses. The college-level and developmental linked course pairs are listed below.

### College-Level Course

ENGL-101 English Composition I 3 Credit Hours

### Linked Developmental Course

BE-102 Developing Competence in Reading, Writing and Study Skills  
4 Equated Hours

### College-Level Course

MA-114 College Algebra and Trigonometry for Technical Students  
4 Credit Hours

### Linked Developmental Course

MA-114ALP College Algebra and Trigonometry  
for Technical Students 3 Equated Hours

### College-Level Course

MA-119 College Algebra 3 Credit Hours

### Linked Developmental Course

MA-10ALP Elementary Algebra 2 Equated Hours

### College-Level Course

MA-301 Mathematics for the Liberal Arts 3 Credit Hours

### Linked Developmental Course

MA-301ALP Corequisite Support for Mathematics  
for the Liberal Arts 2 Equated Hours

### College-Level Course

MA-321 Mathematics in Contemporary Society 3 Credit Hours

### Linked Developmental Course

MA-321ALP Mathematics in Contemporary Society 2 Equated Hours

## GRADING IN ALP

A P/R grade will be issued in the developmental course and a letter grade will be issued in the college course. Students who pass both courses have satisfied both their developmental need and the Pathways Common Core requirement in English or Math. Students who pass the developmental course but fail the college-level course have satisfied their developmental requirement but not the Pathways Common Core requirement. They will have to repeat the college-level course, but not the developmental course. Students must withdraw from the courses as a pair.

## TUITION FOR ALP

Tuition is charged for both courses based on the credit hours for the college-level course and the equated hours for the developmental course. Qualified students may receive financial aid support for both courses.

## CUNY LANGUAGE IMMERSION PROGRAM

The CUNY Language Immersion Program (CLIP) is a low-cost immersive program that teaches English reading, writing, listening, and speaking skills to those for whom English is a second language. The program is intended to prepare students for college-level coursework taught in English. CLIP students engage in 25 hours of instruction per week. Students may enroll in the program for up to three semesters. CLIP courses are offered in the daytime and evening, Monday through Friday. The cost to New York residents is \$180 per Fall and Spring term and \$75 in the Summer term. Students may not take any other college-level or developmental courses while enrolled in CLIP. Students who complete CLIP may enroll in developmental courses or college-level courses, depending on their English skills at the end of the program.

For more information, please visit the CLIP Office in the Y Building, Room 2 or call 718-281-5460. Information is also available at [www.qcc.cuny.edu/clip/index.html](http://www.qcc.cuny.edu/clip/index.html).

## ENGL-90 - INTEGRATED READING AND WRITING FOR ADVANCED ESL STUDENTS

This course is offered to English language learners based on the results of the CUNY ESL Placement Assessment and departmental evaluation. This thematically oriented course links the concurrent development of reading and writing skills, with a special focus on the use of critical thinking to both analyze a range of texts and produce organized reading responses via well-developed summaries and essays across multiple genres and audiences.

ENGL-90 is intended for ESL students who are able to succeed in college-level courses but need additional help with English. Students with deeper ESL needs should consider CLIP instead. The course is 6 equated credits and graded on a P/R basis. Qualified students may receive financial aid for this course. Students may enroll in other college-level and developmental courses at the same time as ENGL-90.

For more information, visit the Department of English in the Humanities Building, Rooms H-428 and H-324 or contact them at 718-631-6302. Information is also available on their website: [www.qcc.cuny.edu/english/index.html](http://www.qcc.cuny.edu/english/index.html).

## Placement For Non-CUNY Transfer Students

There are three ways for non-CUNY transfer students to show proficiency in English and mathematics and be exempted from developmental work.

### 1. TRANSFER OF COLLEGE CREDIT

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 English 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.

## 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 completing developmental mathematics and English.

## 3. SAT/ACT/NYS REGENTS EXAMS

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

For additional information about exemptions, please visit [www.cuny.edu/testing](http://www.cuny.edu/testing).

## Placement for CUNY Transfer Students

Students transferring to Queensborough from another CUNY institution must meet the same proficiency requirements in mathematics and English as all other students. If exemption or proficiency was not earned at the prior institution, students may choose any of the above options. For additional guidance, contact the Testing Office at 718-631-6358 or e-mail the Office at: [Testing@qcc.cuny.edu](mailto:Testing@qcc.cuny.edu).

## Placement in English and Math for New Exempt and Proficient Students

New degree-seeking students who are exempt or proficient in Math or English will take entry-level college courses in those subjects, preferably in their first year. Developmental students may be permitted to take entry-level college coursework along with a developmental course as part of the Accelerated Learning Program (ALP), see above. Students who started in developmental math or English and have since earned proficiency will also take entry-level college course work, if not already completed as part of the ALP program.

### ENGLISH

The first course in college-level English for students who are exempt or proficient in English is ENGL-101 (English Composition I). Students with developmental need take ENGL-101 after earning proficiency or along with BE-102 as part of the Accelerated Learning Program (see below).

### MATHEMATICS

There are four choices of entry-level college mathematics available to students. Students should choose the course that is required or best suited for their degree (see the requirements for each degree in Programs of Study later in the catalog and consult with your adviser.) Each of the four entry-level college math courses is intended for students in different majors or with different career aspirations.

#### MA-119 COLLEGE ALGEBRA

This course is intended for students who are pursuing degrees in STEM (Science, Technology, Engineering, and Mathematics) fields. That includes students who will eventually seek admission to professional graduate programs, such as Medical, Dental, Veterinary, and Pharmacy School. Nursing and some programs in the social sciences (e.g. Childhood Education and Criminal Justice) also require completion of this course. Students pursuing degree programs that do not require MA-119 or MA-114 are recommended to take MA-321 or MA-301 instead.

#### MA-114 COLLEGE ALGEBRA AND TRIGONOMETRY FOR TECHNICAL STUDENTS

This course is intended for students in Engineering Technology degree programs. This course is also an option for some Business degree programs (check degree requirements). Students pursuing the Engineering Science degree program should take MA-119 instead. Students pursuing degree programs that do not require MA-119 or MA-114 are recommended to take MA-321 or MA-301 instead.

#### MA-321 MATHEMATICS IN CONTEMPORARY SOCIETY

This course is intended for students pursuing non-STEM degree programs. Some of those degree programs require MA-321, while others allow students to take any of these four courses.

#### MA-301 MATHEMATICS FOR THE LIBERAL ARTS

This course is also intended for students pursuing non-STEM degree programs. The Medical Assistant degree program requires MA-301.

### ADVANCED MATH PLACEMENT

Based on their high school record and Regent's Exam scores, students may be eligible to place one or two levels above entry-level college mathematics. The placement guidelines are as follows:

#### FOR PLACEMENT ONE LEVEL HIGHER THAN ENTRY-LEVEL MATHEMATICS:

A student is eligible to enroll in into MA-440 (Pre-Calculus Mathematics), MA-128 (Calculus for Technical and Business Students), MA-336 (Statistics), or MA-303 (Number Systems) if one of the following conditions is met:

1. High school mathematics GPA of at least 85 and successful completion of at least Algebra 2
2. New York State Regents Trigonometry Score of at least 70
3. New York State Regents Common Core Algebra 2 Score of at least 70

## FOR PLACEMENT IN CALCULUS I (two levels higher than entry-level mathematics):

A student is eligible to enroll in MA-441 Analytic Geometry and Calculus I if one of the following conditions is met:

1. High school mathematics GPA of at least 94 and successful completion of a course beyond Algebra 2
2. New York State Regents Trigonometry Score of at least 85
3. New York State Regents Common Core Algebra 2 Score of at least 80

## Other Placement Screening for Entering Students

### SPEECH PLACEMENT

Speech evaluation may be required of students entering some programs in the Health Sciences, including Nursing and Massage Therapy. Students will be referred by their adviser or the degree program for testing in the Department of Speech Communication and Theatre Arts, Room H-125. Students can also reach the Department at 718-631-6284 or [GMcGill@qcc.cuny.edu](mailto:GMcGill@qcc.cuny.edu).

Students who are required to complete SP-007 (American English Sound Structure for the Health Sciences) must do so in advance of entry into a Health Science program and should do so in the first 14 credits of study. Students are assigned to this course on the basis of a Speech Placement Test, permission of the Speech Department, or referral from the Nursing or Massage Therapy programs.

### 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. 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 who have already successfully completed a foreign language class at Queensborough 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. To complete the language placement questionnaire or for questions about the placement process, please visit the Department office in room H-217 of the Humanities Building or contact the department at (718) 631-6259 or [josorio@qcc.cuny.edu](mailto:josorio@qcc.cuny.edu).

***For more information regarding the CUNY Placement system  
please contact the Office of Testing at 718-631-6358  
or [testing@qcc.cuny.edu](mailto:testing@qcc.cuny.edu)***

## Accommodations Based on Disabilities

Students requesting accommodations during testing based on a disability must contact Services for Students with Disabilities (SSD) in Science Building, Room 132. Accommodation requests complying 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) must be reviewed by SSD before they are considered.

Services for Students with Disabilities is located in the Science Building, Room 132 and can be reached at 781-631-6257 or [SSD@qcc.cuny.edu](mailto:SSD@qcc.cuny.edu).

***For more information, visit [www.cuny.edu/testing](http://www.cuny.edu/testing)***

# ACADEMIC ADVISEMENT BY ACADEMY & REGISTRATION

## Academy Advisement

Queensborough Academies offer degree students a cohort experience centered on their field 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.

### QUEENSBOROUGH ACADEMY ADVISEMENT:

The Office for Academy Advisement is located in the Library Building: Rooms L-430 and L434

Your adviser's information and location can be found in your CUNYFIRST student page and the Starfish platform.

The Queensborough Academies feature: 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 who help guide students until their degree is complete.

Academy Advisers are prepared to advise students in all degree programs. 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 in 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 DEGREE WORKS AUDIT

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 CUNYFIRST Student Center. For further information, please visit the website of the Registrar, or Academy Advisement.

### INTRODUCTION TO COLLEGE LIFE 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 (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. Students may also print unofficial 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's office processes requests for change of majors until the third week of each regular academic semester. (See Calendar for exact date.) Students must meet with an academic adviser to change their major.

- **DEGREE WORKS – STUDENT ACCESSABLE DEGREE AUDIT SYSTEM**

The Registrar maintains the DegreeWorks system which establishes graduation requirements for students in an online database available to the college community through the CUNYFIRST Student Center.

- **E-PERMIT FOR DEGREE STUDENTS IN GOOD ACADEMIC STANDING**

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 Resource Center

**Library Building, Room 434, 718-631-6670**

**Email: [transferresourcecenter@qcc.cuny.edu](mailto:transferresourcecenter@qcc.cuny.edu)**

The Transfer Resource Center meets the needs of students who wish to pursue their education beyond the Associates Degree, by providing programs, activities and services that support the transfer process for Queensborough students to transfer to a four-year college or university.

You may be a student who is searching for a school with the appropriate career related curriculum or to continue your education at another two-year institution. Our office will assist you.

The Transfer Resource Center in partnership with all advisers, assist and support students who wish to continue their academic career beyond Queensborough Community College after completing their degree. To provide guidance as students transfer to other colleges within the City University of New York (CUNY), the State University of New York (SUNY), and other public and independent colleges and universities.

## ARTICULATION AND DUAL/JOINT AGREEMENTS

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 four-year institution. Transfer agreements between Queensborough and four-year colleges list specific requirements at Queensborough that are equivalent to the first two years of study at the baccalaureate-granting college or university. Students must graduate from Queensborough Community College to take advantage of the benefits outlined in the articulation and/or dual joint agreements.

To ensure that students do not lose credits in transferring, students who wish to continue their studies after graduating from Queensborough by transferring to four-year college are encouraged to do the following:

- Plan to complete your degree. Credits transfer more readily when they are part of a degree.
- Select their courses in consultation with an academy adviser.
- Consult early with a Transfer Manager and review the Transfer Resource Center webpage, [www.qcc.cuny.edu/transfer/](http://www.qcc.cuny.edu/transfer/), for information about the transfer process. The Transfer Manager can advise students whether there is an articulation agreement between Queensborough and another college that allows for a smooth transfer.

## TRANSFER WHAT-IF AND TRANSFER EXPLORE

*Transfer What-If*<sup>1</sup> is a feature within the DegreeWorks online degree audit system that is available to current Queensborough students and lets students and their advisors see how credits, taken at Queensborough, would transfer to another CUNY institution and apply towards a desired area of study. *Transfer What-If* can make student planning for a transfer among CUNY colleges easier. It also helps advisers to keep students who plan to move to a specific program at another CUNY college on track, thus speeding up degree completion. Students can access *Transfer What-If* once signed into the online degree audit system through the CUNYFIRST Student Services Center.

*Transfer Explorer*<sup>2</sup> gives all CUNY students fast and easy access to information on how any CUNY course offered will transfer to any other CUNY college. For additional information on these transfer tools and transfer policies, please contact the Transfer Resource Center and/or view the Transfer Resource Center website.

<sup>1</sup> [www.cuny.edu/about/administration/offices/registrar/resources/transferwhatif/](http://www.cuny.edu/about/administration/offices/registrar/resources/transferwhatif/)

<sup>2</sup> <https://explorer.lehman.edu/>



# ACADEMIC INTEGRITY POLICY

---

## 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.

# ACADEMIC STANDING

---

## 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 in Degree Works Online Advisement tool
- use the degree audit system by first logging in to the CUNYFIRST Student Center and using the link to Degree Works Online Advisement tool
- 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. 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 successfully complete the culminating developmental course work.
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 Queensborough as first-time freshmen and all transfer students will be required to successfully complete two (2) credit-bearing Writing Intensive (WI) classes in order to receive the associate degree.

It is important to note that any changes to an academic record cannot be made after a degree has been conferred.

## 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 developmental writing, reading 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.**

## Grades <sup>1</sup>

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).

Grade		Numerical Value	Grade Value	
<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>	Satisfactory	77-79	2.30	
<b>C</b>		74-76	2.00	
<b>C-</b>		70-73	1.70	
<b>D+</b>		Passing	67-69	1.30
<b>D</b>			64-66	1.00
<b>D-</b>			60-63	0.70
<b>F</b>			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 third week of the semester and has no impact on a student's GPA.

**WU** Unofficial Withdrawal assigned to students who attended a minimum of one class, completely stopped attending at any time before final exam week, and did not officially withdraw.

**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, PEN, CR,** and **W** — and administrative actions— **WA, Y** 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, under certain circumstances, when no credit is earned.

**P** Assigned as passing grade for:

1. Developmental, 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.

**PEN** The "PEN" grade is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the absent or incomplete grades are inappropriate. 'PEN' is also used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby colleges must hold a student's grade in abeyance pending the outcome of the academic review process. The PEN grade will not lapse to FPN; final determination of a grade will depend on final evaluation by the instructor or the outcome of the college's academic review process.

**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 week of the semester and the last day of instruction 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 should withdraw/drop courses using their CUNYFIRST account before the deadline for withdrawal.

## 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.

### 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).

<sup>1</sup> NOTE: An addendum to the Grading Policy was issued for the Fall 2020 semester by CUNY. Please see Catalog Addendum for details.

- 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 by the instructor. They **must request** the extension from the instructor **before** the end of the semester. This extension must be reported to CCS by the instructor before the end of the semester.)

## GRADE APPEAL POLICY

Students must request a review of an official final grade with their course instructor **NO LATER than 2 years following the term in which the grade was given. The term is defined as winter/spring or summer/fall.** 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 3 faculty members (other than the course instructor) will review the student's work and make a determination about the appropriate grade. The committee will ask for, receive and consider all relevant information from both the student and the instructor. The final decision will be communicated to both the student and the instructor. The decision of the departmental appeals committee is final.

**Appeals related to an official final grade of WU must be appealed through the Committee on Course and Standing (CCS) NO LATER than 2 years following the term in which the grade was given. The term is defined as winter/spring or summer/fall.** Appeal forms are available through the Office of the Registrar and the Queensborough website ([www.qcc.cuny.edu/registrar/printableForms.html](http://www.qcc.cuny.edu/registrar/printableForms.html)). The completed appeal form, along with all required supporting documentation, must be returned to the Office of the Registrar (A-104). 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 to the CCS in order to determine, in advance, if their appeal warrants a CCS review.

**Those students who, based on exigent circumstances ONLY, request a grade change outside the 2-year limit must make an appeal in writing to the Office of Academic Affairs. All written appeals must be accompanied by supporting documentation. The Office of Academic affairs will confer with all relevant parties (e.g., Department Chairperson, Departmental Faculty Appeals Committee, Committee on Course and Standing and or others as needed recording the final decision therefrom and that decision as well as an rendered by the Office of Academic Affairs shall be final and cannot be further appealed.**

It is important to note that any changes to an academic record cannot be made after a degree has been conferred.

## 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 = <math>\frac{\text{Total Quality Points Earned}}{\text{Total Credits}}</math></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.

Attempted Credits: 0-12.5	Minimum GPA: 1.50
Attempted Credits: 13-24	Minimum GPA: 1.75
Attempted Credits: 25 and higher	Minimum GPA: 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.html](http://www.qcc.cuny.edu/registrar/printableForms.html)) 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.

It is important to note that any changes to an academic record cannot be made after a degree has been conferred.

## Repeat of Courses

CUNY policy allows students to repeat courses and thereby attempt to improve their cumulative GPA.

- 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 Enrollment 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 Enrollment 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.**

## ACADEMIC FRESH START

Students who were dismissed or left the college with a less than 2.0 GPA and have not attended QCC or another college or university for at least four years may be eligible for the Academic Fresh Start program. Please see Admissions for more information.

## 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. ADVANCED PLACEMENT (AP) EXAMINATION

Many high schools offer Advanced Placement courses that are similar to common first-year college courses. The CollegeBoard™ offers Advanced Placement (AP) examinations intended for students who have completed those courses. Queensborough Community College offers college credit to students who have scored 3 or above on one or more AP exams. (No college credit is offered for taking the high school Advanced Placement courses.) The college maintains a current list of course credit awarded for each of the AP exams on its website (<https://www.qcc.cuny.edu/admissions/apExamCreditList.html>). Official AP exam score reports should be submitted to the Office of Admissions for credit evaluation.

## 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 CUNYFIRST STUDENT SERVICES CENTER

### STUDENT E-PERMIT INSTRUCTIONS

1. Log into CUNYfirst (<http://www.cuny.edu>)
2. Navigate to the Student Center
3. Select the ePermit option on the drop down menu (says Other Academic). Click on the double-arrow button beside it.
4. If you are an undergraduate student, select the Term and ePermit option (Preferred for undergraduate students). Click Continue
5. Use this page to find the course you wish to take. Once you select the desired course, click on the fetch equivalent CUNY courses to search for equivalent courses across all institutions.
6. Select the course corresponding to the desired home college for the ePermit request. You may click on the View Class Sections buttons to view open sections at the host college. Click on ePermit Form to continue.
7. Make sure your ePermit request is assigned to the proper semester. Click on Submit, and you're done! Your request will be marked as Initiated.

You may check on the status of each of your ePermit requests by returning to the Student Center, and choosing the ePermit option on the drop down menu.

If you need help or have any further questions, feel free to email [Registrar@qcc.cuny.edu](mailto:Registrar@qcc.cuny.edu) or visit the Registrar's Office in the Administration Building Room A-104 and we will gladly assist you.

### 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 "Transfer Credit for US Military Veterans," page 29**

### 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. 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.

An official copy may be ordered online. 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: <https://www.cuny.edu/about/administration/offices/registrar/transcripts/>

### 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

---

## 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 12 credits in two consecutive semesters in a 12 month period (not including Summer) 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 FIN. This list is published in the Fall. Dean's List recognition appears on the student's transcript. Credits earned while a student is not matriculated (that is, non-degree) are not included in determining eligibility for the Dean's List.

## Honors Courses

Honors courses and individual honors contracts at Queensborough Community College provide an enriched classroom and overall intellectual experience to students who have demonstrated high academic achievement. Through various activities students have the opportunity to expand their knowledge in areas of particular interest, to distinguish themselves, 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 opportunities under a professor's mentorship.

Honors courses and individual honors contracts help students develop the strong academic and leadership qualities and skills that carry them through to advanced degrees and challenging careers. Students who take Honors courses may have the opportunity to present their work; a number of our students have presented their work at professional conferences in their academic discipline. Students who take Honors courses at Queensborough have found that their work enhances their applications for transfer to baccalaureate programs and for competitive scholarships.

Students who successfully complete Honors course requirements will receive a notation of Honors on their college transcript next to the appropriate course(s).

Students interested in taking Honors courses are encouraged to contact their respective departments. Please note, Honors courses and contracts are not generally available in the summer and winter sessions.

## 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 via Office365 student e-mail 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 Office of Student Affairs located in the Library Building, Room 412 and speak with a representative.

## **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.

## **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.*

## **Special Awards**

The EVA Bobrow Alumni Awards

The Incentive Awards

The National Science Foundation

The Sidney Halper Award

The Arlene Check Memorial Award

## **DEPARTMENT OF STUDENT AFFAIRS**

The Ray Ricketts Memorial Award

The Dr. Sarah Papier Scholarship Award

## **DEPARTMENTAL AWARDS**

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

# TUITION AND FEES

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

## Registration and Tuition

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.

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.

## 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. Non-degree (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.

### d. VA Pending Payment Policy

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student's enrollment
- Assess a late penalty fee to the student
- Require the student to secure alternative or additional funding
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class
- Provide written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

## 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. Non-degree (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 Activity 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 Activity Fee is determined as follows:

- a. Full-time Students\* per semester.....\$62.85
- b. Part-time Students\* per semester.....\$27.03
- c. Summer Session per session.....\$16.83

**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 Activity 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 Activity 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.

#### Senate fee:

- Full-time students per semester.....\$1.45
- Part-time students per semester.....\$1.45
- Summer Session per session.....\$1.45

#### 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 non-degree 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.

Reinstatement.....\$15.00

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.....\$35.00
- ET-210.....\$25.00
- ET-230.....\$35.00
- ET-410.....\$55.00
- ET-420.....\$55.00
- ET-504.....\$15.00
- ET-540.....\$35.00
- ET-560.....\$60.00
- ET-704.....\$15.00
- MT-122.....\$15.00

### HEALTH, PHYSICAL EDUCATION, AND DANCE

- HE-106, HE-110.....\$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.....\$191.00

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, may be mailed to:  
Office of the Bursar, A-118  
Queensborough Community College/CUNY  
222-05 56th Avenue  
Bayside, New York 11364-1497
- 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 \$25 per semester. To enroll, log into CUNYFIRST Self-Service, go to your Student Center and go to Finances.

## 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 student withdraws through CUNYfirst determines the amount of the refund. **Please note that non-attendance in a course does not justify a refund.**

## 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 (QCC Tuition) and financial aid (TAP, Federal 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:

Developmental Course	Credits	Equated Credits
BE-102	0.0	4.0
ENGL-90	0.0	6.0
MA-10 ALP	0.0	2.0
MA-114 ALP	0.0	3.0
MA-301 ALP	0.0	2.0
MA-321 ALP	0.0	2.0
MA-335	3.0	2.0
SP-007	0.0	4.0

# 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, and 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'
  - 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'
  - 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

## 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 of \$40,000 or less.

<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 twenty-first day of the semester for a particular term to be certified for an award for that term. The twenty-first day of the semester is the last day to drop a class without receiving a grade of "W".

## 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

- 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.
- 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.

- 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:
  - when the repeated course was previously failed
  - when the course was previously passed but with a grade too low to be accepted in the student’s curriculum
  - when a repeated course earns credit each time
- A repeated noncredit (developmental) 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).
- Transfer students** or students making a change of curriculum should review their status with an academic adviser and a financial aid counselor to insure their TAP eligibility status.
- 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:
  - there is a reasonable probability that the student will regain good academic standing
  - the student is able to present full documentation
  - 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:

- be enrolled as a part-time student in an approved undergraduate degree program in New York State (part-time is defined as at least three [3] but no more than eleven [11] equated credits). **The 3-11 credits/equated credits must be for course work that is required for the degree.**
- 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 and must not be in default of a student loan. APTS recipients are subject to the same good academic standing requirements that govern the TAP Program. Students must demonstrate Program Pursuit every semester they receive an APTS Award and meet the Academic Progress standard every two semesters.

### THE EXCELSIOR SCHOLARSHIP

New York State's Excelsior Scholarship is a new first-in-the-nation program that can help qualified full-time students attend CUNY and SUNY colleges tuition free.

Recipients of this award for 2019-2020 must have a family income of \$125,000 or less, have filed the Free Application for Student Aid (FASFA) along with the TAP application, and the Excelsior Scholarship Application, which is available on the New York State Higher Education Services Corporation website ([www.hesc.ny.gov](http://www.hesc.ny.gov)), attend full-time, and complete 30 credits per year. Awardees must also agree to reside exclusively in New York State and not be employed in any other State for a continuous number of years equal to the duration of the award.

The Excelsior Scholarship will be applied to each qualifying student's financial aid package after all other aid, including TAP, Pell, City Council Scholarship, college scholarships and other grants or scholarships are applied. Please refer to the New York State Higher Education Services Corporation website for more information regarding this program ([www.hesc.ny.gov](http://www.hesc.ny.gov)).

### NEW YORK STATE PART-TIME SCHOLARSHIP (PTS) AWARD PROGRAM

Students enrolled on a part-time basis can be considered for the NYS Part-Time Scholarship of up to \$1,500 per semester.

### ELIGIBILITY CRITERIA

An applicant must:

- be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term;
- be a U.S. citizen or eligible non-citizen;
- have graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department;
- be matriculated in an approved undergraduate program at a SUNY or CUNY community college;
- be enrolled in at least six but less than 12 credits per term;
- maintain a cumulative grade point average of 2.0 or higher;
- be in a non-default status on a student loan made under any NYS or federal education loan program or repayment of any NYS award; and
- be in compliance with the terms of any service condition imposed by a NYS award.
- students with qualified disabilities under the Americans With Disabilities Act who are registered with their college office for students with disabilities and who satisfy all other eligibility requirements may receive awards if enrolled in at least 3 credits.

To complete the application and for additional information, contact the New York State Higher Education Services Corporation.

Recipients will be selected by the New York State Higher Education Services Corporation (NYSHESC) and prioritized based on financial need. Financial need is established in the year the award is first granted, and is determined by the applicant's federal Expected Family Contribution as reflected on the applicant's federal student aid report. A lower Expected Family Contribution demonstrates evidence of greater financial need. Note: Awards are subject to available funding from New York State.

Once you have been selected to receive an award, you must complete the Free Application for Federal Student Aid (FAFSA) and the NYS Student Aid Payment Application each year to receive future payments.

Awards will be paid directly to the college on behalf of the PTS Award Program recipient upon certification by the college that the student was enrolled in at least six credits and maintained a cumulative grade point average of 2.0 or higher.

To complete the part-time scholarship program application and for additional information, contact the New York State Higher Education Services Corporation ([www.hesc.ny.gov](http://www.hesc.ny.gov)).

### 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. Students can only receive Pell for a maximum of (30) equated remedial credits, excluding ESL courses.**

**Beginning with the 2017-2018 year students are eligible to receive up to 150% of their Pell grant eligibility every aid year. This means that a student may receive Pell in the summer even if they were full-time in both the previous fall & spring semesters. All other Pell eligibility requirements apply.**

**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. 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. Students can only receive FSEOG for a maximum of (30) equated remedial credits, excluding ESL courses.**

**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.

**NOTE: All students receiving a Federal Work-Study Award must maintain Satisfactory Academic Progress. Students can only receive FWS for a maximum of (30) equated remedial credits, excluding ESL courses.**

**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. Students can only receive Federal Loans (Subsidized Direct Loans, Unsubsidized Direct Loans, and PLUS Loans) for a maximum of (30) equated remedial credits, excluding ESL courses.**

## 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 developmental 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.** 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

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

## Department of Student Affairs

Brian A. Kerr, **Vice President for Student Affairs, Chairperson**

Veronica Lukas, *Dean for Enrollment Management*

Linda Evangelou, *Assistant Dean for New Student Enrollment Services*

Tikola Russell, *Assistant Dean for Student Development/Conduct*

### Office Personnel:

Annette Lazaro, *Confidential Executive Coordinator*

Reynald Pierre-Charles, *CUNY Administrative Assistant*

Jennifer Klein, *Student Life Manager for Student Conduct and Academic Integrity*

***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.***

## ADMISSIONS

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

## ACADEMIC SUCCESS PROGRAM

**Library Building, Room 434,**

**academicsuccess@qcc.cuny.edu**

**<https://www.qcc.cuny.edu/academic-success/index.html>**

The Academic Success program provides on-going support to students on academic probation or academically at risk. Specific information on GPA requirements and Academic Standing is provided, along with a review of individual risk-factors, personal and academic. College resources and strategies are discussed, and referrals to specific campus personnel and relevant Support Services are made. Our goal is to increase student persistence and performance by encouraging them to engage in campus life (support services, events, and other activities) and become responsible, successful learners.

## CAREER SERVICES

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

**careerservices@qcc.cuny.edu**

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

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: 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, practice interviewing and assess skills; and Virtual Job Shadow a program that enables 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 Office 365 student email. Students are urged to check their student email frequently for news of upcoming events and job/internship opportunities.

## COLLEGE DISCOVERY

**718-631-6210 (See section on Special Learning Opportunities, page 21)**

## CUNY EDGE

**(EDUCATE-DEVELOP-GRADUATE-EMPOWER)  
(formerly College Opportunity to Prepare for Employment - COPE)**

**Library, Room 432A, 718-281-5174 (See section on Special Learning Opportunities, page 21)**

## COLLEGE SCIENCE AND TECHNOLOGY ENTRY PROGRAM (CSTEP)

**718-631-6210 (See section on Special Learning Opportunities, page 22)**



## COUNSELING CENTER

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

Counseling is available to students who need assistance with personal problems, academic decisions, academic advisement, career exploration, 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 Monday through Friday 9 am to 5 pm (Summer Term). The Counseling office is open Mondays, Thursdays and Fridays, 9 am to 5 pm; Tuesdays and Wednesdays, 9 am to 7 pm (Fall and Spring Terms).

Students may also visit <http://www.qcc.cuny.edu/counseling/>.

## FINANCIAL SERVICES

**Library, Room 409, 718-631-6367**  
**(See section on Financial Services, page 58)**

## 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 (Center) reviews all immigration and financial documents to issue the U.S. Federal Form I-20 for F1 visa students. The Center focuses on the academic, social, and professional development of F1 visa students, immigrant students, and Global Citizenship Alliance study abroad participants. The Center assists F1 students in achieving academic goals while maintaining legal status. The Center aids the F1 students' transition from their home countries to the United States with new student orientations, academic advisement, registration, on-and off-campus work authorization, and provides professional development workshops and opportunities for intercultural exchange in classrooms and communities throughout the year. The Center assists immigrant students with academics and scholarships, engages them in community-building activities, and provides them with referrals to outside resources. The Center promotes CUNY study abroad program and scholarship opportunities, and provides study abroad program advisement and application assistance. The Center administers the Global Citizenship Alliance (GCA) study abroad leadership program. The Center also organizes on-campus immigration events, makes immigration law referrals, and provides commencement invitation letters for the visitor visa application process.

## 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 Office 365 student email 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) [www2.cuny.edu/about/administration/offices/ovsa/policies/](http://www2.cuny.edu/about/administration/offices/ovsa/policies/):

## 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

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 six 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.

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 six (6) 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.

<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.

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 (page 246 ) for rules and regulations governing certain academic policies, student conduct on campus, and parking regulations. For issues of Academic Integrity see page 41.**

## 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 AND SOCIETIES

- Ally LGBTQ
- Alpha Omega
- Architecture Club
- Art & Design Development
- ASAP Club
- Asian Society
- Biology Club
- Chemistry Club
- Chess Club
- Chinese Christian Fellowship
- CIS Stars
- Coding Club – Sponsored by Career Direct
- Creative Writing Club
- Criminal Justice Student Club
- CSTEP Club
- Environmental Sustainability Club
- Foreign Language Society
- Hillel Club
- Math Club
- Motor Club
- Music Society
- Muslim Student Association
- Newman Catholic Club
- Psychology Club
- QCC Student Affiliates of the American Chemical Society
- Queensborough Student Veterans Association
- SACNAS QCC Chapter
- Science Research Alliance
- Society of Additive Manufacturing–3D Printing Club
- STEM Research Club
- Stock Market Club
- Student Nurses Association
- Students’ Health Club
- Vicki Kasomenakis Business Society
- Women In Science Club

## ORGANIZATIONS

**CUNY Coalition for Students with Disabilities at QCC  
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 <https://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 440, 718-631-6347**

Students often face the challenge of having to choose between college or life demands. The Single Stop office connects students to social service programs and resources to overcome these obstacles. Staff members will assess what your household is eligible for, assist with the application process, and/or refer you to our on-site partners and more!

Our services include FREE Benefit Screening, Financial Coaching, Legal Assistance, and Tax Preparation & Filing:

- Benefit Screening - through a series of questions we can determine if your household is eligible for the following public benefits: Supplemental Nutrition Assistance Program (SNAP), Health Insurance, Utilities assistance, Child Care, and more.
- Financial Coaching - by appointment, our financial coach will discuss how to create and sustain a budget, review your credit report and scores, establish or repair credit, and most importantly, working towards financial goal planning for your future.
- Legal Assistance - by appointment, meet with an attorney for any of the following concerns: Family Law, Consumer Law, Immigration, and Housing (eviction or housing court).
- Tax Preparation & Filing - certified tax preparers are on site during tax season to provide basic income tax return preparation and electronic filing to qualified individuals. Inquire within for detailed information.

## 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.
-------------------	------------------------

There is also a **Starbucks Cafe** at the entrance of the Queensborough Library serving coffee, snacks and assorted pre-packaged sandwiches.

# LIBRARY

---

Jeanne Galvin, **Chief Librarian**

**Professors:** Jeanne Galvin

**Associate Professor:** Constance Williams

**Assistant Professors:** William Blick, Peijun Jia, Mi-Seon Kim, Neera Mohess, Madeline Ruggiero, John Schriener, Vikki Terrile, Leslie Ward

**Lecturer:** Jung Cho

**Senior College Laboratory Technicians:** Luk Ka (Lawrence) Chan

**College Laboratory Technician:** Compton Boodhoo

**Administrative Coordinator:** Carmita Semanate

**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

**PLEASE NOTE:** *Due to the continuing impact of the COVID19 pandemic, and pursuant to the guidance of the University, the Library is closed until further notice. Remote services such as 24/7 chat and email support remain available.*

### REGULAR 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 2:45 p.m.

Sunday 10:00 a.m. to 2:45 p.m.

Hours may continue to vary and changes in this schedule should be expected during the Winter and Spring sessions. Please check the Library Web site for exact hours: <https://qcc.libguides.com/library-home>. 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. At the Reserve Desk students can borrow textbook and equipment such as calculators and laptops for limited periods of time. A few laptops are available for home loan. Desktop computers in the library provide access to library resources, the internet and Microsoft Office. The library has two silent study rooms, group study space and two computer classrooms for library instruction. 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 located on the second floor and part of the third floor of the Library building at the center of campus. In person services are offered seventy four hours a week. Remote access to library databases and chat reference service are available at any time.

## Services

- The Library Web site (<http://qcc.libguides.com/library-home>) 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 designed to align with individual courses, research workshops and individual consultation appointments are available for faculty, staff and students.
- Students and staff may borrow books for four weeks, faculty may borrow books for eight weeks with a valid CUNYfirst ID 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 CUNYfirst ID Card and a Queensborough email address.
- All students, faculty and staff holding a valid CUNYfirst ID Card 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 <https://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 CUNYfirst ID Card.

- 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 CUNYfirst ID Card 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 CUNYfirst ID Card.
- 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 CUNYfirst ID Card is required. A few laptops are designated as available for seven day home loan.
- 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. Materials are preserved that reflect the history and organization of the college. QCC faculty, staff, students and alumni are granted access with a CUNY ID card. Non QCC patrons must present a photo ID and provide the topic of their research to the Archivist.

## LEGISLATIVE ARCHIVES OF SENATOR PADAVAN

A collection of legislative documents and correspondences covering 1972 to 2010 when Senator Frank Padavan served the 11th district of Queens.

# ACADEMIES & PROGRAMS OF STUDY

---

## 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, 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 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)  
Concentration in Marketing
- **A.A.S. Degree** in Office Administration and Technology (BS-AAS)
- **Certificate** in Computer Information Systems (BD-CERT)
- **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 (CUNY 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.S. Degree** in Public Health (PBH-AS)
- **A.A.S. Degree** in Massage Therapy (TM-AAS)
- **A.A.S. Degree** in Medical 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 14 different concentrations for students interested in a wide variety of fields like Foreign Languages, History, English, 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  
Communication Studies  
Education  
English  
Exercise Science  
Gender Studies  
History  
International Studies  
Liberal Studies  
Nutrition  
Personal Training  
Physical Education  
Sociology  
Urban Studies



# ACADEMIES AND PROGRAMS OF STUDY

## ACADEMY FOR SCIENCE, TECHNOLOGY, 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/JJ Dual/Joint **A.S. Degree** in Computer Science & Information Security (QCC) leading to the B.S. Degree in Computer Science & Information Security (John Jay College of Criminal Justice) **Dual/Joint Transfer program** (CSS-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)
- 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)
- **A.S. Degree** in Biology (BIO-AS)
- **A.S. Degree** in Engineering Science (PE-AS)
- **A.S. Degree** in Environmental Science (ES-AS)
- **A.S. Degree** in Liberal Arts & Sciences (Mathematics & Science) (LS-AS)
- **A.S. Degree** in Psychology (PSYC-AS)

### TECHNOLOGY PROGRAMS

- **A.A.S. Degree** in Computer Engineering Technology (CT-AAS)
- **A.A.S. Degree** in Architectural Technology (ARC-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 Internet and Information 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 Art (ART-AS)

#### Concentrations:

Art and Design

Art History

- **A.S. Degree** in Dance (DAN-AS)
- **A.S. Degree** in Digital Art and Design (DA-AS)
- **A.S. Degree** in Film and Media Studies (FLMP-AS)
- **A.S. Degree** in Gallery and Museum Studies (AM-AS)
- **A.S. Degree** in Music (MUS-AS)
- **A.S. Degree** in Theatre (THE-AS)

#### Concentrations:

Acting

Technical Theatre

- **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 and the Transfer Resource Center 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, required mathematics and/or science courses have algebra or pre-calculus prerequisites. Students who do not place into pre-calculus or calculus may have to take algebra and/or pre-calculus in addition to the degree requirements. These programs include the following:

Major/Program of Study	Requirement for Major	Prerequisite Mathematics Course(s)
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)	CH-151	MA-119 & MA-121
	MA-441	MA-440 with a grade of C or better
Chemistry, A.S. (dual/joint York)	CH-151	MA-119 & MA-121
	MA-441	MA-440 with a grade of C or better
Engineering Science, A.S.	CH-151	MA-119 & MA-121
	MA-441	MA-440 with a grade of C or better
	PH-421	MA-440 or the equivalent
Science for Forensic Science, A.S. (dual/joint John Jay)	CH-151	MA-119 & MA-121
	MA-441	MA-440 with a grade of C or better
	PH-421	MA-440 or the equivalent

## 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. Please note that some degree programs require that specific courses be taken to satisfy some areas of the Common Core.

### 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.

(continued on page 78)

## ACADEMIES AND PROGRAMS OF STUDY

### Pathways Common Core

REQUIRED CORE		
1A English Composition	1B Mathematics & Quantitative Reasoning	1C Life & Physical Sciences
<p>ENGL-101 ENGL-102 ENGL-103</p>	<p>MA-114* MA-119* MA-128* MA-260* MA-301 MA-303* MA-321 MA-336* MA-440* MA-441* MA-442*</p>	<p>BI-131 BI-140* BI-170 BI-201* BI-301* BI-520* CH-101 CH-106* CH-110 CH-116 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* PH-421* PH-422*</p>

*\*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					
<b>2A</b>	<b>2B</b>	<b>2C</b>	<b>2D</b>	<b>2E</b>	
World Cultures & Global Issues	U.S. Experience in Its Diversity	Creative Expression	Individual & Society	Scientific World	
ANTH-130***	ANTH-140***	ARTH-100**	ANTH-101***	BI-110	MA-451*
ANTH-150***	HIST-127**	ARTH-101**	ANTH-170***	BI-111	MA-461*
ANTH-160***	HIST-128**	ARTH-115**	CRIM-101***	BI-115	PH-101*
ECON-235***	HIST-135**	ARTH-116**	CRIM-205***	BI-120	PH-120
HIST-110**	HIST-136**	ARTH-117**	ECON-101***	BI-140*	PH-123
HIST-111**	HIST-205**	ARTH-120**	ECON-102***	BI-160*	PH-124
HIST-112**	HIST-226**	ARTH-126	ECON-150***	BI-201*	PH-129
HIST-133**	HIST-239**	ARTH-128	ECON-160***	BI-301*	PH-133
HIST-140**	HIST-240**	ARTH-202	HIST-265**	BI-520*	PH-140*
HIST-141**	HIST-276**	ARTH-225	HIST-290**	CH-106*	PH-201*
HIST-152**	PLSC-101***	DAN-111**	PHIL-101**	CH-127*	PH-202*
HIST-206**	PLSC-180***	FMP-243**	PHIL-120**	CH-128*	PH-240*
HIST-212**	SP-211***	FMP-244**	PHIL-130**	CH-151*	PH-301*
HIST-218**		FMP-245**	PHIL-140**	CH-152*	PH-302*
HIST-219**		FMP-246**	PHIL-145**	CH-251*	PH-311*
HIST-222**		MUS-101**	PHIL-148**	CH-252*	PH-312*
HIST-226**		MUS-102**	PHIL-165**	CS-100	PH-411*
HIST-236**		MUS-103**	SOCY-101***	CS-101*	PH-412*
HIST-238**		MUS-104**	SOCY-125***	CS-201*	PH-413*
HIST-244**		MUS-105**	SOCY-185***	CS-203*	PH-416*
HIST-252**		SP-321	SOCY-220***	CS-204*	PH-421*
HIST-253**		TH-111**	SOCY-230***	ET-570	PH-422*
HIST-262**		TH-120	SOCY-240***	ET-575	PH-440*
HIST-281**			SOCY-250***	ET-821	PSYC-101***
HIST-291**			SOCY-275***	ET-880	PSYC-125***
HIST-292**			SP-101***	GE-101*	PSYC-201***
HIST-295**			SP-212***	GE-102*	PSYC-215***
LC-213**			SP-214***	GE-105	PSYC-220***
LC-214**				GE-125	PSYC-230***
LC-311**				HE-103	PSYC-240***
LC-312**				HE-105	PSYC-245***
LC-321**				HE-107	PSYC-250***
LF-213**				HE-108	PSYC-255***
LF-214**				MA-441*	PSYC-260***
LF-401**				MA-442*	PSYC-270***
LG-213**				MA-443*	PSYC-290***
LG-401**					
LH-213**					
LI-213**					
LI-401**					
LS-213**					
LS-214**					
LS-221**					
LS-222**					
LS-223**					
LS-311**					
LS-312**					
LS-315**					
LS-402**					
PLSC-140***					
PLSC-170***					
SP-213***					

\*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.

\*\*Courses fulfill Humanities Requirement.

\*\*\*Courses fulfill Social Sciences Requirement.

# 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

### LABORATORY SCIENCE COURSES

All degree-seeking students must complete a laboratory science experience to graduate. Students who are not enrolled in a curriculum in a STEM field (science, technology, engineering, or technology) may take a 3-credit offering from Biology, Chemistry, Engineering Technology, or Physics along with the applicable one-credit laboratory course. 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. The first course in each pair satisfies the Common Core requirement for 1C. The second course in each pair satisfies the Laboratory Science graduation requirement.

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). Those courses are referred to as “STEM variants” and contain both lecture and laboratory components. The STEM variant courses satisfy both Common Core area 1C and the laboratory requirement. Non-STEM students have the option of taking a STEM variant course, but it is not required.

In all cases, students should consult the specific degree requirements under each degree program listing.

# ACADEMIES AND PROGRAMS OF STUDY

## 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): MUS-101 to MUS-105
- **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 ARTH+ 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-106, 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 except MUS-101, MUS-102, MUS-103, MUS-104, MUS-105 and MUS-241
- **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 help develop the academic literacies important for student success in college. Writing Intensive classes are focused on the idea that writing is the process and expression of critical thought. So, in small classes, faculty members design assignments to help students think more critically and learn course content while building their writing skills.

In WI classes, students will be expected to complete a series of short papers, or a few larger ones, to meet the requirement of completing a total of 10 pages of written work. 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 courses are offered each semester; check the CUNYfirst semester schedule of classes to see current offerings.

### 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

---

## NURSING

---

### PATHWAYS GATEWAY COURSE

#### Generic CUNY course

Anatomy and Physiology I  
Anatomy and Physiology II  
Introduction to Psychology  
Mathematical and Quantitative Reasoning  
English Composition

### CORRESPONDING COURSE AT QCC

#### Course No.

#### Course Title

BI-301 Anatomy and Physiology I  
BI-302 Anatomy and Physiology II  
PSYC-101 Psychology  
MA-119 College Algebra  
ENGL-101 English Composition I

## POLITICAL SCIENCE

---

### PATHWAYS GATEWAY COURSE

#### Generic CUNY course

Introduction to American Government  
Introduction to Political Science  
Urban Politics  
Global Issues/Issues in International Relations

### CORRESPONDING COURSE AT QCC

#### Course No.

#### Course Title

PLSC-101 American Government and Politics  
PLSC N/A - will be developed  
PLSC N/A - will be developed  
PLSC-180 American Foreign Policy

## PSYCHOLOGY

---

### PATHWAYS GATEWAY COURSE

#### Generic CUNY course

Introduction to Psychology  
Child Development  
Lifespan Development  
Abnormal Psychology  
Personality Psychology

### CORRESPONDING COURSE AT QCC

#### Course No.

#### Course Title

PSYC-101 Psychology  
PSYC-215 Child Development  
PSYC-220 Human Growth and Development  
PSYC-230 Abnormal Psychology  
PSYC-250 Personality

## SOCIOLOGY

---

### PATHWAYS GATEWAY COURSE

#### Generic CUNY course

Introduction to Sociology  
  
Social Institutions  
  
  
Social Inequality

### CORRESPONDING COURSES AT QCC

#### Course No.

#### Course Title

SOCY-101 Sociology  
  
SOCY-220 Urban Sociology  
SOCY-230 Sociology of the Family  
SOCY-275 Media and Society  
  
SOCY-240 Race and Ethnic Relations  
SOCY-250 Sociology of Gender

## TEACHER EDUCATION

---

### PATHWAYS GATEWAY COURSE

#### Generic CUNY course

Social Foundations of Education  
  
Psychological Foundations of Education  
Arts in Education

### CORRESPONDING COURSE AT QCC

#### Course No.

#### Course Title

EDUC-101 Contemporary Education: Principles and Practices  
EDUC-230 Childhood Learning and Development in Cultural Context  
  
PSYC-215 Child Development  
MUS-210 Music for Teachers of Children

# ACADEMY FOR BUSINESS PROGRAMS OF STUDY

---

**Advisement Center, Library Building, Room 430 • 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 in 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 Assistant degree or Medical Office Assistant 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. Natalie Roopchand, **Lead**

---

- QCC/John Jay 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)  
Concentration in Marketing
- **A.A.S. Degree** in Office Administration and Technology (BS-AAS)
- **Certificate** in Computer Information Systems (BD-CERT)
- **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 requires a minimum of 30 credits in the Common Core and a minimum of 27 credits in the major. 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

COMMON CORE REQUIREMENTS <sup>1</sup>	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B <sup>1</sup> : MA-128 Calculus for Technical and Business Students	
or	
MA-260 Pre-Calculus and Elements of Calculus for Business Students	
or	
MA-440 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 in 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 Computers and Applications.....	3
ECON-101 Introduction to Macroeconomics	
or	
ECON-102 Introduction to Microeconomics .....	3
<b>Sub-total</b>	<b>27</b>

#### MAJOR ELECTIVES

Laboratory Science <sup>4</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 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.

<sup>4</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.

# 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 senior 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 <sup>1</sup> or MA-119 <sup>2</sup> and MA-121) ...	4
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C)....	3-4 <sup>3</sup>
FLEXIBLE CORE 2A: World Cultures & Global Issues (select from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience in 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 course).....	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-201 Business Organization and Management.....	3
BU-203 Principles of Statistics.....	3
BU-301 <sup>4</sup> Business Law I <sup>4</sup> .....	3
CIS-205 Introduction to Information Systems and Technologies.....	3
MA-128 or MA-440 <sup>2</sup> .....	4
ECON-101 Introduction to Macroeconomics or	
ECON-102 Introduction to Microeconomics <sup>5</sup> .....	3
<b>Sub-total</b>	<b>27</b>

### MAJOR ELECTIVES

Laboratory Science <sup>6</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<sup>3</sup></b>

### ELECTIVES

Free electives .....	0-1
<b>Sub-total</b>	<b>0-1</b>

**Total Credits Required 60**

<sup>1</sup> MA-114 is the preferred prerequisite for MA-128.

<sup>2</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. Students who have taken MA-128 or MA-441 to satisfy Flexible Core 1B will take BU-401 or BU-701. This may require 1 additional free elective credit

<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 or the second Economics course.

<sup>6</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.

## 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 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 <sup>1</sup> (Required: MA-114 <sup>1</sup> , or MA-119 <sup>1</sup> and MA-121 <sup>1</sup> , or MA-128 <sup>1</sup> , or MA-260 <sup>1</sup> , or MA-440 <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, 2D (select one course):	.....	3
ECON-101	Introduction to Microeconomics	
or		
ECON-102	Introduction to Macroeconomics .....	3
<hr/>		<b>Sub-total 19-20<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-110	Cost Accounting .....	4
BU-108	Income Taxation .....	3
BU-111	Computer Applications in Accounting .....	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	Principles of Finance .....	3
CIS-101	Introduction to Computers and Applications.....	3
<hr/>		<b>Sub-total 40</b>

### ADDITIONAL MAJOR REQUIREMENTS

Laboratory Science <sup>5</sup>	BI-132, BI-171, CH-102, CH-111, CH-121, ET-842 or PH-112 .....	0-1
<hr/>		<b>Sub-total 0-1</b>

**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 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 and choice of math course.

<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 computer information systems, as well as 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
- (c) Enables students to use the computer as an effective management decision-making tool. Five large computer laboratories support the curriculum
- (d) 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:** Software developer, programmer, systems analyst, application software support, web developer, database administrator, information security analyst, help desk, computer support specialist. 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.

### 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 <sup>1</sup> College Algebra and Trigonometry for Technical Students.....	4
or	
MA-128 <sup>1</sup> Calculus for Technical and Business Students.....	4
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 Macroeconomics	
or	
ECON-102 Introduction to Microeconomics.....	3
FLEXIBLE CORE 2A, 2B, 2C, 2D: Humanities elective (select one course) <sup>4</sup> .....	3
FLEXIBLE CORE 2A, 2B, 2D or 2E: Social Science or History elective (select one course).....	3
<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>
Sub-total	21-23 <sup>3</sup>

### 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	Introduction to Computers and Applications.....	3
CIS-102	Computer Programming Fundamentals for Business.....	3
CIS-152	Computer Programming for Business I.....	3
CIS-153	Microcomputer Operating Systems and Utility Software.....	3
CIS-201	Local Area Network Management.....	3
CIS-208	Database Management Systems.....	3
CIS-251	Analysis and Design of Systems Projects.....	3
	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>
	Sub-total	31

### ELECTIVES

Choose 6 credits from:

CIS-202	Computer Programming for Business II.....	3
CIS-203	Object Oriented Programming for Business.....	3
CIS-204	Web Design.....	3
CIS-206	Spreadsheet Business Applications.....	3
CIS-252	Application Development for Mobile Devices.....	3
CIS-254	Data Security for Business.....	3
	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>
	Sub-total	6

### 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 style="width: 20%; margin-left: auto; margin-right: 0;"/>	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>
	Sub-total	0-1

### ELECTIVES

Free electives	.....	1
	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>
	Sub-total	1

**Total Credits Required 60**

<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.

<sup>4</sup> Select one course from the Flexible Core designated as a Humanities Elective by a double asterisk (\*\*) on page 77.

<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.



## 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. 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, and small business management. 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 the career-oriented concentration. 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

#### 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-119 College Algebra <sup>1</sup> or MA-321 Mathematics in Contemporary Society <sup>1</sup> .....	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 Macroeconomics or ECON-102 Introduction to Microeconomics .....	3
FLEXIBLE CORE 2A, 2B, 2D or 2E: Social Science or History elective (select one course).....	3
<hr style="width: 20%; margin-left: auto; margin-right: 0;"/> Sub-total	21-22 <sup>3</sup>

<sup>1</sup> Students planning to transfer should check with the institution to which they wish to transfer regarding their Math requirements.

<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.

#### REQUIREMENTS FOR THE MAJOR

BU-101	Principles of Accounting I.....	4
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-401	Elements of Marketing.....	3
BU-701	Principles of Finance .....	3
CIS-101	Introduction to Computers and Applications.....	3
<hr style="width: 20%; margin-left: auto; margin-right: 0;"/> Sub-total		22

#### CONCENTRATION REQUIREMENTS

BU-402	Marketing Research .....	3
BU-403	Elements of Salesmanship .....	3
BU-404	Integrated Marketing Communications .....	3
BU-405	Elements of Retailing .....	3
<hr style="width: 20%; margin-left: auto; margin-right: 0;"/> Sub-total		12

#### ADDITIONAL MAJOR REQUIREMENTS

Laboratory Science <sup>5</sup>	BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112.....	0-1 <sup>2</sup>
HE-101 or HE-102 or PE-400 or 500 series or DAN-100 Series (select one) .....	Health Education	1-2
<hr style="width: 20%; margin-left: auto; margin-right: 0;"/> Sub-total		1-3

#### ELECTIVES

Business or Computer Information Systems electives.....	2-3	
<hr style="width: 20%; margin-left: auto; margin-right: 0;"/> Sub-total		2-3

**Total Credits Required 60**

<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.

## 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 course).....	3
<b>Sub-total</b>		<b>21-22<sup>3</sup></b>

### REQUIREMENTS FOR THE MAJOR

BU-201	Business Organization and Management.....	3
BU-801	Typewriting/Keyboarding <sup>1</sup> .....	2
BU-804	Administrative Office Procedures.....	3
BU-812	Transcription and Dictation of Business Documents.....	2
BU-850	Fundamentals of Microsoft Windows.....	1
BU-859	Corresponding in the Digital World .....	3
BU-860	Professional Business Career Development and the Virtual Office .....	3
BU-906	Advanced Microsoft Office .....	3
BU-907	Word Processing.....	3
CIS-101	Introduction to Computers and Applications.....	3
<b>Sub-total</b>		<b>26</b>

### ELECTIVES

Choose 10-12 credits from:

BU-101	Principles of Accounting I.....	4
BU-301	Business Law I .....	3
BU-600	Business Internships.....	3
BU-810	Legal Office Procedures .....	3
BU-903	Medical Office Procedures .....	3
BU-916	Medical Coding and Billing I .....	3
BU-917	Healthcare Information Management.....	3
BU-918	Medical Coding and Billing II .....	3
CIS-206	Spreadsheet Business Applications.....	3
CIS-208	Database Management Systems .....	3
<b>Sub-total</b>		<b>10-12</b>

### ADDITIONAL MAJOR REQUIREMENTS

Laboratory Science <sup>4</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>

**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.

<sup>4</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 - 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, 15 required credits in the CIS major and then choose 6 credits of CIS electives.

**Typical employment opportunities include:** software developer, programmer, systems analyst, application software support, web developer, database administrator, information security analyst, help desk, computer support specialist. 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.

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 Computer Information Systems/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 courses) .....		6
Sub-total		9
<b>REQUIREMENTS FOR THE MAJOR</b>		
CIS-101	Introduction to Computers and Applications.....	3
CIS-102	Computer Programming Fundamentals for Business.....	3
CIS-153	Microcomputer Operating Systems and Utility Software .....	3
CIS-206	Spreadsheet Business Applications.....	3
CIS-208	Database Management Systems .....	3
Sub-total		15
<b>ELECTIVES, SELECT TWO (2) COURSES FROM:</b>		
CIS-152	Computer Programming for Business I.....	3
CIS-201	Local Area Network Management .....	3
CIS-204	Web Design.....	3
CIS-251	Analysis and Design of Systems Projects.....	3
Sub-total		6
		<b>Total Credits Required 30</b>

# PROGRAMS OF STUDY IN BUSINESS

## 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.

CORE REQUIREMENTS	CREDITS
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 & Billing I ..... 3
BU-917	Healthcare Information Management..... 3
	Business electives ..... 3
	Sub-total 20
 <b>ADDITIONAL REQUIREMENTS FOR THE MAJOR</b>	
BU-801 <sup>1</sup>	Typewriting/Keyboarding <sup>1</sup> .....2
BU-812	Transcription and Dictation of Business Documents.....2
	Sub-total 4
 <b>SELECT THREE (3) CREDITS IN COMBINATION FROM:</b>	
BI-150	Organization & Delivery of Healthcare.....2
BI-403	Medical Terminology .....2
PHIL-140	Medical Ethics .....3
HE-101	Health Education .....1
HE-102	Health Education .....2
HE-110	CPR.....1
	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.

## 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 pre-requisite 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.*

CORE REQUIREMENTS	CREDITS
ENGL-101 or ENGL-103	English Composition I or Writing for the New Media..... 3
BU-801 <sup>1</sup>	Typewriting/Keyboarding <sup>1</sup> ..... 2
CIS-101	Introduction to Computers and 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:***

### OPTION A - CORPORATE OFFICE ADMINISTRATION ASSISTANT

BU-907	Word Processing..... 3
BU-600	Business Internships..... 3

#### Select two (2) from:

BU-903	Medical Office Procedures..... 3
BU-810	Legal Office Procedures..... 3
BU-859	Corresponding in the Digital World ..... 3

#### and

BU-xxx or CIS-xxx	Business or CIS Elective..... 4
-------------------	---------------------------------

Sub-total 16

### OPTION B - LEGAL OFFICE ADMINISTRATION ASSISTANT

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..... 3
BU-859	Corresponding in the Digital World ..... 3

#### and

Free Electives	..... 3
----------------	---------

Sub-total 16

### OPTION C - ACCOUNTING/OFFICE ADMINISTRATION ASSISTANT

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..... 4
BU-201	Business Organization and Management..... 3
CIS-206	Spreadsheet Business Applications..... 3

Sub-total 16-17

### OPTION D - HEALTH CARE OFFICE ADMINISTRATION ASSISTANT

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 & Billing I ..... 3
BU-917	Healthcare Information Management..... 3

Sub-total 16

**Total Credits Required 30**

# ACADEMY FOR HEALTH RELATED SCIENCES

## PROGRAMS OF STUDY

---

**Advisement Center, Library, Room 430 • 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 Health Sciences, Public Health or in the Dual/joint programs in Nursing with Hunter-Bellevue School of Nursing, York College and the CUNY School of Professional Studies. The A.A.S. degree programs in Massage Therapy, Medical 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 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:**

Ms. Gail Patterson, *Lead*

---

- 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 (CUNY 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.S. Degree** in Public Health (PBH-AS)
- **A.A.S. Degree** in Massage Therapy (TM-AAS)
- **A.A.S. Degree** in Medical 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 CUNY 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 session 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.

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 Simulation Lab, a Nursing Computer Resource Center and a home care lab.

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 review 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.

<sup>1</sup> Students who are exempt from or placed out of MA-119 College Algebra are required to take MA-336 Statistics.

- Take the National League for Nursing Pre Admission RN exam – RN PAX (refer to [nln.org](http://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 advisers in the English, 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 session 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 session 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.

### 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 Communication and Theatre Arts faculty.

# PROGRAMS OF STUDY IN HEALTH RELATED SCIENCES

## TRANSFER STUDENTS

Transfer students from other institutions must be in good standing. Students who are on academic probation, or have been enrolled in any prior nursing program are not eligible for admission to the Nursing Clinical Program. All nursing courses must be completed at QCC. All non-nursing courses will be evaluated for credit by the College Admissions Office. Once matriculated into Queensborough transfer students can then be advised by the Academy for Health Related Sciences.

## 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 [nlm.org](http://nlm.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.
- All entering clinical students will be required to complete drug and alcohol screenings and background checks, in accordance with the clinical agency's policies.

If the student receives a negative incident finding from a criminal background check result or drug or alcohol screening, the student must resolve that issue before the start of the clinical practice experience. This may require that the student withdraw or not be permitted to register for the course for the semester until the issue is satisfactorily resolved. There are NO alternative clinical placements.

Please note that if a student is not permitted to take part in a clinical practice experience required by the program based on the results of a criminal background check or drug or alcohol screening, **the student may be unable to complete the course requirements.** It is important for a student to consider this before enrolling in the Nursing program.

## 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.)
- A student who “steps out” for any reason for more than two consecutive semesters is ineligible to continue in the nursing Program. (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 may pursue a baccalaureate degree in Nursing at 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 (CUNY 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. Students will be guided in the selection of a program and courses by an adviser.

## Nursing - A.A.S.<sup>1</sup>

ACCREDITED BY ACCREDITATION COMMISSION FOR EDUCATION IN NURSING (ACEN)

### 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>2</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
<b>Sub-total</b>	<b>22</b>

### REQUIREMENTS FOR THE MAJOR

NU-101 Safe & Effective Nursing Care Level I.....	7
NU-102 Safe & Effective Nursing Care Level II.....	9
NU-201 <sup>3</sup> Safe & Effective Nursing Care Level III <sup>3</sup> .....	9
NU-202 Safe & Effective Nursing Care Level IV.....	9
NU-204 <sup>3</sup> Nursing & Societal Forces <sup>3</sup> .....	3
<b>Sub-total</b>	<b>37</b>

### ADDITIONAL MAJOR REQUIREMENTS

BI-302 Anatomy & Physiology II.....	4
BI-311 Microbiology.....	4
<b>Sub-total</b>	<b>8</b>

**Total Credits Required 67**

<sup>1</sup> NOTE: In November, 2020 NYSED approved changes to the A.A.S. Program in Nursing that altered the hours and credits of some courses effective Spring 2021. Please see Catalog Addendum for details.

<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.

# 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 Health Related Sciences Academy advisers for advisement. 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.

Upon completion of the A.S. Degree Program, students will be able to:

1. Demonstrate a factual and conceptual knowledge of basic biological systems including the structure and function of the human body.
2. Use algebra and statistics to solve problems in the health sciences.
3. Proficiently acquire, process, and analyze scientific information in all its forms.
4. Proficiently convey information specific to the health sciences through technical writing or oral presentation.
5. Use current technology to demonstrate concepts related to the field of health science.
6. Work collaboratively to acquire and analyze data, or solve problems in the field of health sciences.
7. Demonstrate an understanding of the professional and ethical responsibilities in the field of health sciences.

### 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 in 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> ).....	4.5
<b>Sub-total</b>	<b>32.5<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.....	0-2
<b>Sub-total</b>	<b>0-2</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 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-150, BI-151, BI-235,\* BI-250, BI-311, BI-356, BI-403, BI-421,\* BI-453, BI-456, BI-457, BI-461, BI-503, BI-510, BI-550, BI-551; BU-101, BU-201, CIS-101, 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; MUS-101; 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

## Public Health - A.S. Degree Program

Public health and related fields are among the fastest growing employment sectors in the New York region and nationally. Driven by efforts to improve the health of the public, the demand for public health professionals with formal training is expected to grow significantly in the future. Public health professionals are defined as all those responsible for providing the essential services of public health regardless of the organization in which they work. They are employed in such diverse positions as health educators, health care workers, epidemiologists, environmental health specialists and public health administrators.

The Public Health Program at Queensborough Community College is an Associate of Science degree program that offers students a challenging, educational experience with courses in the fields of biology, statistics, epidemiology, nutrition, general education and public health education. The curriculum provides a strong foundation in public health that will prepare students to pursue further education in baccalaureate programs in Public Health related fields or as entry-level professionals in a variety of workplaces including public, private, and non-profit organizations.

The program has transfer agreements with Hunter College's B.S. degree program in Community Health, an accredited program by the Council on Education for Public Health (CEPH) and York College's B.S. program in Public Health. Students who enroll in the Public Health degree program are part of the Queensborough Health-Related Sciences Academy who along with the Department of Biological Sciences and Geology and the Department of Health, Physical Education and Dance advises students on their curriculum and opportunities for transfer to 4-year institutions. The Transfer Resource Center at the College will help students prepare to transfer.

Upon completion of the A.S. Degree Program, students will be able to:

1. Analyze public health theory and practice in the following areas: social and behavioral sciences, epidemiology, environmental health, health communication, health care systems and policy.
2. Apply and synthesize basic quantitative and qualitative data, professional and scholarly literature to produce papers and oral presentations related to public health.
3. Analyze and evaluate the biological principles associated with the distribution of infectious and non-infectious diseases of public health importance.
4. Examine the current research related to public health problems, and formulate methods for the prevention and control of diseases.
5. Evaluate the role of social justice in bringing about social change to improve the health of the public.
6. Communicate, promote and advocate for improvements in the health of the public.

Students enrolled in the program must complete 32 credits in the common core and 17 credits in the major. An additional 11 credits will be satisfied by advised Public Health major electives.

### 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-119 <sup>1</sup> College Algebra .....	3
REQUIRED CORE 1C:	BI-201 <sup>1</sup> General Biology I.....	4
FLEXIBLE CORE 2A:	World Cultures & Global Issues Recommended: ANTH-160.....	3
FLEXIBLE CORE 2B:	U.S. Experience in Its Diversity Recommended: SP-211 .....	3
FLEXIBLE CORE 2C:	Creative Expression (select one from 2C) ...	3
FLEXIBLE CORE 2D:	Individual & Society Recommended: PHIL-148 or SOCY-101.....	3
FLEXIBLE CORE 2E:	BI-520 <sup>1</sup> Introduction to Public Health.....	4
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E:	Recommended: SOCY-200 level from 2D or PSYC-101 from 2E .....	3
<hr/>		Sub-total 32

### REQUIREMENTS FOR THE MAJOR

BI-503	General Epidemiology .....	3
BI-521	Public Health Biology .....	3
HE-103	Fundamentals of Human Nutrition .....	3
HE-114	Principles and Practices of Public Health .....	3
IS-151	The Health of the Nation .....	2
MA-336	Statistics .....	3
<hr/>		Sub-total 17

### ADVISED MAJOR ELECTIVES<sup>2</sup>

Choose 11 credits from:

BI-202	General Biology II .....	4
BI-461	General Microbiology.....	4
BI-501	Environmental Health.....	4
BI-522	Applied Biostatistics .....	3
BI-505	Current Environmental Issues .....	1
BI-554	Research Laboratory Internship .....	2
HE-102	Health, Behavior and Society .....	2
HE-104	Addictions and Dependencies .....	3
HE-105	Human Sexuality.....	3
HE-107	Mental Health: Understanding Your Behavior.....	3
HE-108	Health and Physical Fitness .....	3
HE-110	Cardiopulmonary Resuscitation.....	1
HE-111	Stress Management .....	3
HE-202	Social and Behavior Determinants of Health ...	3
<hr/>		Sub-total 11

**Total Credits Required 60**

<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.

<sup>2</sup> Advised Major Electives should be guided by appropriate transfer articulations.

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, rehabilitation/pain control centers and other health care facilities, sports/dance 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/patients in a variety of settings under the supervision of qualified licensed faculty members. The program is based on a medical/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.

### MESSAGE 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 medical/holistic health framework.
- Comprehend theoretical knowledge of and apply Eastern and Western massage therapy techniques.
- Work with clients/patients 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.

### 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:	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
<hr/>		Sub-total 23

### 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
<hr/>		Sub-total 35

### ELECTIVES

Massage Elective: HA-206, HA-207, HA-208 or HA-209 .....	2
<hr/>	
Sub-total 2	

**Total Credits Required 60**

*All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.*

***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.***

### Massage Therapy - A.A.S. Degree Program (continued)

#### SPECIAL REQUIREMENTS

- Student Massage Therapists Liability insurance coverage is required for students taking massage therapy courses 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 CPR and First Aid for Health Care Providers 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
- Speech evaluation may be required of Massage Therapy students. Students will be referred by the Massage Therapy program for testing in the Department of Speech Communication and Theatre Arts. Depending on the evaluation, students may be required to complete SP-007 in their first 14 credits of study.

# PROGRAMS OF STUDY IN HEALTH RELATED SCIENCES

## Medical Assistant - A.A.S. Degree Program

The A.A.S. degree program in Medical 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.

<sup>2</sup> Upon the recommendation from an adviser, students will be advised, but not required, to take Pharmacology as elective credit.

<sup>3</sup> BI-950 can only be used towards elective credit if it hasn't been used towards internship credit.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

### REQUIREMENTS FOR THE A.A.S. DEGREE

<b>COMMON CORE REQUIREMENTS</b>		<b>CREDITS</b>
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 HIST-110, HIST-111 or HIST-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-111	Introduction to Human Biology .....	3
BI-150	Organization and Delivery of Health Care ...	2
BI-260	Patient Care Coordination.....	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		16

### REQUIREMENTS FOR THE MAJOR - BUSINESS

BU-812	Transcription and Dictation of Business Documents .....	2
BU-903	Medical Office Procedures.....	3
BU-907	Word Processing.....	3
BU-916	Medical Coding and Billing I .....	3
BU-917	Healthcare Information Management.....	3
Sub-total		14

### INTERNSHIP REQUIREMENTS

BU-600	Business Internships.....	3
or		
BI-961 and HE-110 and BI-950	Phlebotomy Practice .....	1
	Cardiopulmonary Resuscitation.....	1
	Field Experience in Medical Assisting.....	1
Sub-total		3

### ELECTIVES

Choose 5 credits from:		
BI-510 <sup>2</sup>	Pharmacology .....	3
BI-950 <sup>3</sup> , BI-951 or BI-952	Field Experience in Medical Assisting .....	1
BU-801	Typewriting/Keyboarding <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		5

**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, Field Experience in Medical Assisting; 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.

<b>CORE REQUIREMENTS</b>		<b>CREDITS</b>
ENGL-101	English Composition I.....	3
BI-111	Introduction to Human Biology.....	3
		Sub-total 6
<b>REQUIREMENTS FOR THE MAJOR</b>		
BI-150	Organization and Delivery of Health Care ...	2
BI-260	Patient Care Coordination.....	2
BI-340	Assisting in the Medical Office: Clinical Testing Procedures.....	2
BI-341	Assisting in the Medical Office: Medical Assisting Procedures.....	2
BU-801 <sup>1</sup>	Typewriting/Keyboarding <sup>1</sup> .....	2
BU-812	Transcription and Dictation of Business Documents.....	2
BU-903	Medical Office Procedures.....	3
BU-907	Word Processing.....	3
BU-917	Healthcare Information Management.....	3
		Sub-total 21
<b>ELECTIVES</b>		
Advised electives <sup>2</sup>	.....	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

---

**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. Gail Patterson, *Lead*

---

- 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)

#### **Concentrations:**

American Studies  
Communication Studies  
Education  
English  
Exercise Science  
Gender Studies  
History  
International Studies  
Liberal Studies  
Nutrition  
Personal Training  
Physical Education  
Sociology  
Urban Studies



# 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-106	Introduction to Criminal Justice Research.....	1
CRIM-202	Corrections & Sentencing.....	3
CRIM-203	Criminal Law.....	3
CRIM-201 or	Policing	3
CRIM-204	Crime & Justice in the Urban Community.....	3
CRIM-205	Criminology .....	3
<b>Sub-total</b>		<b>16</b>

### ADDITIONAL MAJOR REQUIREMENTS

Foreign Language .....	6-8
MA-336 <sup>1</sup> .....	3
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>10-12</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 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.
- 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; or, students can demonstrate proficiency in a foreign language 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 the A.A. 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 <sup>2</sup> .....	3
REQUIRED CORE 1B: Mathematical & Quantitative Reasoning Recommended: MA-119 <sup>3</sup> or MA-336 .....	3
REQUIRED CORE 1C: Life & Physical Sciences GE-101 or BI-140 .....	4
FLEXIBLE CORE: 2A: World Cultures & Global Issues (Select one course) .....	3
FLEXIBLE CORE: 2B: U.S. Experience in Its Diversity Required: HIST-127 .....	3
FLEXIBLE CORE: 2C: Creative Expression Recommended: TH-120 or DAN-111 .....	3
FLEXIBLE CORE: 2D: Individual & Society Recommended: SOCY-101 .....	3
FLEXIBLE CORE: 2E: Scientific World (Select one course) .....	3-4
FLEXIBLE CORE: 2A, 2B, 2C, 2D or 2E Required: HIST-128 .....	3
<b>Sub-total</b>	<b>31-32</b>

### REQUIREMENTS FOR THE MAJOR

EDUC-101 <sup>4,5</sup> Contemporary Education: Principles & Practices .....	4
EDUC-230 <sup>5</sup> Childhood Learning and Development in Cultural Context .....	3
MA-303 Number Systems .....	3
MUS-210 <sup>5</sup> Music for Teachers of Children .....	3
PH-101 <sup>6</sup> Principles of Physics .....	4
SP-211 Speech Communication .....	3
Select one course from: ENGL-200 or ENGL-300 series .....	3
<b>Sub-total</b>	<b>23</b>

### ADDITIONAL MAJOR REQUIREMENTS

One course in PE-400 or PE-500 series or DAN-100 series .....	1
<b>Sub-total</b>	<b>1</b>

### FREE ELECTIVES<sup>6</sup>

Recommended: Course(s) from the Pathways Gateway-to-Major courses in Biology, Economics, English, Political Science, Psychology, History or Sociology .....	4-5
<b>Sub-total</b>	<b>4-5</b>

**Total Credits Required 60<sup>7</sup>**

<sup>1</sup> A grade of B is required in one course in each of the NYS Core Areas (English, Social Studies (Social Sciences and History), 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 or ENGL-102.

<sup>3</sup> Minimum grade of C is required in MA-119 in order to register for the next sequenced Math courses.

<sup>4</sup> Grade of B or better required in EDUC-101.

<sup>5</sup> EDUC-101, EDUC-230 and MUS-210 are approved CUNY Gateway courses into the Education major.

<sup>6</sup> If PH-101 is taken to satisfy Flexible Core 2E, 4 additional credits of Free Electives must be taken.

<sup>7</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.

Students are strongly advised to select Free Electives that will transfer to Queens College as a liberal arts co-major or minor.

# 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 a variety of disciplines should choose the Liberal Studies concentration, and students with particular interests may choose one of the following concentrations:

- American Studies
- Communication Studies
- Education
- English
- Exercise Science
- Gender Studies
- History
- International Studies
- Liberal Studies
- Nutrition
- Personal Training
- Physical Education
- 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) .....	3-4 <sup>1</sup>
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) .....	3-4 <sup>1</sup>
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) .....	3
FLEXIBLE CORE 2B: U.S. Experience in 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).....	3-4 <sup>1</sup>
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course).....	3-4 <sup>1</sup>
<hr style="width: 100%;"/>	
Sub-total 30-34 <sup>1</sup>	

### 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
<hr style="width: 100%;"/>	
Sub-total 3-4	

### ELECTIVES OR CONCENTRATION CHOICES

Free electives or concentration choices - see following pages ..... 8-9

---

Sub-total 8-9

---

**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)
- HIST-110 or HIST-111 or HIST-112 (if already taken in common core, one course from HIST-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)
- HIST-110, HIST-111, or HIST-112 (if already taken in common core, one course from HIST-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; HIST-127, HIST-128, HIST-135, HIST-239, HIST-276; MUS-104; SP-471, SP-472; PHIL-165

**Communication Studies** – To complete a concentration in Communication 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)
- SP-211 (if already taken in common core, one additional Social Science course from Anthropology, CRIM-101 or CRIM-102, Economics, Sociology, Political Science, or Psychology is recommended)
- One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-106, CH-111, CH-121; ET-842; PH-112.
- One English course from ENGL-200 series
- One History course from HIST-110, HIST-111, or HIST-112 (if already taken in common core, one additional course from SP-213, SP-214 or TH-152
- Communication Studies Concentration (8-9 credits): Take SP-101 and two courses from the following: SP-212, SP-213, SP-214, SP-275, SP-321, TH-152 (If any of these courses are taken as a part of common core, students must elect courses from this list to complete the 9 credits in the concentration.)

**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)
- 
- SP-211 (if already taken in common core, choose from HIST-110, HIST-111, or HIST-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, EDUC-230 Childhood Learning and Development in Cultural Context and MUS-210 Music for Teachers of Children; remaining credits may be selected from common core or are free electives.

## PROGRAMS OF STUDY IN LIBERAL ARTS

**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 HIST-110 or HIST-111 or HIST-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)
- HIST-110 or HIST-111 or HIST-112 (if already taken in common core, one course from HIST-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 HIST-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 Science and choose from HE-103 Fundamentals of Human Nutrition, HE-108 Health and Physical Fitness, HE-110 Cardiopulmonary Resuscitation and PE-540 Introduction to Physical Fitness.

**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)
- HIST-110, HIST-111, or HIST-112 (if already taken in common core, one course from HIST-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 HIST-152, HIST-226, ANTH-170, SOCY-230, SOCY-250, PSYC-255, ENGL-231, ENGL-232, HE-105

**History** – To complete a concentration in History, 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 & Literatures 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 Science course from Anthropology, CRIM-101 or CRIM-102, Economics, Sociology, Political Science, or Psychology is recommended.
- One History course from HIST-110, HIST-111, HIST-112 (if already taken in common core, one course from HIST-200 series is recommended; if two History courses have been taken in common core, one additional course from HIST-200 series is recommended).
- History Concentration (8-9 credits): Choose three additional courses from HIST-100 and/or HIST-200 series.

## PROGRAMS OF STUDY IN LIBERAL ARTS

**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)
- HIST-110 or HIST-111 or HIST-112 (if already taken in common core, one course from HIST-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); HIST-133, HIST-140, HIST-141, HIST-152, HIST-218, HIST-291, HIST-295, MUS-102, MUS-105, 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 HIST-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); HIST-133, HIST-140, HIST-141, HIST-152, HIST-218, HIST-291, HIST-295, MUS-102, MUS-105, 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); HIST-133, HIST-140, HIST-141, HIST-152, HIST-218, HIST-291, HIST-295, MUS-102, MUS-105, 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)
- HIST-110 or HIST-111 or HIST-112 (if already taken in common core, one course from HIST-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 HIST-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 Fundamentals of Human Nutrition and choose from HE-114 Principles and Practices of Public Health, IS-151 Health of the Nations, PE-540 Introduction to Physical Fitness.

**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)
- HIST-110 or HIST-111 or HIST-112 (if already taken in common core, one course from HIST-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 HIST-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 and PE-416 Weight Training

## PROGRAMS OF STUDY IN LIBERAL ARTS

**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)
- HIST-110 or HIST-111 or HIST-112 (if already taken in common core, one course from HIST-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 HIST-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, PE-540 Introduction to Physical Fitness and choose from PE-400 or PE-500 series or DAN-100 series.

**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)
- HIST-110, HIST-111, or HIST-112 (if already taken in common core, one course from HIST-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)
- HIST-110, HIST-111, or HIST-112 (if already taken in common core, one course from HIST-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 HIST-136, HIST-239, HIST-276, 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

---

**Advisement Center, Library Building, Room 430 • Telephone: 718-281-5340 • Email: 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, *Lead*

---

## **ENGINEERING, SCIENCE AND MATHEMATICS PROGRAMS**

- QCC/JJ Dual/Joint **A.S. Degree** in Computer Science & Information Security (QCC) leading to the B.S. Degree in Computer Science & Information Security (John Jay College of Criminal Justice) **Dual/Joint Transfer program** (CSS-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)
- 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)
- **A.S. Degree** in Biology (BIO-AS)
- **A.S. Degree** in Engineering Science (PE-AS)
- **A.S. Degree** in Environmental Science (ES-AS)
- **A.S. Degree** in Liberal Arts & Sciences (Mathematics & Science) (LS-AS)
- **A.S. Degree** in Psychology (PSYC-AS)

## **TECHNOLOGY PROGRAMS**

- **A.A.S. Degree** in Computer Engineering Technology<sup>1</sup> (CT-AAS)
- **A.A.S. Degree** in Architectural Technology (ARC-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 Internet and Information Technology (EN-CERT)

<sup>1</sup> Accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>.

## QCC/John Jay Dual/Joint Degree Program: A.S. in Computer Science and Information Security (QCC) leading to the B.S. in Computer Science and Information Security (John Jay College of Criminal Justice)

The Computer Science and Information Security (CSS) program provides students with the fundamental knowledge required for entry into the fields of computer programming, digital forensics, and cybersecurity. Protecting the security and integrity of computer data and systems is ever-more vital for businesses and organizations worldwide, and demand for qualified cybersecurity analysts, specialists and consultants is growing.

This dual-joint degree program with John Jay School of Criminal Justice allows students to earn an A.S. degree and complete the first two years of college at Queensborough. They then can choose to be automatically admitted to John Jay College of Criminal Justice to complete the requirements for a bachelor's degree. Students may also choose to continue at John Jay for a master's degree. Core courses in the A.S. major include: Python Programming and Applications, Object-Oriented Programming in C++, Computer Architecture, the Linux Operating System, Computer Networking and Network Security.

CSS offers the background needed in troubleshooting and computing to stop the abuse and misuse of computers, data networks, information systems and information infrastructures, in the environment of ever advancing digital technology. Apart from graduates in traditional computer science programs, CSS graduates will gain specific skills in the cybersecurity field. The U.S. Bureau of Labor and Statistics projects rapid growth in cybersecurity-related jobs over the next decade due to a very high demand for trained individuals.

The CSS program allows students to pursue further education and careers in Computer Science, Cybersecurity, DevSecOps, Cloud Computing as well as other related Information Technology fields. The curriculum emphasizes core computer science principles and a foundation in cybersecurity as well as a pathway to obtain in-demand computer industry certifications.

### 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 <sup>1</sup> Pre-Calculus Mathematics.....	4
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 (Select one course).....	3
FLEXIBLE CORE: 2C: Creative Expression (Select one course).....	3
FLEXIBLE CORE: 2D: Individual & Society (Recommended: CRIM-101 Introduction to the American Criminal Justice System).....	3
FLEXIBLE CORE: 2E: MA-441 Analytic Geometry & Calculus I.....	4
FLEXIBLE CORE: 2A, 2B, 2C, 2D or 2E (Select one course).....	3
<b>Sub-total</b>	<b>32-33</b>

### REQUIREMENTS FOR THE MAJOR

MA-119 <sup>1</sup>	College Algebra and	
MA-121	Trigonometry	
or		
MA-442 <sup>1</sup>	Analytic Geometry & Calculus II.....	4
MA-471	Introduction to Discrete Mathematics.....	3
ET-506	Linux Operating System.....	3
ET-574	Programming & Applications with Python.....	3
ET-575	Introduction to C++ Programming Design & Implementation.....	3
ET-580	Object Oriented Programming in C++.....	3
ET-585	Computer Architecture.....	3
ET-704	Networking Fundamentals I.....	4
ET-725	Computer Network Security.....	3
<b>Sub-total</b>		<b>29</b>

### 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 <sup>3</sup>
---------------------------------	--	------------------

**Total Credits Required 60-62**

<sup>1</sup> Students who take MATH-119 may, or may not, require MATH-121 depending on Math placement testing. Students who place directly into MA-440 must take MA-442 Calculus II.

<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/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-421 <sup>3</sup> General Calculus Physics A <sup>3</sup> .....	5
PH-422 <sup>3</sup> General Calculus Physics B <sup>3</sup> .....	5
<b>Sub-total</b>	<b>28</b>

**Total Credits Required 60<sup>4</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> Continuing students may complete the 3-course sequence (PH-411, PH-412 and PH-413) for PH-421 and PH-422.

<sup>4</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.

**NOTE:** Students are required to have a GPA of 2.5 or better in the foundation mathematics and science courses to graduate from the program.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## **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**

<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-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 in 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

## **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 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**

<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-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 in 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.

## **Biology - Associate in Science (A.S.) Degree**

The Associate in Science degree program in Biology offers students interested in careers in biological sciences and professional medical fields an opportunity to complete the first two years of study leading to the Bachelor of Science degree.

### **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-441 <sup>1</sup> Analytic Geometry & Calculus I <sup>1</sup> ....	4
REQUIRED CORE 1C: BI-201 General Biology I.....	4
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B: Required: SP-211 Speech Communication....	3
FLEXIBLE CORE 2C: Creative Expression (select one from 2C) ...	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)....	3
FLEXIBLE CORE 2E: Required: CH-151 General Chemistry I .....	4.5
FLEXIBLE CORE 2E: Required: CH-152 General Chemistry II .....	4.5
<hr style="width: 100%;"/>	Sub-total 35

### **REQUIREMENTS FOR THE MAJOR**

BI-202	General Biology II.....	4
BI-203	Cell Biology.....	3
<hr style="width: 100%;"/>		Sub-total 7

### **MAJOR ELECTIVES**

Choose 7-16<sup>1</sup> credits from:

BI-235	Human Anatomy.....	4
BI-356	Principles of Genetics.....	4
BI-357	Bioinformatics.....	3
BI-421	Human Physiology .....	4
BI-453	Biotechnology .....	5
BI-456	Introduction to Biological Research.....	4
BI-461	Microbiology.....	4
BI-554	Research Laboratory Internship .....	2
<hr style="width: 100%;"/>		Sub-total 7-16 <sup>1</sup>

### **ADDITIONAL MAJOR REQUIREMENTS**

MA-119 <sup>1</sup>	College Algebra <sup>1</sup> .....	3
MA-121 <sup>1</sup>	Trigonometry <sup>1</sup> .....	1
MA-440 <sup>1</sup>	Pre-Calculus Mathematics <sup>1</sup> .....	4
HE-101	Introduction to Health Education	
or		
HE-102	Health Behavior & Society.....	1-2
One credit in PE-400 or PE-500 series		
or DAN-100 series (one credit courses only).....		1
<hr style="width: 100%;"/>		Sub-total 2-11 <sup>1</sup>

**Total Credits Required 60**

<sup>1</sup> Depending on their math placement, students may be required to complete MA-119, MA-121, and/or MA-440 (with a C or better) prior to MA-441. Students who are not required to complete one or more of those courses must take additional Major Elective biology courses to reach 60 credits.

All students must successfully complete two (2) writing-intensive classes (designated "W1") 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.....	4.5
FLEXIBLE CORE 2A: World Cultures & Global Issues (select from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience in 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: PH-421 <sup>2</sup> General Calculus Physics A <sup>2</sup> .....	5
FLEXIBLE CORE 2E: PH-422 <sup>2</sup> General Calculus Physics B <sup>2</sup> .....	5
<b>Sub-total</b>	<b>36.5</b>

### REQUIREMENTS FOR THE MAJOR

MA-442 Analytic Geometry & Calculus II.....	4
MA-443 Analytical Geometry & Calculus III.....	4
MA-451 Differential Equations.....	4
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-505 Introduction to C++ Object Oriented Programming	
ET-575 Introduction to C++ Programming Design and Implementation	
CS-101 Algorithmic Problem Solving I.....	3-4
<b>Sub-total</b>	<b>21-22</b>

### ADVISED ELECTIVES

Advised major electives selected from the list to the right .....	6.5-7.5
<b>Sub-total</b>	<b>6.5-7.5</b>

**Total Credits Required 65**

### ENGINEERING ADVISED ELECTIVES

#### 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.

<sup>2</sup> Continuing students may complete the 3-course sequence (PH-411, PH-412 and PH-413) for PH-421 and PH-422.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## Environmental Science - Associate in Science (A.S.) Degree

Graduates of the Associate in Science degree program in Environmental Science are prepared for transfer to a four-year college to complete a Bachelor of Science (B.S.) degree that is essential for most types of employment in this field. QCC students will be offered the opportunity to obtain the A.S. Degree with a concentration in Environmental Science.

### **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-440 Pre-Calculus Mathematics <sup>1</sup> .....	4
REQUIRED CORE 1C: BI-201 <sup>1</sup> General Biology I <sup>2</sup> .....	4
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience in 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>2</sup> .....	4.5
FLEXIBLE CORE 2E: CH-152 <sup>1</sup> General Chemistry II <sup>2</sup> .....	4.5
<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
Sub-total	35

### **REQUIREMENTS FOR THE MAJOR**

BI-160 Ecology.....	4
BI-202 General Biology II.....	4
BI-461 General Microbiology.....	4
BI-480 Environmental Science.....	4
GE-101 Physical Geology.....	4
<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
Sub-total	20

### **ADVISED MAJOR ELECTIVES**

Choose 5 credits from:

BI-505 Current Environmental Issues.....	1
BI-554 Research Laboratory Internship.....	2
CH-110/111 Chemistry and the Environment/Lab.....	4
ET-840 Energy for a Green Society.....	4
ET-841 The Science of Energy and Power in the Modern World.....	3
ET-843 The Role of Energy in Society.....	3
GE-102 Historical Geology.....	4
HE-110 Cardiopulmonary Resuscitation.....	1
MA-119 <sup>1</sup> College Algebra <sup>1</sup> .....	3
MA-121 <sup>1</sup> Trigonometry <sup>1</sup> .....	1
MA-336 Statistics.....	3
MA-441 Analytic Geometry & Calculus I.....	4
PH-120/121 Introduction to Meteorology/Lab.....	4
PH-124 Global Warming.....	3
<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
Sub-total	5

**Total Credits Required 60**

<sup>1</sup> Students who do not place into MA-440 are required to take MA-119 and MA-121 prior to that course as Advised Major Electives.

<sup>2</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.



## 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-119 <sup>1</sup> College Algebra .....	3
REQUIRED CORE 1C:	Life & Physical Sciences (one of following required: <sup>2</sup> BI-201, CH-151, PH-301, PH-311, or PH-421).....	4-5

The following options are recommended for students planning on pursuing a degree in one of the subjects listed below:

Biology:	BI-201
Chemistry:	CH-151
Computer Science:	BI-201, CH-151, PH-301, PH-311, or PH-421
Mathematics:	PH-301, PH-311, or PH-421
Physics:	PH-421

FLEXIBLE CORE 2A:	World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B:	SP-211 <sup>2</sup> Speech Communication.....	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, two of following required: <sup>2</sup> BI-201, BI-202, CH-151, CH-152, CH-251, CH-252, MA-442, MA-443, MA-451, MA-461, CS-101 <sup>3</sup> , CS-201, CS-203 <sup>3</sup> , PH-301, PH-302, PH-311, PH-312, PH-421 or PH-422.....	8-10

The following options are recommended for students planning on pursuing a degree in one of the subjects listed below:

Biology:	BI-202 and CH-151
Chemistry:	CH-152 and CH-251
Computer Science:	CS-101 <sup>3</sup> and CS-201
Mathematics:	PH-302, PH-312, or PH-422 and MA-442
Physics:	PH-422 and MA-442

Sub-total 33-36

#### REQUIREMENTS FOR THE MAJOR

Students must complete MA-441 and any prerequisites, based on their math placement.<sup>1</sup>

MA-121	Trigonometry .....	1
MA-440	Pre-Calculus Mathematics.....	4
MA-441	Analytic Geometry & Calculus I.....	4
Sub-total		4-9

Select 9-18 credits of coursework from:<sup>4</sup>

BI-201, BI-202, BI-356, BI-357, BI-453,  
CH-151, CH-152, CH-251, CH-252, CH-900,  
CH-901, CH-911, CH-912, CH-913, CH-914,  
MA-442, MA-443, MA-451, MA-461, MA-471,  
MA-481, CS-101<sup>3</sup>, CS-201, CS-203<sup>3</sup>, CS-204,  
CS-220, PH-240, PH-301, PH-302, PH-303,  
PH-311, PH-312, PH-414, PH-415, PH-416,  
PH-421, PH-422, PH-431, PH-440, PH-450,  
PH-900..... 9-18

The following courses are recommended for students planning on pursuing a degree in one of the subjects listed below (some courses may have been already taken to satisfy core areas 1C and 2E):<sup>4</sup>

Biology:	BI-201, BI-202, CH-151, CH-152, BI-356, BI-357, BI-453, PH-311, PH-312
Chemistry:	CH-151, CH-152, CH-251, CH-252, CH-900, CH-901, CH-911, CH-912, CH-913, CH-914, MA-442, MA-443, MA-451, PH-421, PH-422
Computer Science:	CS-101 <sup>3</sup> , CS-201, CS-203 <sup>3</sup> , CS-204, CS-220, MA-442, MA-461, MA-471, MA-481
Mathematics: <sup>5</sup>	PH-301 (or PH-311 or PH-421), PH-302, (or PH-312 or PH-422), MA-442, MA-443, MA-451, MA-461, MA-471, MA-481
Physics:	PH-240, PH-303, PH-414, PH-415, PH-416, PH-421, PH-422, PH-431, PH-440, PH-450, PH-900, MA-442, MA-443, MA-451, MA-461

Sub-total 9-18

#### ADDITIONAL MAJOR REQUIREMENTS

History or Social Sciences course <sup>6</sup> .....	3	
HE-101 Introduction to Health Education or HE-102 Health Behavior & Society.....	1-2	
One credit in PE-400 or PE-500 series or DAN-100 series (one credit courses only).....	1	
Sub-total		5-6

**Total Credits Required 60**

<sup>1</sup> Students who place into MA-440 or MA-441 will use that course to satisfy Required Core 1B. A higher math placement will allow students to take additional Major Requirement courses.

<sup>2</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>3</sup> ET-575 and ET-580 may not be substituted for CS-101 and CS-203.

<sup>4</sup> Students must take at least one two-course sequence in each of two different disciplines (for example, BI-201 and 202; CH-151 and 152; PH-301 and 302; PH-311 and 312, PH-421 and 422; MA-441 and 442, CS-101 and CS-201, CS-203, or CS-204). Students should consult with their concentration department when choosing major requirement courses.

<sup>5</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 Major Requirements.

<sup>6</sup> If taken in the Common Core, an additional course in concentration is recommended. All students must successfully complete two writing-intensive classes (designated "WI") to fulfill degree requirements.

## Psychology - Associate in Science (A.S.) Degree

Graduates of the Associate in Science degree program in Psychology are prepared for transfer to a four-year college to complete a bachelor's degree (B.A. or B.S.) that is essential for most types of employment in this field. Graduates can pursue a wide range of career options including psychology, human services, and social services.

### 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 Recommended: <sup>1</sup> MA-119 or MA-336.....	3
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C) .....	3-4
Recommended: BI-131 or BI-140 .....	3
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) .....	3
FLEXIBLE CORE 2B: U.S. Experience in 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) Recommended: PSYC-101 <sup>2</sup> .....	3
FLEXIBLE CORE: 2A, 2B, 2C, 2D or 2E (Select one course).....	3
<hr/> Sub-total	30-31

### REQUIREMENTS FOR THE MAJOR

PSYC-101 <sup>2</sup>	Psychology <sup>2</sup> .....	3
PSYC-201	Research Methods in Psychology.....	3
PSYC-215	Child Development	
or		
PSYC-220	Human Growth and Development .....	3
PSYC-230	Abnormal Psychology	
or		
PSYC-250	Personality.....	3
<hr/> Sub-total		12

<sup>1</sup> Depending on their math placement, students may be required to complete MA-114 or MA-119 with a C or better prior to MA-336.

<sup>2</sup> If PSYC-101 is taken to satisfy a common core requirement, an additional 3 credits of free electives must be completed.

### MAJOR ELECTIVES

Choose two courses from the following list, at least one of which must be from the PSYC-200 series:

PSYC-125	Psychology of Personal Adjustment.....	3
PSYC-215	Child Development.....	3
PSYC-220	Human Growth and Development.....	3
PSYC-230	Abnormal Psychology.....	3
PSYC-240	Social Psychology.....	3
PSYC-245	Cross-Cultural Psychology.....	3
PSYC-250	Personality .....	3
PSYC-255	Psychology of Women .....	3
PSYC-260	Psychological Disorders of Children.....	3
PSYC-270	Psychology of Aging .....	3
PSYC-290	States of Consciousness.....	3
ANTH-101	Anthropology .....	3
SOCY-101	Sociology.....	3
HE-104	Addictions and Dependencies.....	3
HE-105	Human Sexuality.....	3
<hr/>	Sub-total	6

### ADDITIONAL MAJOR REQUIREMENTS

MA-336 <sup>3</sup>	Statistics <sup>3</sup> .....	3
SP-211 <sup>4</sup>	Speech Communication .....	3
HE-101	Introduction to Health Education .....	1
or		
HE-102	Health Behavior & Society.....	2
Laboratory Science <sup>5</sup>	BI-132, BI-171, CH-102, CH-111, CH-121, ET-842 or PH-112	
	Recommended: BI-132 .....	0-1 <sup>5</sup>
<hr/>	Sub-total	7-9

### ELECTIVES

Free electives	3-4
<hr/>	Sub-total
	3-4

**Total Credits Required 60**

<sup>3</sup> If MA-336 is taken to satisfy a common core requirement, an additional 3 credits of free electives must be completed.

<sup>4</sup> If SP-211 is taken to satisfy a common core requirement, an additional 3 credits of free electives must be completed.

<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.

## Computer Engineering Technology A.A.S. Degree Program

**ACCREDITED BY THE ENGINEERING TECHNOLOGY  
ACCREDITATION COMMISSION OF ABET,**

<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.

---

<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.

<sup>4</sup> If taken in the Common Core, an additional course in concentration is recommended.  
All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## 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.

The Engineering Technology Department 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 and a Robotics 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, micro-computer 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

TECH-100	Introduction to Engineering & Technology.....	1
ET-110	Electric Circuit Analysis .....	4
ET-210	Electronics I.....	4
ET-350	Computer Control Systems .....	4
ET-420	Computer Project Laboratory .....	1
ET-502	Introduction to Computer Programming.....	1
ET-504	Operating Systems & System Deployment...2	
ET-509	Programming for Embedded Systems .....	1
ET-540	Digital Computer Theory .....	4
ET-542	Computer & Electrical Device Applications ...1	
ET-560	Microprocessors & Microcomputers .....	4
ET-575	Introduction to C++ Programming Design & Implementation .....	3
ET-704	Networking Fundamentals I.....	4
<b>Sub-total</b>		<b>34</b>

### ADDITIONAL MAJOR REQUIREMENTS

MA-128	Calculus for Technical & Business Students <sup>1</sup> ..4	
<b>Sub-total</b>		<b>4</b>

### ELECTIVES

ET elective (choose from):		
	ET-140, ET-220, ET-230, ET-231, ET-232, ET-305, ET-360, ET-375, ET-481, ET-506, ET-570, ET-574, ET-580, 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.....	2
<b>Sub-total</b>		<b>2</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-421 and PH-422 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.

## Architectural Technology - A.A.S. Degree Program

The Architectural Technology 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

TECH-100 Introduction to Engineering & Technology.....	1
ARCH-111 Architectural Design I.....	3
ARCH-113 Building Technology I.....	3
ARCH-119 Visualization I.....	2
ARCH-121 Architectural Design II.....	4
ARCH-123 Building Technology II.....	3
ARCH-125 Surveying & Site Planning.....	3
ARCH-129 Visualization II .....	2
ARCH-231 Architectural Design III.....	4
ARCH-237 Environmental Systems .....	3
ARCH-241 Advanced Architectural Modeling.....	3
ARCH-248 Structures I.....	3
MT-341 Applied Mechanics .....	3
MT-345 Strength of Materials.....	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>

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 and a Robotics 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.

**Electronic Engineering Technology - A.A.S. Degree Program (continued)**

ACCREDITED BY THE ENGINEERING TECHNOLOGY ACCREDITATION COMMISSION OF ABET, <http://www.abet.org>

**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-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%;"/>	<b>Sub-total 24</b>

**REQUIREMENTS FOR THE MAJOR**

TECH-100 Introduction to Engineering & Technology.....	1
ET-110 Electric Circuit Analysis.....	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-509 Programming for Embedded Systems.....	1
ET-540 Digital Computer Theory.....	4
ET-560 Microprocessors & Microcomputers.....	4
<hr style="width: 100%;"/>	<b>Sub-total 33</b>

**ADDITIONAL MAJOR REQUIREMENTS**

MA-128 Calculus for Technical & Business Students <sup>1</sup> ..	4
<hr style="width: 100%;"/>	<b>Sub-total 4</b>

**ELECTIVES**

ET elective (choose from):	
ET-232, ET-305, ET-360, ET-375, ET-481, ET-502, ET-504, ET-505, ET-506, ET-570, ET-575, ET-580, ET-704, ET-705, 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%;"/>	<b>Sub-total 3</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-421 and PH-422 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

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, Python, C++, Active Server, Java, JavaScript, PHP, 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. The Internet and Information Technology program is designed to give new students the foundation needed to succeed in this dynamic field and to give industry professionals the flexibility and tools they need to advance their careers.

### 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 or higher <sup>1</sup> .....	3
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C <sup>2</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
<b>Sub-total</b>	<b>21-22</b>

<sup>1</sup> Based on math placement, students may take MA-114, MA-119, MA-440 or MA-441 in place of MA-321.

### REQUIREMENTS FOR THE MAJOR

ET-504	Operating Systems and System Deployment..	2
ET-574	Programming and Applications with Python....	3
ET-704	Networking Fundamentals I.....	4
ET-705	Networking Fundamentals II .....	4
ET-710	Web Technology I: Building and Maintaining Web Sites .....	3
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
<b>Sub-total</b>		<b>30</b>

### 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
<b>Sub-total</b>		<b>0-1</b>

### ELECTIVES

Select 8 credits from the following:

ET-232	Wireless Mobile Communications .....	3
ET-375	Introduction to Robotics.....	4
ET-481	Personal Computer Technology, Architecture & Troubleshooting.....	2
ET-506	LINUX Operating System .....	3
ET-570 <sup>3</sup>	Creating Smartphone Apps.....	3
ET-575 <sup>3</sup>	Introduction to C++ Programming Design & Implementation .....	3
ET-580	Object Oriented Programming in C++.....	3
ET-581	Object Oriented Programming in Java .....	3
ET-585	Computer Architecture .....	3
ET-714 <sup>3</sup>	Web Technologies II: Building Database-Driven Web Sites .....	4
ET-728	Web Technology: XML .....	4
ET-756	Database Administration .....	3
ET-991	Cooperative Education.....	1
ET-992	Cooperative Education.....	1
<b>Sub-total</b>		<b>8</b>

**Total Credits Required 60**

<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>**

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	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	4
MT-140	Engineering Analysis.....	1
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-523	Thermodynamics.....	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-513, MT-514, 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-421 and PH-422 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

<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

TECH-100	Introduction to Engineering Technology .....	1
ET-110	Electric Circuit Analysis .....	4
ET-210	Electronics I.....	4
ET-230	Telecommunications I.....	4
ET-232	Wireless Mobile Communications .....	3
ET-509	Programming for Embedded Systems .....	1
ET-540	Digital Computer Theory I.....	4
ET-560	Microprocessors & Microcomputers.....	4
ET-704	Networking Fundamentals I.....	4
ET-705	Networking Fundamentals II .....	4
		Sub-total 33

### ADDITIONAL MAJOR REQUIREMENTS

MA-128	Calculus for Technical & Business Students ...	4
		Sub-total 4

### ELECTIVES

ET elective (choose from):		
	ET-140, ET-220, ET-305, ET-360, ET-375, ET-481, ET-502, ET-504, ET-505, ET-506, ET-570, ET-575, ET-580, 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
		Sub-total 3

**Total Credits Required 64**

<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-421 and PH-422 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 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.

<b>CORE REQUIREMENTS</b>		<b>CREDITS</b>
ENGL-101	English Composition I.....	3
MA-321	Mathematics in Contemporary Society (or higher <sup>3</sup> ) .....	3
FLEXIBLE CORE 2A, 2B, 2D or 2E:	History or Social Science .....	3
		Sub-total 9

### REQUIREMENTS FOR THE MAJOR

ET-504	Operating Systems & System Deployment...	2
ET-575	Introduction to C++ Programming Design & Implementation .....	3
ET-704	Networking Fundamentals I.....	4
ET-710	Web Technology I .....	3
ET-712	Web Client Programming.....	3
		Sub-total 15

### ELECTIVES

Select 6 credits from the following:		
ET-375	Introduction to Robotics.....	4
ET-481	Personal Computer Technology, Architecture & Troubleshooting.....	2
ET-570	Creating Smartphone Apps.....	3
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-725	Computer Network Security.....	3
ET-728	Web Technology: XML .....	4
ARTS-192	Web Animation.....	3
		Sub-total 6

**Total Credits Required 30**

<sup>3</sup> Based on math placement, students may take MA-114, MA-119, MA-440 and MA-441 in place of MA-321.

# ACADEMY FOR VISUAL AND PERFORMING ARTS (VAPA) PROGRAMS OF STUDY

---

**Advisement Center, Library Building, Room 430 • Telephone: 718-281-5190 • Email: [VAPAcademy@qcc.cuny.edu](mailto:VAPAcademy@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 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 degrees in Art, Dance, Music or Theatre offer performing and exhibiting opportunities in art and photography, dance, music and theatre. The degree program in Digital Art & Design and in Music Production combine technology with the 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 Advisers:**

Mr. William Duque, **Lead**

---

- **A.S. Degree** in Art (ART-AS)

**Concentrations:**

Art and Design

Art History

- **A.S. Degree** in Dance (DAN-AS)
- **A.S. Degree** in Digital Art & Design (DA-AS)
- **A.S. Degree** in Film and Media Studies (FLMP-AS)
- **A.S. Degree** in Gallery and Museum Studies (AM-AS)
- **A.S. Degree** in Music (MUS-AS)
- **A.S. Degree** in Theatre (THE-AS)

**Concentrations:**

Acting

Technical Theatre Production

- **A.A.S. Degree** in Music Production (MP-AAS)

## Art - Associate in Science (A.S.) Degree

### Concentrations in Art and Design • Art History

Today's world relies heavily on visual representations and visual literacy. The study of art and design prepares students to be creative artists and/or engage in the many fields that utilize the visual arts. Instruction is provided in both the traditional fine arts and modern media. The curriculum is designed for students who want to specialize in one of two main concentrations: **Art and Design** or **Art History**.

Art students who complete their Associate in Science degree may either transfer to a bachelor's degree program and/or work in the fields of media, publishing, public relations, and creative industries, in galleries and auction houses, in museums and libraries, and in government and nonprofit organizations.

#### 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-321 Mathematics in Contemporary Society .....	3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) .....	3-4
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience in Its Diversity (select one from 2B).....	3
FLEXIBLE CORE 2C <sup>1</sup> : Creative Expression (select one from 2C1).... Recommended: ARTH-100, ARTH-101, ARTH-202, ARTH-115, ARTH-116, ARTH-117 or ARTH-120 <sup>1</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>2</sup> ).....	3
Sub-total	30-31

#### REQUIREMENTS FOR THE MAJOR

All students in the Art A.S. Degree Program must complete one of the concentrations: **Art & Design** or **Art History**, (see details this and following page) to complete the degree requirements.

<sup>1</sup> Students taking the Art History concentration should not take ARTH-100. Rather, they should take ARTH-101 and ARTH-202. Students taking the Art and Design concentration may take ARTH-100.

<sup>2</sup> Recommended: select course from 2C in concentration discipline (see note 1).

#### ART AND DESIGN CONCENTRATION

Students select 22-24 credits in consultation with a departmental adviser, a minimum of 16 credits in ARTS courses are required.

#### 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-128	History of African Arts
ARTH-150	Art Administration
ARTH-202	History of Art II
ARTH-225	History of Graphic Design

#### 16-18 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 Methods for the K-8 Curriculum I
ARTS-131	Art Methods for the K-8 Curriculum 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-272	Printmaking II
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

#### ELECTIVES

Free electives ..... 0-2

Sub-total 0-2

## Art - Associate in Science (A.S.) Degree

### ART HISTORY CONCENTRATION

Students select 21-24 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

#### 15-18 CREDITS FROM<sup>3</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

#### ELECTIVES

Free electives ..... 0-3  
Sub-total 0-3

<sup>3</sup> One studio art course may be substituted for an art history course in consultation with a departmental adviser.

### ADDITIONAL MAJOR REQUIREMENTS (BOTH CONCENTRATIONS)

SP-211 <sup>4</sup>	Speech Communication <sup>4</sup> .....	3
HE-101 or HE-102	Introduction to Health Education .....	
	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
<hr/>		Sub-total 5-7

**Total Credits Required 60**

<sup>4</sup> Students who have taken SP-211 in the Common Core are recommended to take a Foreign Language course; or HIST-110, HIST-111, HIST-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.

## Dance - Associate in Science (A.S.) Degree

### DANCE PROGRAM MISSION

The mission of the Queensborough Community College dance program, which is housed in the Department of Health, Physical Education, and Dance, is to provide rigorous training in dance to prepare students for transfer into BA and BFA programs in both dance and dance education as well as professional training programs in dance. The program prepares dancers for lifelong careers in dance or dance related fields and fosters an appreciation of dance that stems from multiple cultural heritages. The program advocates and promotes dance as a performing art and as an avenue to achieve a physically active and healthy lifestyle.

### DESCRIPTION

The dance program students and faculty form a tight-knit, supportive community in which different backgrounds and different points of view are honored. Our full-time, studio faculty members are professional dance artists with active careers, dedicated to the growth and well-being of our students.

Our graduates have gone on to pursue their dance studies in prestigious 4-year BA and BFA programs, in professional training programs, to teach in many settings and to perform in professional dance companies. If you work hard, you will graduate with a more articulate, aligned, expressive, dynamic body. You will have expanded creative and performance skills, an outstanding sense of self-discipline, a deeper ability to stay present and responsive in the moment, greater collaboration skills, and a greater ability to express yourself in speaking, writing and movement.

### 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 (select one from 1B).....	3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C).....	3-4
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B <sup>1</sup> : SP-211 Speech Communication.....	3
FLEXIBLE CORE 2C <sup>1</sup> : DAN-111 Introduction to the Art of Dance ...	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>2</sup> ).....	3
Sub-total	30-31

### REQUIREMENTS FOR THE MAJOR

DAN-110	Foundations of Dance Movement.....	3
DAN-249	Modern Dance Improvisation.....	2
DAN-251	Choreography I.....	2
Three courses from Modern Dance Technique – level determined by placement class:		
	DAN-124, DAN-125, DAN-126, DAN-127, DAN-220, DAN-221, or DAN-222 .....	6
Three courses from Ballet Technique – level determined by placement class:		
	DAN-134, DAN-135, DAN-136, DAN-137, DAN-230, DAN-231, or DAN-232 .....	6
Two courses from Repertory or Workshop – determined by audition:		
	DAN-160, DAN-161, DAN-260 <sup>3</sup> , DAN-261 <sup>3</sup> , or DAN-262 <sup>3</sup> .....	4-6
2-4 credits selected from the following <sup>4</sup> :		
	DAN-124, DAN-125, DAN-126, DAN-127, DAN-220, DAN-221, DAN-222, DAN-134, DAN-135, DAN-136, DAN-137, DAN-230, DAN-231, DAN-232, DAN-103, DAN-140, DAN-252, DAN-270, DAN-271, DAN-272 .....	2-4
Sub-total		27-28

### ADDITIONAL MAJOR REQUIREMENTS

HE-101	Introduction to Health Education	
or		
HE-102	Health Behavior & Society.....	1-2
PE requirement	PE-530 or DAN-103.....	1
Laboratory Science <sup>5</sup>	BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112.....	0-1
Sub-total		2-4

**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> Recommended: select course from 2C in concentration discipline.

<sup>3</sup> Audition required.

<sup>4</sup> Fewer than 4 credits required for students who take workshop only.

<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.

## Digital Art & Design - Associate in Science (A.S.) Degree

The A.S. degree program in Digital Art and Design is structured to prepare students to enter the expanding field of new media and digital design. Students take six core digital courses, focused on building knowledge of industry standard creative software, while placing these skills in the context of current art and design. Additional required courses in the visual arts, and a recommended History of Graphic Design class gives students a broad overview of digital art in an historical context. With this preparation, students will be ready to design for industry and pursue 4-year transfer opportunities to further their design studies.

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.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 and the Arts .....	4
FLEXIBLE CORE 2A:	World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B:	U.S. Experience in Its Diversity (select one from 2B) .....	3
FLEXIBLE CORE 2C:	Creative Expression (recommended: ARTH-100, ARTH-101, ARTH-115, ARTH-116, ARTH-117, ARTH-120 or ARTH-202) .....	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
<hr/>		Sub-total 31

### REQUIREMENTS FOR THE MAJOR

ARTS-121	Two-Dimensional Design.....	3
ARTS-151	Drawing.....	3
ARTS-191	Introduction to Video .....	3
ARTS-192	Digital Animation.....	3
ARTS-290	Digital Design I.....	3
ARTS-291	Digital Imaging.....	3
ARTS-292	Digital Design II.....	3
ARTS-293	Design for Motion Graphics.....	3
<hr/>		Sub-total 24

### ELECTIVES

Free electives	Recommended, see below <sup>1</sup> .....	5
<hr/>		Sub-total 5

**Total Credits Required 60**

<sup>1</sup> Recommended electives: ARTH-225 History of Graphic Design, ET-570 Creating Smartphone Apps, ET-710 Web Technology: Building and Maintaining Web Sites, ARTS-122 Three-Dimensional Design, ARTS-141 Introduction to Photography, ARTS-221 Color Theory, ARTS-243 Digital Photography, ARTS-253 Illustration, ARTS-380 Artist Apprentice Internship I, ARTH-380 Gallery Internship I, ARTS-382 Special Problems in Studio Art I, ARTS-390 Portfolio Project in Studio Art.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## **Film and Media Production - Associate in Science (A.S.) Degree**

The A.S. degree in Film and Media Production offers intensive preparation for students who wish to pursue a career or further studies in media production and communication. Graduates of this program can enter the New York City job market or continue their studies at 4-year digital media programs in and outside of CUNY.

### **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 (recommended: MA-321 Mathematics in Contemporary Society .....	3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C).....	3-4
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience in Its Diversity (recommended: SP-211) .....	3
FLEXIBLE CORE 2C: Creative Expression (recommended: SP-321 or FMP-243 or FMP-244) .....	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>30-31</b>

### **REQUIREMENTS FOR THE MAJOR<sup>1</sup>**

SP-211	Speech Communication .....	3
FMP-141	Introduction to Digital Media Production.....	3
FMP-241	Digital Media Field Production .....	3
FMP-242	Writing for the Screen.....	3
FMP-245	Introduction to Electronic Media .....	3
FMP-246	Media Criticism .....	3
FMP-341	Editing.....	3
FMP-342	Television Studio Production .....	3
<b>Sub-total</b>		<b>24</b>

### **ADDITIONAL MAJOR REQUIREMENTS**

HE-102	Health Behavior & Society.....	2
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>2-3<sup>3</sup></b>

### **ELECTIVES<sup>1</sup>**

Free electives <sup>3</sup>	.....	3
<b>Sub-total</b>		<b>3</b>

**Total Credits Required 60**

<sup>1</sup> If students use major requirements to satisfy the core, they must take additional free electives to reach 60 credits total.

<sup>2</sup> Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.

<sup>3</sup> The following courses are recommended free electives: ARTS-141 Introduction to Photography; ENGL-220 Introduction to Creative Writing; ENGL-221 Creative Writing: Fiction; ENGL-222 Creative Writing: Poetry; ENGL-242 Documentary Film: The New Journalism; ENGL-252 Film and Literature; FMP-243 American Film History; FMP-244 Elements of Film; SP-212 Interpersonal Communication; SP-213 Intercultural Communication; TH-111 Introduction to Theater; TH-120 Acting I; TH-131 Stagecraft I; TH-133 Theatre Production and Design I.

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: CH-106 Chemistry and the Arts.....	4
FLEXIBLE CORE 2A: World Cultures & Global Issues (recommended: Foreign Language or History) 3	3
FLEXIBLE CORE 2B: U.S. Experience in 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>31</b>

### REQUIREMENTS FOR THE MAJOR

ARTH-101 History of Art I.....	3
ARTH-150 Introduction to Gallery & Museum Studies .....	3
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	3
ARTH-381 Gallery Internship II .....	4
BU-201 Business Organization and Management.....	3
<b>Sub-total</b>	<b>22</b>

### ADDITIONAL MAJOR REQUIREMENTS

HE-101 Introduction to Health Education or	3
HE-102 Health Behavior & Society.....	1-2
SP-211 <sup>1</sup> Speech Communication .....	3
Foreign Language .....	3
<b>Sub-total</b>	<b>7-8</b>

**Total Credits Required 60**

<sup>1</sup> Students who have taken SP-211 in the Common Core are recommended to take an additional Art History elective.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

## Music - Associate in Science (A.S.) Degree

The A.S. degree in Music provides rigorous training in music to prepare students for transfer into BA and BFA programs. Music students complete an intensive four semester sequence in music theory, three semesters of sight singing and ear training classes and a specialized music history class. All students are required to achieve a basic level of proficiency in piano, as well as complete four semesters of ensembles (two of which must be chorus). Students receive four semesters of private instruction in either voice, piano, percussion or saxophone, performing in convocations, studio classes and in end-of-semester juries for the faculty.

### 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 (select one from 1B).....	3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) <sup>1</sup> .....	3-4 <sup>2</sup>
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience in Its Diversity (recommended: SP-211).....	3
FLEXIBLE CORE 2C: Creative Expression (select one from 2C) <sup>3</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 <sup>4</sup> : (select one course <sup>4</sup> ).....	3
<b>Sub-total</b>	<b>30-31<sup>2</sup></b>

### REQUIREMENTS FOR THE MAJOR

Students select 29-30 credits in consultation with a department adviser as indicated below:

MUS-241	History of Western Music: 18th and 19th Centuries .....	3
MUS-121 <sup>5</sup> , MUS-122	Music Theory I & II.....	6
MUS-221, MUS-222 or MUS-225, MUS-226	Music Theory III & IV or Jazz Theory & Improvisation I & II.....	6
MUS-124, MUS-223, MUS-224	Sight Reading and Ear Training II, III, IV .....	3
MUS-132 <sup>5</sup> , MUS-231, MUS-232	Class Instruction in Piano II, III, IV .....	3
MUS-150-180 & 250-280 series <sup>6</sup>	Individual Study in Musical Performance I, II, III, IV .....	4
and MUS-186, MUS-187, MUS-286, MUS-287	and Convocation I, II, III, IV <sup>6</sup> .....	0
MUS-421 & MUS-422 or MUS-423 & MUS-424	Queensborough Chorus .....	2
The remaining 2 credits may be selected from the following courses <sup>7</sup> :		
MUS-411, 412, 413, 414	Pop Choir	
MUS-421, 422, 423, 424	Queensborough Chorus	
MUS-441, 442, 443, 444	Queens Symphonic Band	
MUS-461, 462, 463, 464	Jazz Ensemble	
MUS-471, 472, 473, 474	Percussion Ensemble	
MUS-290, 291, 292, 293	Study in Chamber Music Performance .....	2
<b>Sub-total</b>		<b>26-29</b>

### ELECTIVES

Music electives <sup>8</sup>	.....	0-3 <sup>8</sup>
Laboratory Science <sup>1</sup>	BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112.....	0-1 <sup>2</sup>
<b>Sub-total</b>		<b>0-4</b>

**Total Credits Required 60**

<sup>1</sup> Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

<sup>2</sup> The credit range accounts for STEM variant in 1C.

<sup>3</sup> Recommended: select course from 2C in music history: (MUS-103, MUS-104, or MUS-105). MUS-AS students may not select MUS-101 or MUS-102 to satisfy this requirement.

<sup>4</sup> Recommended: select course from area other than Music.

<sup>5</sup> All MUS-AS students must enroll in MUS-121 unless the student is exempt based on the Music Placement Test. Students who do not receive a grade of C or higher in MUS-121 may require up to 6 additional credits (MUS-111 and/or MUS-112) in order to satisfy the MUS-121 requirement.

<sup>6</sup> Students must register for Individual Study in Music Performance and Convocation concurrently.

<sup>7</sup> Students may not select MUS-401, MUS-402, MUS-403, or MUS-404 to satisfy this requirement.

<sup>8</sup> Available for students who pass the Piano Proficiency Examination without taking Class Instruction in Piano, MUS-132, MUS-231, MUS-232.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

**Theatre - Associate in Science (A.S.) Degree**

**Concentrations in Acting • Technical Theatre**

Queensborough is the only college in New York State to offer a National Association of Schools of Theatre (NAST) accredited (A.S.) Degree in Theatre. Students choose a concentration in Acting or Technical Theatre, but all students are offered training and experience onstage, backstage, and front-of-house. The program is designed for students intending to transfer upon graduation to a B.A. or B.F.A. degree in Theatre. Every theatre major receives mentorship by a theatre faculty member dedicated to assist with an appropriate academic plan, progressive artistic development, timely graduation, and successful transfer.

**THE FIRST YEAR OF COURSES**

In order to support correct placement and timely graduation, for the first two semesters (30 credits), Theatre Majors, working with a College Adviser and Theatre Faculty Mentor, are assigned a schedule of courses with a cohort of their peers. The schedule is designed to introduce students to the study of Theatre in higher education and includes foundational courses required for the Liberal Arts General Education A.S. Degree.

For more information about the program, please visit: [www.qcc.cuny.edu/speechTheatre/aboutTheatre.html](http://www.qcc.cuny.edu/speechTheatre/aboutTheatre.html).

**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).....	3-4 <sup>1</sup>
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience in 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
Sub-total	30-31 <sup>1</sup>

**REQUIREMENTS FOR THE MAJOR**

TH-111 <sup>2</sup>	Introduction to Theatre <sup>2</sup> .....	3
TH-121	Introduction to Acting for the Major.....	3
TH-131	Stagecraft I.....	3
TH-132	Practicum in Stagecraft I.....	1
TH-153	Voice & Speech for the Actor.....	3
Sub-total		13

**CONCENTRATIONS: ACTING AND TECHNICAL THEATRE**

Students choose a concentration in either Acting or Technical Theatre and complete 3 credits from the following:

TH-221	Acting II	
or	or	
TH-231	Stagecraft II.....	3
Sub-total		3

**MAJOR ELECTIVES**

Students, in consultation with their theatre faculty mentor, select 7 credits to complement their concentration from the following:

TH-122 <sup>3</sup>	Actors Workshop I <sup>3</sup> .....	3
TH-124	Summer Theatre Workshop.....	3
TH-134	Stage Makeup.....	2
TH-135	Costume Construction.....	3
TH-154	Movement for the Actor.....	3
TH-221	Acting II.....	3
TH-222 <sup>3</sup>	Actors Workshop II <sup>3</sup> .....	3
TH-231	Stagecraft II.....	3
TH-232	Practicum in Stagecraft II.....	1
TH-235	Stage Management.....	3
FMP-141	Introduction to Digital Media Production.....	3
FMP-242	Writing for the Screen.....	3
SP-321	Oral Performance for the Actor & Speaker...	3
Sub-total		7

**ADDITIONAL MAJOR REQUIREMENTS**

SP-211 <sup>2</sup>	Speech Communication <sup>2</sup> .....	3
HE-102	Health Behavior & Society.....	2
One course in PE-400 or PE-500 series or DAN-100 series.....		1
Laboratory Science <sup>4</sup>	BI-132, BI-171, CH-102, CH-111, CH-121 ET-842 or PH-112.....	0-1 <sup>1</sup>
Sub-total		6-7 <sup>1</sup>

**Total Credits Required 60**

<sup>1</sup> The credit range accounts for STEM variant in Common Core 1C.

<sup>2</sup> Students who use Requirements for the Major to satisfy Common Core requirements must take additional Major Electives to reach 60 credits.

<sup>3</sup> Audition required.

<sup>4</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.

**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 MUS-100 series..... 3	
	Sub-total	22

**REQUIREMENTS FOR THE MAJOR**

Musicianship/Music Theory <sup>1</sup>	Choose any sequence of two: MUS-111 (formerly MU-208)/MUS-112 (formerly MU-209), MUS-112 (formerly MU-209)/MUS-122 (formerly MU-242), MUS-122 (formerly MU-242)/MUS-221 (formerly MU-243), or MUS-122 (formerly MU-242)/MUS-225 (formerly MU-231).....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 & Amplication Systems..... 1	
MP-208	Digital recording ..... 3	
MUS-201 (formerly MU-290)	The Business of Music ..... 3	
MUS- 132, 231 or 232 (formerly MU-312, 313, 314)	Class instruction in Piano II, III, IV (choose any two, 1 credit each)..... 2	
MUS-400 series	Performance Series elective (choose any two, 1 credit each)..... 2	
MUS/MP <sup>2</sup>	Advised electives <sup>2</sup> ..... 4	
	Sub-total	38

**Total Credits Required 60**

<sup>1</sup> Musicianship Placement: MUS-111 (for students with minimal or no music background); placement into MUS-112, MUS-122, MUS-132 and MUS-231 is determined by an evaluation of musicianship skills; 3 credits each. MUS-122 is offered Spring Semester only. MUS-221 is offered Fall Semester only.

<sup>2</sup> Advised Music elective list: MUS-121, MUS-122, MUS-123, MUS-124, MUS-133, MUS-134, MUS-135, MUS-136, MUS-137, MUS-138, MUS-221, MUS-222, MUS-223, MUS-224, MUS-225, MUS-226, MUS-232, MUS-400 series and MP-209, and MP-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<sup>1</sup>

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>2</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>3</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 STATES ACCREDITATION

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"<sup>4</sup> 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> <http://www.qcc.cuny.edu/registrar/credit-hour-policy.html>

<sup>2</sup> Source: <http://www.nysed.gov/college-university-evaluation/education-law-rules-and-regulations>

<sup>3</sup> Source: [https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=L&SID=058ef21dc22c05623b6508a2939b30c7&ty=HTML&h=L&mc=true&r=SECTION&n=se34.3.600\\_12](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=L&SID=058ef21dc22c05623b6508a2939b30c7&ty=HTML&h=L&mc=true&r=SECTION&n=se34.3.600_12)

<sup>4</sup> Middle States Credit Hour Policy  
<https://msche.my.salesforce.com/sfc/p/#46000000ZDj/a/46000000XprZ/9QoYhBwk.X.JTJSqSqv4dqTw83Rvhz7rJbVZB5IEUIQ>

# DEPARTMENT OF ART AND DESIGN

---

**C Building, Room 106 • Telephone: 718-631-6395 • Fax: 718-631-6612**

Dr. Kathleen Wentrack, **Chairperson**

**Professors:** Jules T. Allen, Bob Rogers, Kathleen Wentrack

**Associate Professors:** Javier Cambre, Anissa Mack, Hayes P. Mauro

**Assistant Professors:** Liz DiGiorgio, Jasper Lin, Nathaniel Sullivan, Kebedech Tekleab

**Lecturers:** Annemarie Coffey, Katherine Griefen

**College Laboratory Technician:** Kenneth Powell

**Adjunct Faculty:** approximately 15 each year

**Office Personnel:** Arlene Rodriguez, CUNY Office 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

**Digital Art and Design:** Jasper Lin, Anissa Mack, Nathaniel Sullivan

**Photography:** Bob Rogers, Jules Allen

**Studio Art:** Javier Cambre, Annemarie Coffey, Liz DiGiorgio, Kebedech Tekleab

**Gallery & Museum Studies:** Katherine Griefen

## PROGRAMS OF STUDY

- **ART (Art & Design or Art History Concentration 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.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.

## TRANSFER OPTIONS

Within the CUNY System, many colleges offer bachelor's degree programs in Art, Art History, and Digital Art and Design (See: <http://www.cuny.edu/admissions/undergraduate/explore/programs/> for more information.) Many other colleges and universities in New York City and the region also offer bachelor's degree programs in those fields. Please contact the Transfer Resource Center or the Department for more information.

**Note: All studio art, art history, photography, and digital art & design courses may be taken as electives. Check course descriptions for pre- and corequisites.**

## ACCREDITATION

The Queensborough Community College Art and Design Department is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

## 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 Mac computer labs for digital photography and digital art & design courses.

## 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

Kathleen Wentrack, Chair  
Kris Grey  
Marisa Hollywood  
Daila Kaplan  
Athena LaTocha  
Jorge Daniel Veneciano

## STUDIO ART

### ARTS-121 Two-Dimensional Design

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

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 Art Methods for the K-8 Curriculum I (formerly Art for Teachers of Children)

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-131 Art Methods for the K-8 Curriculum II (formerly Art for Teachers of Children)

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-132 Introduction to Art Therapy

1 class hour 2 studio hours 3 credits

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

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

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

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

4 studio hours 3 credits Prerequisite: ARTS-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>

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

2 class hours 3 studio hours 3 credits

*Prerequisite: ARTS-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

4 studio hours 3 credits Offered as needed

*Prerequisite: ARTS-151, 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

4 class hours 3 credits Offered as needed

*Prerequisite: ARTS-151*

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

4 studio hours 3 credits

*Prerequisite: ARTS-121 and ARTS-161*

Assumes basic knowledge and experience in oil or acrylic painting. Individual creativity encouraged.

### ARTS-263 Painting III

4 studio hours 3 credits

*Prerequisite: ARTS-262, or permission of the Department*

Continuation of Painting II (ARTS-262).

### ARTS-270 Printmaking: Relief and Stencil

4 studio hours 3 credits

*Prerequisite or corequisite: ARTS-121, or ARTS-151, or ARTS-161*

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

4 studio hours 3 credits

*Prerequisite or corequisite: ARTS-121, or ARTS-151, or ARTS-161*

Design and techniques of intaglio printmaking: etching and photo etching, drypoint, mezzotint, aquatint, engraving, and sugar-lift process.

### ARTS-272 Printmaking II

4 studio hours 3 credits Prerequisite ARTS-270

Continuation of Printmaking I allowing for the fuller exploration, with an introduction to the techniques of non-toxic intaglio processes, monoprinting and collotype.

### ARTS-286 Ceramics II<sup>2</sup>

4 studio hours 3 credits Prerequisite: ARTS-186

A more concentrated study of techniques of Ceramics I (ARTS-186), with emphasis on individual creative development.

<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

## STUDIO ART ADVANCED

### ARTS-382, ARTS-383

#### Special Problems in Studio Art

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

Independent study equivalent to 4 studio hours 1 credit

Prerequisites: 15 Credits in Studio Arts, ARTH-100 or ARTH-101, 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.

## 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

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

4 studio hours 3 credits

Prerequisite: ARTS-141, 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

4 studio hours 3 credits Prerequisite: ARTS-141

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-343 Large Format and Studio Photography

4 studio hours 3 credits Offered as needed

Prerequisite: ARTS-121, ARTS-141, and ARTS-242 or ARTS-243

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

4 studio hours 3 credits Offered as needed

Prerequisite: ARTS-121, ARTS-141, and ARTS-242 or ARTS-243

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

4 studio hours 3 credits Offered as needed.

Prerequisite: ARTS-121, ARTS-141, and ARTS-242 or ARTS-243

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

4 studio hours 3 credits Offered as needed.

Prerequisite: ARTS-121, ARTS-141, and ARTS-242 or ARTS-243

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

4 studio hours 3 credits Offered as needed.

Prerequisite: ARTS-242 or ARTS-344 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

4 studio hours 3 credits Offered as needed

Prerequisite: ARTS-121, ARTS-141, and ARTS-242 or ARTS-243

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.

## DIGITAL ART & DESIGN

### ARTS-191 Introduction to Video

4 studio hours 3 credits

This course will introduce students to the processes, concepts and techniques of digital video and audio production. Projects will explore all aspects of video production and post-production including cinematography, editing, sound design, compositing, and effects.

### ARTS-192 Digital Animation

4 studio hours 3 credits Corequisite: ARTS-291

This course will introduce students to the processes, concepts, and techniques of digital animation. A variety of software packages and tools will be covered, with an emphasis on creating character animation with dynamic motion, acting, and timing. Projects will explore the principles of animation across a variety of digital media while developing narratives from storyboards to final execution. Critical analysis, revision, and portfolio building will be stressed.

### ARTS-290 Digital Design I

4 studio hours 3 credits

Prerequisite: None Corequisite: ARTS-121

Introduction to digital design foundations and visual communication. The class will cover basic design, layout, color, and typography principles through vector-based projects.

### ARTS-291 Digital Imaging

4 studio hours 3 credits

Prerequisite: None Corequisite: ARTS-121

Methods of creating and manipulating the digital photographic image. Introduction to Adobe Photoshop through industry-standard techniques.

### ARTS-292 Digital Design II

4 studio hours 3 credits Prerequisite: ARTS-290

Offered as needed

In this project-oriented course, students build upon principles and skills learned in Digital Design I to solve increasingly complex design problems with concept-driven solutions. Critical analysis, revision, and portfolio building are stressed.

### ARTS-293 Design for Motion Graphics

4 studio hours 3 credits Prerequisite: ARTS-290

Offered as needed

This course will introduce students to the processes, concepts and techniques of motion graphics. Two dimensional graphic design concepts will be animated with projects exploring abstraction, titling, information design, UX/UI and dynamic typography. Critical analysis, revision and portfolio building are stressed.



## ARTS INTERNSHIPS

### ARTS-380, ARTS-381 Artist Apprentice Internship I, II

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 or ARTH-202 may not enroll in ARTH-100 for credit. Students who have completed ARTH-100 may enroll in ARTH-101 and ARTH-202 for credit.

### ARTH-100 Introductory Survey of Art (2C<sup>1</sup>)

3 class hours 3 credits

*Prerequisite or Corequisite:* Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 while taking this course.

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>)

3 class hours 3 credits Offered in Fall.

*Prerequisite:* Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.

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>)

3 class hours 3 credits Offered in Fall.

*Prerequisite:* Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.

Survey of painting, sculpture, and architecture since the nineteenth century from Neoclassicism through the contemporary scene.

### ARTH-116 American Art (2C<sup>1</sup>)

3 class hours 3 credits

*Prerequisite:* Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.

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>)

3 class hours 3 credits

*Prerequisite:* Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.

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>)

3 class hours 3 credits Offered in Spring.

*Prerequisite:* Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.

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>)

3 class hours 3 credits Offered in Spring

*Prerequisite:* Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.

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>)

3 class hours 3 credits

*Prerequisite:* Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.

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>)

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>)

3 class hours 3 credits *Prerequisite or corequisite:* ARTS-290

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

---

### **ARTH-150 Introduction to Gallery and Museum Studies**

*2 class hours 1 recitation hour 3 credits*

This course will familiarize students with the many and varied tasks involved in gallery/museum management and administration. Students will receive an introduction to the key aspects of arts management and gain an understanding of how the field developed over time. Students learn about the structures and functions of museums and the art market as well as the varied career paths including museums registration, conservation, development, museum education and curatorial work. Through hands-on projects, interactions with art professionals and research students learn how the collections of the past and those of today are built, maintained and put on display.

### **ARTH-251 Art Curating**

*3 class hours 3 credits Prerequisite: ARTH-150*

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 galleries and museums including the QCC Art Gallery and the Kupferberg Holocaust Center to observe, to participate in meetings with the Gallery Director, and to participate in curatorial projects (under supervision).

### **ARTH-252 Art Institutions and the Business of Art**

*3 class hours 3 credits Prerequisite: ARTH-150*

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

---

### **ARTH-380, ARTH-381 Gallery Internship I, II**

*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

---

**Medical Arts Building, Room 213 • Telephone: 718-631-6335 • Fax: 718-631-6678**

Dr. Nidhi Gadura, **Chairperson**

**Professors:** Sharon Ellerton, Nidhi Gadura, Eugene Harris, Simran Kaur, David P. Klarberg, Bryn Mader, Andrew Nguyen, Joan Petersen, Patricia Schneider, Raji Subramanian,

**Associate Professors:** Naydu Carmona, Sara Danzi-Engoron, Urszula Golebiewska, Mohammad Javdan, Chong Jue, Susan McLaughlin, Peter Novick, Gheorghe Proteasa, Christopher Roblodowski, Roland Scal, Julian Stark, Regina Sullivan, Mangala Tawde, James Timbilla, Monica Trujillo, Areti Tsimounis

**Assistant Professors:** Punita Bhansali, Rondi Davies, Sarbani Ghoshal, Sanjay Koul, Rochelle Nelson, Amos Z. Orlofsky, Anuradha Srivastava,

**Lecturers:** Michael Altimari, Steven Frishman, Alison Mello, Scott Sherman, Sushma Teegala

**Chief College Laboratory Technician:** Teresa Salas

**Senior College Laboratory Technicians:** Ruchel Hammer, Antoinette Peragine, Annette Perez-Lopez, Laura Rachiele, Terance Rohan

**College Laboratory Technicians:** Angelita Pierre-Noel

**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, Sylvia R. Graham, Eugene Leff, Eduardo J. Martí, Dwight Meyer, Richard Pollak, Hugh Rance, Valerie Seeley, Harvey N. Workman

**Office Personnel:**

Sofia Flores, CUNY Office Assistant

Vivian Hernandez, 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:**

**Biotechnology:** Dr. Nidhi Gadura, Dr. Peter Novick

**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 Roblodowski, Dr. Mangala Tawde

**Environmental Science:** Dr. Joan Petersen, Dr. Mangala Tawde

**General Biology:** Dr. Urszula Golebiewska, Dr. Peter Novick, Dr. Julian Stark, Dr. Regina Sullivan

**Geology:** Dr. Rondi Davies, Mr. Steven Frishman, Dr. Roland Scal

**Medical Assistant:** Dr. Punita Bhansali, Dr. David Klarberg

**Pre-Dental, Pre-Medical:** Dr. Sara Danzi-Engoron, Dr. Gheorghe Proteasa, Dr. Patricia Schneider

**Pre-Veterinarian:** Dr. Andrew Nguyen, Dr. Patricia Schneider

**Pre-Occupational Therapy:** Dr. Naydu Carmona, Dr. Regina Sullivan

**Pre-Pharmacy:** Dr. Chong Jue, Dr. Julian Stark, Dr. Raji Subramanian, Dr. Monica Trujillo

**Pre-Physical Therapy:** Dr. Michael Altimari, Dr. Eugene Harris, Dr. Areti Tsimounis

**Pre-Physician Assistant:** Dr. Michael Altimari, Dr. Sharon Ellerton, Dr. David Klarberg, Dr. Andrew Nguyen

**Public Health:** Dr. David Klarberg, Dr. Sarbani Ghoshal, Dr. Anuradha Srivastava

# 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 Biotechnology
- Scholastic Excellence in Environmental Health
- Scholastic Excellence in Health Sciences.
- Scholastic Excellence in the Medical Assistant Program
- The Dr. Joanna Ambron Research Award
- 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)
- **BIOLOGY (A.S. Degree Program)**
- **ENVIRONMENTAL SCIENCE (A.S. Degree Program)**
- **HEALTH SCIENCES (A.S. Degree Program)**
- **LIBERAL ARTS AND SCIENCES (MATHEMATICS AND SCIENCE) (A.S. Degree Program)**
- **PUBLIC HEALTH (A.S. Degree Program)**
- **MEDICAL ASSISTANT (A.A.S. Degree Program)**

## TRANSFER OPTIONS

Students interested in Biotechnology should consider the Dual/Joint degree program with York College that leads to both an associate and bachelor's degree in the field. Additionally, Queensborough Community College currently has agreements with the following colleges' programs that allow students to complete a bachelor's degree in an efficient manner after transfer.

### Hunter College

- **A.S. in Public Health to B.S. in Community Health**

### Molloy College

- **A.S. in Environmental Science to B.S. in Environmental Science**

### Queens College

- **A.S. in Biology to B.A. in Biology**
- **A.S. in Biotechnology to B.A. in Biology**
- **A.S. in Environmental Science to B.A. or B.S. in Environmental Science**

### St. John's University

- **A.S. in Liberal Arts and Sciences to B.S. in Biology**

### SUNY Maritime College

- **A.S. in Environmental Science to B.S. in Marine Environmental Science**

### York College

- **A.S. in Health Sciences to B.S. in Health Professions**
- **A.S. in Public Health to B.S. in Public Health**

Those interested in the Dual/Joint program or the transfer agreements should contact the Transfer Resource Center or the Department for more information.

## DEGREE 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:

### CAREERS IN THE ALLIED HEALTH FIELDS

Students who plan to pursue a career in an Allied Health field are recommended to pursue the Health Sciences, Public Health, or Medical Assistant degree programs.

### PRE-PROFESSIONAL STUDY

Students interested in pursuing careers in Medicine, Dentistry, Veterinary Medicine, Physical Therapy, or Chiropractic Medicine should NOT pursue the Allied Health degree programs. Instead, they should pursue the A.S. in Biology, A.S. in Biotechnology, A.S. in Chemistry, A.S. in Psychology, or the A.S. in Liberal Arts and Sciences degree. They should also seek advisement from a faculty member in Biology listed under their field of choice on the previous page 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 (2E<sup>2</sup>)

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 (2E<sup>2</sup>)

3 class hours 3 credits

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course. 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

*Satisfies the Nonlaboratory Science component of the Science and Mathematics requirements for the A.A. degree and the liberal arts core or elective requirements for the A.S. degree*

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.

Not open for registration to students who have successfully completed BI-111, BI-140, BI-160, BI-201, BI-301, or BI-501 prior to taking BI-110.

### BI-111 Introduction to Human Biology (2E<sup>2</sup>)

3 class hours 3 credits

Levels of organization of the human body is emphasized, from biochemistry and cell biology to tissues, organs and organ-systems. Both the anatomical structure and the physiological function of the human body and its component parts will be studied. Designed for students in the Medical Assistant program and recommended for those students who do not have a strong background in the sciences and plan to take BI-301 (Anatomy & Physiology). Not open to students who have successfully completed BI-110, BI-140, BI-160, BI-201, BI-301 or BI-501.

### BI-115 Introduction to Biology for Science Majors (2E<sup>2</sup>)

3 class hours 3 credits

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course. This course provides a foundation for successful completion of BI-201.*

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.

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

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

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

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-132 Laboratory: Foundations of Biology

3 Laboratory hours 1 credit

*Prerequisite or Corequisite: BE-131*

An introductory laboratory course that provides an opportunity for students to get hands on experience in biology. It centers around performing laboratory experiments that explains biological concepts like cellular basis, properties and diversity of life, microscopic world of cells, ecological interactions, photosynthesis, respiration, evolution of life, patterns of inheritance and human genetics. Fetal pig dissections are also part of the course to familiarize students with mammalian organ system anatomy and physiology.

### BI-140 Principles of Biology (1C & 2E<sup>1</sup>)

3 class hours 3 laboratory hours 4 credits

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course. 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-160 Ecology (2E<sup>2</sup>)

3 class hours 3 laboratory hours 4 credits

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

Fundamental principles of ecosystems; plant and animal diversity and the concept of species; environmental adaptations; population dynamics; relationship between man and his environment; problems of conservation and pollution.

<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.

# BIOLOGICAL SCIENCES AND GEOLOGY COURSES

## BI-170 Plants and People (1C<sup>3</sup>)

3 class hours 3 credits

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

This course covers plant forms and functions including plant evolution, ecology, heredity and diseases; plants in history, folklore, agriculture, horticulture, and industry, plant drugs and poisons.

## 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>2</sup> (1C & 2E<sup>1</sup>)

3 class hours 3 laboratory hours 4 credits

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

First semester of a one-year General Biology course for science majors. Evolution, structure of the cell, molecular basis of life, classical and modern genetics and molecular biology. Homeostatic control mechanisms, both intracellular and intercellular.

## BI-202 General Biology II<sup>2</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.

## BI-203 Cell Biology

3 lecture hours 3 credits *Prerequisite: BI-201*

This course will provide insight into the structure, function and regulation of animal cells, including cell cycle, subcellular compartmentalization, signal transduction, and cell-cell interactions. Important experimental techniques that led to current understanding of structure and function of cells will be discussed.

## 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-260 Patient Care Coordination

2 class hours 2 credits *Prerequisite: BI-150*

Care Coordination is an increasingly significant concept in the health care industry. It includes helping patients navigate the complex health care system, such that patients have a more optimal experience and improved health outcomes. In this course, students will engage in lectures, group activities, and case studies that will train them to better communicate with and recognize the needs of patients. When students complete this course, they should be able to help patients receive timely and appropriate care, guide patients to engage more fully in their own care, and ensure that communication takes place between all the providers involved in a patient's health care experience.

## BI-301 Anatomy and Physiology I<sup>2</sup> (1C & 2E<sup>1</sup>)

3 class hours 3 laboratory hours 4 credits

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course. 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: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

*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 3 laboratory hours 2 credits

*Prerequisite: BI-520 (Students not in the Medical Assistant AAS Program may substitute BI-111, 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 3 laboratory hours 2 credits

*Prerequisite: BI-111 (Students not in the Medical Office Assistant Certificate or Medical Assistant AAS 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.

<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, see "Pathways Gateway Courses into Majors" in Academics and Programs of Study.

<sup>3</sup> Course qualifies as Pathways Common Core 1C-Life & Physical Sciences.

# BIOLOGICAL SCIENCES AND GEOLOGY COURSES

## **BI-357 Bioinformatics/Computational Biology**

3 class hours 3 credits

Prerequisite: BI-201 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.

## **BI-451 Phlebotomy Technology**

.5 class hour 1.5 laboratory hour 1 credit

Prerequisite: BI-111 (Students not in the Medical Assistant AAS Program may substitute NU-102.)

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 Biology Seminar**

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-461 General Microbiology**

2 class hours 4 laboratory hours 4 credits

Prerequisite: BI-201

This course covers basic principles of microbiology and provides an introduction to the diversity, physiology, morphology, genetics, ecology, applications and pathogenicity of microbes.

## **BI-480 Environmental Science**

3 class hours lecture 3 class hours lab 4 credits

Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.

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

Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.

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-503 General Epidemiology**

3 class hours 3 credits Prerequisite: BI-201

History, principles, and application of epidemiologic methods to analyze public health problems like infectious and non-infectious diseases; incidence, distribution and control of disease in a population; mechanisms of transmission; environmental, behavioral and genetic factors. Students will develop skills to read, interpret and evaluate health information from published epidemiologic studies. Course requirement includes conducting an epidemiological study on a research topic of interest.

# BIOLOGICAL SCIENCES AND GEOLOGY COURSES

## **BI-505 Current Environmental Issues**

1 class hour 1 credit

A survey of environmental problems as they pertain to both ecological stability and human health. Focus is on current areas of concern, including air and water pollution, infectious and chronic diseases, environmental, social and behavioral factors related to health. Course content will include seminars, field trips and online assignments. Other topics will include educational and career opportunities in these fields.

## **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 Introduction to Public Health (1C & 2E<sup>1</sup>)**

3 class hours 3 laboratory hours (including field observations)

4 credits *Prerequisite: Students must complete any developmental requirements in English (See Proficiency in Math and English) prior to taking this course.*

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-521 Public Health Biology**

3 class hours 3 credits *Prerequisite: BI-201*

This course is a general survey of basic scientific and biomedical concepts of modern public health problems and explores mechanisms and models of the major categories of disease. It offers biological perspective on public health issues including infectious diseases, vaccines, genetic illnesses, neoplastic processes and environmental illnesses. The course content provides an overview of the biological mechanisms of disease prevention and progression and the current research related to public health problems.

## **BI-522 Applied Biostatistics**

3 class hours 3 credits

*Prerequisite: MA-336, HE-114, BI-503*

This survey course is designed to provide students with basic knowledge and skills to conduct statistical techniques applied to tests and measurements in public health. It will concentrate on the interpretation and comprehension of graphical and statistical techniques that are important components of research and public health practice. Students will be exposed to topics such as vital statistics, and the evaluation of tools to measure health attitudes, knowledge, and behavior. In addition, students will learn to use computer software for statistical analysis.

## **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.

## **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, Medical 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**

45 hours 1 credit

*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. Students will receive a Pass/Fail grade.

<sup>1</sup> Course qualifies as Pathways Common Core 1C-Life & Physical Sciences and 2E-Scientific World STEM Variant.



# BIOLOGICAL SCIENCES AND GEOLOGY COURSES

---

## **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.

## **INTERDISCIPLINARY**

---

### **IS-151 The Health of the Nation**

*See "Interdisciplinary Courses" on page 221.*

# DEPARTMENT OF BUSINESS

---

**Administration Building, Room 405 • Telephone: 718-631-6245 • Fax: 718-631-6250**

Professor Kathleen Villani, **Chairperson**

**Professors:** Christine Mooney, Phyllis Pace, James B. Rosa, Mona E. Seiler, Kathleen Villani, Edward Volchok

**Associate Professors:** Kelly Ford, Wendy Ford, Leslie Francis, Stephen Hammel, Anthony Kolios, Christina Tucker Manzo, Linda Meltzer, Ben Milchman, Sebastian Benjamin Murolo, Ted Rosen, Nina Sarkar

**Assistant Professors:** Virginia Masterson, Alfred McDonald, Cheryl Tokke, Mark Ulrich, Roumen Vragov

**Lecturers:** Layne L. Bonaparte, Suzanne B. D'Agnes, Barbara Frary, Hsiao-fang (Sharon) Huang, Marilyn Katz, Humberto Morales

**Instructor:** Wilfredo Moran

**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, Jonas Falik, Stanley J. Garfunkel, Karen R. Grant, 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:**

Mary Flohr, CUNY Office Assistant

Wenmey Ting, CUNY Office Assistant

## **Program Coordinators:**

Professor Christina Manzo, Accounting

Professor Marilyn Katz, Computer Information Systems

Dr. Nina Sarkar, Management

Professor Phyllis Pace, Office Administration and Technology

## **Evening Supervisors:**

Professor Kelly Ford

Professor Sebastian Murolo

## **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)**
- **OFFICE ADMINISTRATION AND TECHNOLOGY (A.A.S. Degree Program)**
- **COMPUTER INFORMATION SYSTEMS (Certificate Program)**
- **HEALTH CARE OFFICE ADMINISTRATION: MANAGING, 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.**

## **TRANSFER OPTIONS**

Students interested in Forensic Accounting should consider the Dual/Joint degree program with John Jay College that leads to both an associate and bachelor's degree in the field. Within the CUNY System, many colleges offer bachelor's degree programs in Business, Accounting, Computer Information Systems, and related majors. (See: <http://www.cuny.edu/admissions/undergraduate/explore/programs/> for more information.) Additionally, Queensborough Community College currently has agreements with the following programs that allow graduates to complete a bachelor's degree in an efficient manner after transfer.

### **New York City College of Technology**

- **A.A.S. in Computer Information Systems to B.Tech. in Computer Systems**

### **St. John's University**

- **A.S. in Business Administration to B.S. in Business**
- **A.S. in Business Administration to B.S. in Economics**
- **A.S. in Business Administration to B.S. Finance**
- **A.S. in Business Administration to B.S. in Management**
- **A.S. in Business Administration to B.S. in Marketing**
- **A.S. in Business Administration to B.S. in Risk Management and Insurance**

## SUNY at Old Westbury

- **A.A.S. in Accounting to B.S. in Accounting**
- **A.S. in Business Administration to B.S. in Accounting**
- **A.S. in Business Administration to B.S. in Business Administration (General Business)**
- **A.S. in Business Administration to B.S. in Business Administration (Management)**
- **A.S. in Business Administration to B.S. Finance**
- **A.S. in Business Administration to B.S. in Marketing**

Those interested in the Dual/Joint program or the transfer agreements should contact the Transfer Resource Center or the Department for more information.

## ACCREDITATION

Six degree programs in the Queensborough Community College Business Department are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): A.S. In Accounting for Forensic Accounting, A.S. in Business Administration, A.A.S. in Accounting, A.A.S. in Computer Information Systems, A.A.S. in Management, A.A.S. in Office Administration and Technology.

## 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 and taxation courses.

The **Office Administration and Technology Labs** (Humanities Building, Rooms 443 and 453) are available to students enrolled in the office 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

Mr. John Cullen

Mr. Frank Korzekwinski

Mr. Richard T. Maher

Mr. Scott O'Sullivan

Ms. Conchita Tucker

Ms. Lynnann Whitbeck

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

Academic Excellence Certificate Awards in

Accounting

Accounting/Forensic

Business Administration (Transfer Program)

Computer Information Systems

Management

Office Administration and Technology

The Harry Berlin Award

The Vicki Kasomenakis Business Society Award

The Doris and Milton Katz Memorial Scholarship Award

The Helen Krizman Memorial Award

The Arthur Werner Memorial Award

The Henry Winkler Scholarship Award

## BUSINESS COURSES

### 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: CIS-101 & BU-102, both with the minimum grade of C, or permission of the Department.*

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-114 or MA-119 or MA-321 (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*  
*Offered as needed*

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: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

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-401 Elements of Marketing

3 class hours 3 credits *Prerequisite: BU-201*

This course is designed to introduce students to the fundamental concepts and principles of marketing. It focuses on the methods, policies and institutions involved in the flow of goods and services from the producer to the consumer. Students will consider the processes by which businesses build and maintain vibrant brands with various dynamic social, economic, technological, regulatory and competitive environments.

## BU-402 Marketing Research

3 class hours 3 credits *Prerequisite: BU-401*

This course is a survey of basic marketing research techniques. Students will explore ethical issues faced by marketers, marketing researchers, and people who participate in marketing research; the use of secondary and primary data; formulating research design; data collection; sampling; questionnaire design; interpretation of data; report design; and enhancing the quality of marketing decisions.

## BU-403 Elements of Salesmanship

3 class hours 3 credits *Prerequisite: BU-401*  
*Offered in Fall*

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 Integrated Marketing Communications

3 class hours 3 credits *Prerequisite: BU-401 or SOCY-275*  
*Offered in Fall*

The objective of this course is to provide students with an overview of the components and considerations involved in the development, coordination, and execution of Integrated Marketing Communications (IMC) strategies involving a coordinate set of communication tools: advertising, sales promotion, direct marketing, personal selling, publicity and public relations, and digital interactive media, social media and internet marketing.

## BU-405 Elements of Retailing

3 class hours 3 credits *Prerequisite: BU-401*  
*Offered in Spring*

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 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<sup>2</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-804 Administrative Office Procedures

2 class hours 2 laboratory hours 3 credits  
*Offered in Spring*  
 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.

<sup>1</sup> Pathways Gateway Course, see "Pathways Gateway Courses into Majors" in Academies and Programs of Study.

<sup>2</sup> Also offered as credit by exam with the permission of the Department

## BU-810 Legal Office Procedures

4 class hours 3 credits

Prerequisite: BU-801 or the equivalent

Offered as needed

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 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

## 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 Corresponding in the Digital World

2 class hours 2 laboratory hours 3 credits

Offered in Fall

This course is designed to enhance the software and communication skills of students whose objective is to enter the business environment. This professional business computerized correspondence course will focus on the communication skills that are necessary to compete in the highly digitized world of contemporary business. This course will provide the skills in information literacy, independent research, effective business writing, grammar mechanics, and composing text in traditional formats and new media digital platforms.

## BU-860 Professional Business Career Development and the Virtual Office

2 class hours 2 laboratory hours 3 credits

Offered in Spring

This course is designed to prepare students for the transition to a professional and business environment. Topics include assisting students in the decision-making process, their business career skills, and employability. Students will gain knowledge and valuable skills that will help them to market themselves to potential employers and to prepare themselves to enter the business and virtual environment.

## 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: CIS-101 (formerly BU-500)

Offered in Spring

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

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 Computers and Applications

2 class hours 2 laboratory hours 3 credits

A student with both Word and Excel Microsoft Office Specialist (MOS) Certification may take CIS-206 in place of CIS-101.

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 Computer 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

2 class hours 2 laboratory hours 3 credits

Prerequisite: CIS-102

This course provides an introduction to graphical user interface and event programming using an object-oriented language to address business needs. Students will use this environment and various programming constructs - decisions, repetitions, functions, matrices, structures, web apps and databases, classes and objects - to develop business oriented applications. Laboratory hours and hands on practice complement coursework.

### CIS-153 Microcomputer Operating Systems and Utility Software

2 class hours 2 laboratory hours 3 credits

Prerequisite: CIS-101

This course provides an in-depth coverage of microcomputer operating system concepts through the use of discussions and hands-on lab projects. Topics include operating systems history; user accounts; graphical user interface; data structure and organization; customization; disk storage concepts; hardware and software interaction; file systems; shortcuts; backup and recovery; computer security; utilities; disk optimization; system performance; system restoration and troubleshooting.

## CIS-201 Local Area Network Management

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

2 class hours 3 laboratory hours 3 credits

Prerequisite: CIS-152 and students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course.

Offered as needed

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

2 class hours 3 laboratory hours 3 credits

Prerequisite: CIS-152 and students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course.

Offered as needed

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

2 class hours 2 laboratory hours 3 credits

Prerequisites: CIS-102 and students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course. Offered in Fall

This course introduces web page design principles and concepts and provides practical experience utilizing web page authoring software. Scripting programming languages are employed for data manipulation and interactivity. Students are prepared for developing business applications deployed on the internet utilizing hands-on lab exercises and projects to apply these techniques.

## CIS-205 Introduction to Information Systems and Technologies<sup>1</sup>

2 class hours 2 laboratory hours 3 credits

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

2 class hours 3 laboratory hours 3 credits

Prerequisite: CIS-101 and students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course.

Offered in Spring

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

2 class hours 2 laboratory hours 3 credits

Prerequisite: CIS-101

In this course, students will learn database management system concepts, apply them to practical business situations and develop solutions using database software. Emphasis is on relational database design and implementation. Topics include creation of database objects for data storage, retrieval and analysis, table structures and relationships using primary and foreign keys, object dependencies, and importing and exporting of data. Also discussed are the formation of complex queries using SQL (Structured Query Language), joins, indexing, as well as automating repetitive procedures with the use of macros.

## CIS-251 Analysis and Design of Systems Projects

2 class hours 2 laboratory hours 3 credits

Prerequisites: CIS-152, CIS-153, CIS-208 and students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course.

Students use all previously learned computer information systems concepts and techniques in this capstone laboratory course to design and implement an original, comprehensive software system to solve a practical business need, such as payroll, inventory management, accounts receivable, and management information systems. Development of the application will be accomplished concurrently with the study of the phases of Systems Analysis and Design. Students will also prepare detailed user and technical manuals to accompany their system.

## CIS-252 Application Development for Mobile Devices

2 class hours 2 laboratory hours 3 credits

Prerequisite: CIS-152 and students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course.

Offered in Spring

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

2 class hours 2 laboratory hours 3 credits

Prerequisite: CIS-153 and students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course.

Offered in Fall

This course introduces students to basic information security and cybersecurity principles expected within business settings and also beneficial for personal data security awareness. Students will learn how to protect information, computers and networks from attacks by means of case studies, discussions, and hands-on lab projects. Topics covered include malware, social engineering, application and networking attacks; data, computer, application and network security; cryptography; access control fundamentals; authentication and account management; and business continuity.

<sup>1</sup> Pathways Gateway Course, see "Pathways Gateway Courses into Majors" in Academies and Programs of Study.

# DEPARTMENT OF CHEMISTRY

---

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, Paul Sideris, Sujun Wei

**Assistant Professors:** Zhou Zhou

**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

**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)
- **LIBERAL ARTS AND SCIENCES**  
(MATHEMATICS AND SCIENCE) (A.S. Degree Program)

## TRANSFER OPTIONS

Students interested in Pharmaceutical Sciences should consider the Dual/Joint degree program with York College that leads to an associate degree in Chemistry and bachelor's degree in Pharmaceutical Sciences. Students interested in Forensics should consider the Dual/Joint degree program with John Jay College that leads to an associate degree and bachelor's degree in the field. Additionally, Queensborough Community College currently has agreements with the following colleges and programs that allow students to complete a bachelor's degree in an efficient manner after transfer.

**New York City College of Technology**

- **A.S. in Liberal Arts and Sciences to B.S. in Applied Chemistry**

**Queens College**

- **A.S. in Liberal Arts and Sciences to B.A. in Chemistry**

Those interested in a Dual/Joint program or the transfer agreements should contact the Transfer Resource Center or the Department for more information.

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The Chemistry Fund

The Joseph Iorio Memorial Chemistry Award

The Rose Mancott Memorial Endowment Award

The Dr. Paris Svoronos Scholarship

The Pak Kuen Wong Endowment Fund

## 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 website.

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).

## CHEMISTRY

### CH-101 Living in a Chemical World (1C<sup>1</sup>)

3 class hours 3 credits Corequisite: CH-102

This is a writing intensive course 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 must 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-106 Chemistry and the Arts (Combined Lecture and Laboratory)<sup>2</sup> (1C & 2E<sup>3</sup>)

3 class hours 2 laboratory hours 4 credits

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 Corequisite: CH-111

This is writing intensive course examines the role of chemistry in current environmental topics of interest to all citizens. 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. There is great emphasis on the importance of practicing green chemistry in order to achieve a sustainable civilization.

### CH-111 Chemistry and the Environment Laboratory<sup>2</sup>

2 laboratory hours 1 credit Corequisite: CH-110

An environmental chemistry laboratory course which must 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.

### CH-116 Introduction to Nanoscience Lecture (1C<sup>1</sup>)

3 class hours 3 credits

This course, which consists of lecture and laboratory components, is an introduction to nanoscience chemistry and its technological applications in our society. The synthesis of nanomaterials, the tools used to characterize these materials, and the societal impacts of nanomaterials and nanotechnology, such as ethical, legal and environmental implications, will be studied.

**Note:** Successful completion of CH-116 lecture satisfies the Life and Physical Sciences General Education Core Requirement. Students are strongly encouraged to take CH-117 lab while taking CH-116 lecture to satisfy the laboratory science requirement for graduation and improve the chances of transfer to other colleges. This course may not be used as part of the Science or Mathematics Concentration required for the A.S. in Liberal Arts and Sciences curriculum.

### CH-117 Introduction to Nanoscience Laboratory<sup>2</sup>

3 class hours 1 credits

This laboratory course complements CH-116 (Introduction of Nanoscience Lecture) and provides basic knowledge of nanoscience chemistry. Students will synthesize nanomaterials such as nanoparticles, and analyze these materials by various microscopic methods. Various applications of nanomaterials will also be studied.

<sup>1</sup> Course qualifies as Pathways Common Core 1C-Life & Physical Sciences.

<sup>2</sup> Students registering in CH-102, CH-106, CH-111, CH-117, 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-120 Fundamentals of Chemistry (1C<sup>1</sup>)

3 class hours 3 credits Corequisite: CH-121

This 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. It is appropriate for non-science majors or as preparation for General Chemistry I (CH-151). 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. 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

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>4</sup> (1C & 2E<sup>3</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>3</sup>)

3 class hours 1 recitation hour 3 laboratory hours 4.5 credits

Prerequisite: MA-119 and MA-121 or placement in MA-440 or higher. 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>3</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.

<sup>2</sup> Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academies and Programs of Study.

<sup>3</sup> Course qualifies as Pathways Common Core 1C-Life & Physical Sciences and 2E-Scientific World STEM Variant.

<sup>4</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

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 Hamid Namdar, *Chairperson*

**Deputy Chairperson:** Dr. Belle Birchfield

**Professors:** Belle Birchfield, Hamid Namdar, Richard Yuster

**Associate Professors:** Edward Davis, Merlinda Drini Prelvukaj, Marvin Gayle, Joseph Goldenberg, Danny Mangra, Craig R. Weber

**Assistant Professors:** Guozhen An, MD. Shahadat Hossain, Robert Kueper, Raymond Lam, Mike Metaxas, Kee Park, Dugwon Seo, Dimitrios Stroumbakis

**Lecturers:** John Buoncora, Michael Lawrence, Jeffrey L. Schwartz, Joann Sun, Steven Trowbridge, Huixin Wu

**Chief College Laboratory Technician:** Jerry H. Sitbon

**Senior College Laboratory Technicians:** Klebert Andujar, Enrique Haro, Bernard Hunter, Richard Victolo

**College Laboratory Technician:** Franklin Mejia, Adam Odell, Joseph Seiter

**Adjunct Faculty:** approximately 35 each year

**Professors Emeriti:** Stuart Asser, Robert Boylestad, Edward Brumgnach, Nathan Chao, 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:**

Mary Kasworm, CUNY Administrative Assistant

Nancy Gutierrez, 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.

- **COMPUTER SCIENCE AND INFORMATION SECURITY (Dual/Joint A.S./B.S. Degree with John Jay College of Criminal Justice)**
- **INTERNET AND INFORMATION TECHNOLOGY (A.A.S. Degree Program)**
- **ARCHITECTURAL TECHNOLOGY (A.A.S. Degree Program)**
- **TELECOMMUNICATIONS TECHNOLOGY (A.A.S. Degree Program)**
- **ENGINEERING SCIENCE (A.S. Degree Program)**  
Co-sponsored with the Physics Department.
- **INTERNET AND INFORMATION TECHNOLOGY (Certificate Program)**

## TRANSFER OPTIONS

Students interested in Computer Science and Information Security should consider the Dual/Joint degree program with John Jay College that leads to an associate degree and bachelor's degree in the field. Additionally, Queensborough Community College currently has agreements with the following programs that allow students to complete a bachelor's degree in an efficient manner after transfer.

### New York City College of Technology

- **A.S. in Architectural Technology to B.Tech. in Architectural Technology**
- **A.S. in Computer Engineering Technology to B.Tech. in Computer Engineering Technology**
- **A.S. in Electronic Engineering Technology to B.Tech. in Electrical Technology**

Those interested in the Dual/Joint program or the transfer agreements should contact the Transfer Resource Center or the Department for more information.

## DEPARTMENT OF ENGINEERING TECHNOLOGY ADVISORY BOARD

Prof. Hamid Namdar, *Chair*

Mr. Lakhdar Amara

Mr. Dane Burkett

Mr. John Ducroiset

Mr. Walter Heinz

Mr. John L. Leccese

Mr. Misha Migdal

Mr. Robert Packer

Mr. Peter Paolino

Mr. John Randazzo

Mr. Andrei Szabo

Mr. Vincent Basirico

Mr. Daniel T. Donnelly

Mr. Louis Flaxman

Mr. Michael J. Kozma

Mr. Lin Lu

Mr. Peter Novak

Mr. Andrew Pandis

Mr. Robert Quan

Mr. Larry Shulman

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

Engineering Technology Department Awards  
The Joseph B. Aidala Memorial Award  
N&R Chao Foreign Student Award  
The Martin J. Horowitz Memorial 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

### TECH-100 Introduction to Engineering & Technology

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.

## ARCHITECTURAL TECHNOLOGY

### ARCH-111 Architectural Design I

2 class hours 3 laboratory hours 3 credits

Corequisite: ARCH-119

An introduction to the fundamentals of architectural design. Students will develop the ability to perceive visual cues, create visual design, formulate concepts, and render ideas in two and three dimensions. Using a combination of manual and digital skills, students will create and interpret three dimensional objects and spaces and develop drawings and renderings using standard projection systems.

### ARCH-113 Building Technology I

2 class hours 2 laboratory hours 3 credits

Prerequisite and/or corequisite: None

An introduction to the basic materials and elements of construction. System analysis, including the study of materials properties and their proper selection. Fundamental principles of architectural drafting. Surveying existing conditions, development of drawings of plans, elevations, sections, and basic details from foundation to roof. An emphasis is on wood and masonry and shallow foundation systems.

### ARCH-119 Visualization I

1 class hour 3 laboratory hours 2 credits

Corequisites: ARCH-111 or CONM-111

An introduction to the language of architectural representation and visualization. Students will develop the techniques and skills to perceive visual cues, make aesthetic valuations, translate information into graphic representation, create visual design, and formulate and render concepts in two or three dimensions. This course introduces basic skills for the manipulation and generation of both free hand and digital images. Model making, scanning and image editing concepts are introduced. Associated topics in computer systems, file management, word processing and spreadsheets are covered.

### ARCH-121 Architectural Design II

3 class hours 2 laboratory hours 4 credits

Prerequisites: ARCH-111 with a grade of C or higher

Corequisite: ARCH-129

A continuation of the concepts begun in ARCH-119. Students will increase their knowledge of architectural design. A more in-depth study of in the perception of visual cues, the creation of visual designs, the formulation of concepts, and the rendering of ideas in two and three dimensions. Using a combination of manual and digital skills, students will create and interpret three dimensional objects and spaces and develop drawings and renderings using standard projection systems.

### ARCH-123 Building Technology II

2 lecture hours 3 laboratory hours 3 credits

Prerequisite: ARCH-113 with a grade of C or higher

Generally offered in Spring only

A study of the basic materials of construction and the theory and practice of building technology. The course will include investigation of the assembly of building components and methods of construction and framing. Students will develop proficiency in both analog and digital drawing building information modeling (BIM) techniques, and professionally presented construction drawings.

### ARCH-125 Surveying and Site Planning

2 class hours 3 laboratory hours 3 credits

Prerequisites: MA-114 with a grade of C or higher

Due to weather constraints offered in Fall only

Principles and practice of elementary surveying. Application of the fundamental techniques of site planning principles and the use of topographical maps and models. The importance of site development as it relates to architecture and sustainable site development. Field work in practical application of surveying techniques; measurement of distances, angles, and elevations. Computation and mapping of closed traverses.

### ARCH-129 Visualization II

1 class hour 3 laboratory hours 2 credits

Prerequisites: ARCH-119 with a grade of C or higher

A continuation of the concepts of architectural representation and visualization begun in ARCH-119. The focus is on precise crafting of physical and analogue models and architectural presentations, analogue and digital rendering techniques, and representation of geospatial information. Students hone their skills using manual and digital tools and enhance their design work by strengthening visual, verbal, and graphical skills. Students will demonstrate fluency in and understanding of key design vocabulary, concepts, and visual techniques.

### ARCH-231 Architectural Design III

3 class hours 2 laboratory hours 4 credits

Prerequisites: ARCH-121 with a grade of C or higher

Generally offered in Fall only

An exploration of abstract architectural design theory in the expression of three-dimensional space. The creation of comprehensive architectural design projects are developed following a building program and incorporating element of site, enclosure, structure, material and technology. Design concepts and vocabulary are introduced and strengthened through design projects. A juried presentation will take place at the completion of each project.

### ARCH-237 Environmental Systems

3 class hours 3 credits Corequisite: ARCH-123

Generally offered in Spring only

A survey of systems employed in buildings including plumbing, electrical, heating, ventilation, air conditioning and fire alarm and suppression. System components, design, application, equipment locations and distribution will be examined. Sustainability and energy efficiency applications will be addressed and software used for data analysis. National codes are introduced.

### ARCH-241 Advanced Architectural Modeling

3 class hours 3 credits Prerequisite: ARCH-231 with a grade of C or higher

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.

### ARCH-248 Structures I

2 class hours 2 laboratory hours 3 credits

Corequisite: MT-345 Generally offered in Spring only

Design and analysis of steel, reinforced concrete, and timber structures. The behavior of architectural materials in stress and intuitive reasoning related to the mathematical treatment of equilibrium in static structures. Practice in the preparation of structural drawings. Use of structural design codes and specifications.

# ENGINEERING TECHNOLOGY COURSES

## CONSTRUCTION MANAGEMENT

### CONM-111 Construction Design

2 class hours 3 laboratory hours 3 credits

An introduction to construction project management. The construction process, bidding and awards, scheduling and planning, codes and standards, safety.

### CONM-241 Construction Cost Analysis

3 class hours 3 credits

Corequisite: ECON-101

An introduction to the analysis of labor and material costs and forecasting. Students are introduced to methods of estimating, development of bids, quality assurance, contracts and ethics. Extensive case study analysis is conducted. Students will develop a complete bid package and formally present and defend it.

### CONM-248 Foundations & Structures

2 class hours 3 laboratory hours 3 credits

Prerequisite: MT-341

An introduction to soil mechanics, foundation and earth structures. Soil classification, soil properties, soil stresses, earth pressures, bearing capacity, slope stability. Principles of foundation analysis, design of retaining walls. Students conduct laboratory experiments to test soil behavior.

## 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.

## ELECTRICAL & COMPUTER ENGINEERING TECHNOLOGY

### ET-110 Electric Circuit Analysis<sup>1</sup>

3 class hours 3 laboratory hours 4 credits

Corequisite: MA-114. NOTE: ET-110 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.

An introductory course to the fundamentals and basic principles of DC and AC circuits. Topics include: resistance, voltage, current, Ohm's Law, Kirchoff's laws, power, superposition, network theorems, Thevenin's and Norton's Theorems, maximum power transfer, introduction to AC, capacitors and inductors. Laboratory hours complement class work.

### 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

Prerequisite: ET-110 with a grade of C or better

Basic theory and operation of semiconductor devices and linear integrated circuits including diodes, BJTs, JFETs, MOSFETs, Zener diodes, and operational amplifiers. DC power supply circuit analysis and design. Operational amplifier circuits include inverting and non-inverting amplifiers and applications. 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<sup>3</sup>

3 class hours 3 laboratory hours 4 credits

Prerequisite: ET-210

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

2 class hours 2 laboratory 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. Students engage in hands-on lab activities.

### 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: None. Corequisite: ET-560

Topics will include: 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.

<sup>1</sup> Students registering in ET-110 pay a special supplies fee of \$35.00.

<sup>2</sup> Students registering in ET-210 pay a special supplies fee of \$25.00

<sup>3</sup> Students registering in ET-230 pay a special supplies fee of \$35.00

# ENGINEERING TECHNOLOGY COURSES

## 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.

## ET-410 Electronic 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 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>2</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

3 laboratory hours 1 credit

Prerequisite and/or corequisite: None

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 and/or corequisite: None

Introduction to the VISUAL Basic programming language with application problems in Engineering Technology. Provides hands-on experience in the Department's computer labs.

## ET-504 Operating Systems and System Deployment<sup>3</sup>

1 class hour 3 laboratory hours 2 credits

Prerequisite and/or corequisite: None

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

3 class hours 3 laboratory hours 4 credits

Prerequisite and/or corequisite: None

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 LINUX Operating System

2 class hours 2 laboratory hours 3 credits

Corequisite: ET-704 or permission of the Department

This foundation course introduces the basics of Linux system administration and security. Linux core topics include shell commands and processes with an emphasis on administration including files and directory structure, user and group management, networking and shell scripting. Linux security topics include: vulnerability analysis, intrusion detection, firewall and file system encryption. Hands-on lab activities will complement the lecture topics.

## ET-509 Programming for Embedded Systems

3 laboratory hours 1 credit

Prerequisite: ET-501 or TECH-100

Introduction to embedded programming of single board microcontrollers and microprocessors, simple machine code, assembly and high-level language programs, binary and hex number systems, debug utility program, program variables, CPU addressing modes and flags, mathematical and logic operations with binary and hex numbers, looping and delays, microprocessor registers and memory characteristics. The course includes data input/output programming exercises on a microcontroller.

## ET-540 Digital Computer Theory I<sup>4</sup>

3 class hours 3 laboratory hours 4 credits

Prerequisite and/or corequisite: None

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-540

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.

## ET-560 Microprocessors and Microcomputers<sup>5</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 (2E<sup>6</sup>)

3 Class Hours 3 Credits

Prerequisite and/or corequisite: None

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 (2E1)

<sup>1</sup> Students registering in ET-410 pay a special supplies fee of \$55.00

<sup>2</sup> Students registering in ET-420 pay a special supplies fee of \$55.00.

<sup>3</sup> Students registering in ET-504 pay a special supplies fee of \$15.00

<sup>4</sup> Students registering in ET-540 pay a special supplies fee of \$35.00

<sup>5</sup> Students registering in ET-560 pay a special supplies fee of \$60.00.

<sup>6</sup> Course qualifies as Pathways Common Core 2E-Scientific World.

# ENGINEERING TECHNOLOGY COURSES

## ET-574 Programming and Applications with Python

2 class hours 2 laboratory hours 3 credits  
Prerequisite and/or corequisite: None

The course introduces computer programming, network programming and elementary data science using the Python programming language. Topics include: procedural programming, Python data structures and aspects of object oriented programming. Introductory examples of network socket and security programming, data analysis, data visualization and machine learning will be explored. Hands-on lab activities will complement lecture topics.

## ET-575 Introduction to C++ Programming Design and Implementation (2E<sup>1</sup>)

2 Class Hours 2 laboratory hours 3 Credits  
Prerequisite: MA-321 or corequisite: MA-114, MA-119 or MA-440

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-580 Object-Oriented Programming

2 class hours 2 laboratory hours 3 credits  
Prerequisite: ET-575 with a grade of C or better

This course covers object-oriented algorithmic problem solving using C++. Topics include pointers, pointer arithmetic; linked lists; memory management; recursion; operator overloading; inheritance and polymorphism; stream and file I/O; exception handling; templates and STL; applications of simple data structures and debugging techniques. Hands-on lab activities will complement the lecture topics.

## ET-581 Object-Oriented Programming in Java

2 class hours 2 laboratory hours 3 credits  
Prerequisite: ET-574 or ET-575 with a grade of C or better

This course covers object-oriented algorithmic problem solving in Java. Topics include applications of fundamental data structures (arrays, linked lists), the Java API, inheritance, polymorphism, exception handling, packages, file input/output, recursion, generics, graphical user interfaces, event-driven programming and an introduction to secure software programming. Hands-on lab activities and projects will complement lecture topics.

## ET-585 Computer Architecture

3 class hours 3 credits Prerequisite: ET-574 or ET-575

The course covers the basic principles of computer organization, operation and performance. It also deals with embedded systems, peripheral devices, memory management, and processor family evolution patterns.

## ET-704 Networking Fundamentals I<sup>2</sup>

3 class hours 3 laboratory hours 4 credits  
Prerequisite and/or corequisite: 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

2 class hours 2 laboratory hours 3 credits  
Prerequisite and/or corequisites: None

This introductory course focuses on frontend, browser-based user experience. Students will create websites using current web design patterns and publish them to the public internet. Topics include: building a webpage with HTML, cascading style sheets (CSS), Java Script, industry standard web frameworks, responsive web design, data input forms, source and revision control.

## 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.

<sup>1</sup> Course qualifies as Pathways Common Core 2E-Scientific World.

<sup>2</sup> Students registering in ET-704 pay a special supplies fee of \$15.00

# ENGINEERING TECHNOLOGY COURSES

## 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.

## 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-756 Database Administration

2 class hours 2 laboratory hours 3 credits

Corequisite: ET-574 or ET-575

Students will explore the fundamental concepts of database management systems including entity-relationship diagrams, data representation, data integrity, the relational model, concurrency, security, and scalable database design through programming projects. Hands-on lab activities and projects will complement lecture topics.

## ET-821 Computers in the Modern Society (2E<sup>1</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-841 The Science of Energy and Power in the Modern World (1C<sup>2</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-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-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

<sup>1</sup> Course qualifies as Pathways Common Core 2E-Scientific World.

<sup>2</sup> Course qualifies as Pathways Common Core 1C-Life & Physical Sciences.



# ENGINEERING TECHNOLOGY COURSES

## MECHANICAL ENGINEERING TECHNOLOGY

### 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>1</sup>

2 class hours 3 laboratory hours 3 credits

Prerequisite or co-requisite: MT-111

Production techniques in manufacturing, including welding, casting and molding, forming and finishing process. Laboratory practice in the use of hand tools, machine tools, and precision measuring instruments.

### MT-124 Metallurgy and Materials

3 class hours 3 credits

Prerequisite: Students must complete any developmental requirements in English and Mathematics (see Proficiency in Math and English) prior to taking this course.

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. Experiments include hardness of materials, concrete slump test, metallographical methods in the study of the recrystallization of alpha brass, solidification of lead-tin alloys, the metallography of plain carbon steels, the Jominy bar test and nondestructive inspection.

### 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 MT-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 Machine Centers.

### MT-163 Computer-Aided Manufacturing (CAM)

2 class hours 3 laboratory hours 3 credits

Prerequisite: MT-488 and MT-122 or MT-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

Prerequisite or Corequisite: 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-293 Parametric Computer-Aided Design

1 lecture hour 2 recitation hours 3 laboratory hours

3 credits Prerequisite or corequisite: 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: None Corequisite: PH-201

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.

<sup>1</sup> Students registering in MT-122 must pay a special supplies or service charge of \$15.00.

# ENGINEERING TECHNOLOGY COURSES

## **MT-488 Computer-Aided Design I**

*1 class hour 2 recitation hours 3 laboratory hours  
3 credits Prerequisites and/or co-requisites: none*

Introduction to the use of computer hardware and software for design drafting. Applications of computer-aided design drafting for increasing productivity. Concepts, commands, and parameters involved in CADD systems. Students generate working drawings by interacting with the computer using graphics display terminals, light pen, tablet digitizer, function keyboard, and plotter.

## **MT-489 Computer-Aided Design II**

*1 class hour 2 recitation hours 3 laboratory hours  
3 credits Prerequisite: MT-488*

Further development of CADD principles and applications with respect to three-dimensional views; orthographic and isometric views, rotation and translation of parts in space. Generation of surface forms and intersection of surfaces. Construction of three-dimensional assembly drawings.

## **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  
Prerequisite or Corequisite: 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

---

**Humanities Building, Room 428 • Telephone: 718-631-6302 • Fax: 718-631-6637**

Dr. Jennifer Maloy, **Chairperson**

Dr. Beth Counihan, Dr. Regina Rochford, **Deputy Co-Chairpersons**

**Professors:** Kitty Bateman, Julia Carroll, Jean Darcy, Margot Edlin, David Humphries, Susan Jacobowitz, Zivah Perel Katz, Jean Murley, Linda Reesman, Regina Rochford, David Shimkin, John Talbird, Jilani Warsi

**Associate Professors:** Kathleen Alves, Leah Anderst, Aliza Atik, Trikartikaningsih Byas, Beth Counihan, George Fragopoulos, Joel Kuszai, Cary Lane, Matthew Lau, Jennifer Maloy, Vartan Messier, Jan Ramjerdi, Mark Schiebe, Danny Sexton, Jed Shahar, Kerri-Ann Smith, Elizabeth Toohey, Agnieszka Tuszynska, Weier Ye, Tanya Zhelezcheva

**Assistant Professors:** Elise Denbo, Melissa Dennihy, Noelia Diaz, Joan Dupre, Robin Ford, Christopher Leary, Robert McAlear, Benjamin Miller, Cara Murray, Angela Ridinger-Dotterman, William Ryan, Meghmala Tarafdar

**Lecturers:** Alisa Cercone, Alison Cimino, Raquel Corona, Michael Dolan, Susan Hock, Susan Lago, Manuel Martinez, Holly O'Donnell, Valerie Peyer, David Rothman, Tammi Rothman, Madiha Shameem, Brigitte Tilley, Irvin Weathersby, Sybil White, John Yi

**College Laboratory Technician:**

**Senior College Laboratory Technician:** Mahir Hossain, Peter Irigoyen

**Adjunct Faculty:** approximately 80 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, Karen Wunsch

**Office Personnel:**

Cheryl Levine, CUNY Administrative Assistant

Margaret Chin Quee, CUNY Office Assistant

Rosita Saldivar, CUNY Office Assistant

**For information about academic programs in English, contact the Department or the following advisers directly:**

**Writing Program Director:** Dr. Leah Anderst

**WID/WAC Program Co-Coordinator:** Dr. Elise Denbo

**Creative Writing:** Prof. Benjamin Miller, Prof. Alison Cimino

**Journalism:** Dr. Elizabeth Toohey, Prof. Alisa Cercone

## PROGRAMS OF STUDY

- **LIBERAL ARTS AND SCIENCES (A.A. Degree Program)**

**Concentrations:**

American Studies

English

Gender Studies

Those interested in the transfer agreement should contact the Transfer Resource Center or the Department for more information.

## TRANSFER OPTIONS

Within the CUNY System, many colleges offer bachelor's degree programs in English, American Studies, and Women and Gender Studies. (See: <http://www.cuny.edu/admissions/undergraduate/explore/programs/> for more information.) Additionally, Queensborough Community College currently has an agreement with the following program that allows students to complete a bachelor's degree in English in an efficient manner after transfer.

- **A.A. in Liberal Arts and Sciences (English Concentration) to B.A. in English at Queens College**

Those interested in the transfer agreement should contact the Transfer Resource Center or the Department for more information.

## ENGLISH COURSES

### ENGLISH COMPOSITION

#### **ENGL-101 English Composition I<sup>2</sup> (1A<sup>1</sup>)**

*3 class hours 1 conference hour 3 credits*

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in BE-102 while taking this course.*

*Note: Credit will not be given to students who have successfully completed ENGL-103.*

In this course, students will study and practice the reading, writing, critical thinking, and reflective skills needed for their academic and professional lives. Through formal and informal writing assignments totaling at least 6,000 words, students will receive instruction in the recursive processes of expository and argumentative writing: brainstorming; information literacy; researching, evaluating and documenting sources; drafting; revising; and editing. During the conference hour, instructors may review topics such as note-taking and annotating texts, grammar, 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>)**

*3 class hours 1 conference hour 3 credits*

*Prerequisite: ENGL-101*

This course offers a continued study and practice of process-based writing combined with an introduction to literature: fiction, drama, and poetry. During the conference hour, students review basic elements of writing and analytical and critical reading skills and research strategies.

## ENGLISH PLACEMENT

Please see Placement and Testing on page 34 for information on English placement at Queensborough Community College.

## ELECTIVES

These courses (ENGL-201 and higher) emphasize critical reading and are open to all students who have completed ENGL-102. With Departmental 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

The Sheena Gillespie Literary Award

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 Award 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

## THE ACCELERATED LEARNING PROGRAM (ALP)

ALP allows developmental students to take college-level English (ENGL-101) concurrently with a developmental course (BE-102). Students with a deep developmental need should also consider CUNY Start. ESL students should also consider ENGL-90 and the CLIP program. For more information, please see **Placement and Testing** and our website: <https://www.qcc.cuny.edu/alp/index.html>.

<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 Academics and Programs of Study.

## INTRODUCTION TO THE DISCIPLINE

### ENGL-201: Introduction to Literary Studies<sup>1</sup>

3 class hours 1 recitation hour 3 credits  
Prerequisite: ENGL-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

3 class hours 1 recitation hour 3 credits  
Themes and conferences required Prerequisite: ENGL-102

This course provides critical study of the genre of poetry, which may include epic, narrative, and lyric poems. Readings may include authors and works from various historical periods and geographical regions.

### ENGL-203 Readings in Drama

3 class hours 1 recitation hour 3 credits  
Themes and conferences required Prerequisite: ENGL-102

This course provides a critical study of the genre of dramatic literature from the Greeks to the Moderns. Readings may include authors and works from various historical periods and geographical regions.

### ENGL-204 Readings in Prose Fiction

3 class hours 1 recitation hour 3 credits  
Themes and conferences required. Prerequisite: ENGL-102

This course provides a critical study of the short story, the novella, and the novel. Readings may include authors and works from various historical periods and geographical regions.

### ENGL-205 Literary History

4 class hours 4 credits Prerequisite: ENGL-102

An exploration of how literary artists and their creations have responded to earlier writers, and how such responses have historically impacted literature in English. Students will also enhance their analytical and interpretative skills through writing about literary traditions, genres, periods, and movements. Readings include representative genre texts from at least two national literatures and historical periods.

### ENGL-206 Genre

4 class hours 4 credits Prerequisite: ENGL-102

Broadly defined, genre refers to different forms of literary expression, such as fiction, poetry, and drama, but genres are also a reflection of cultural contexts and traditions. In this course, students will focus on different definitions of genre; issues of form, style, and content; and how ideas about genre change over time. Readings will include texts from at least two genres and two national literatures as well as material from before and after 1800.

## LITERATURE IN CONTEXT

### ENGL-211 English Literature I: Anglo-Saxon Period through the Eighteenth Century

3 class hours 1 recitation hour 3 credits  
Themes and conferences required  
Prerequisite: ENGL-102 Offered as needed

This course provides a historical study of British literature from the Anglo-Saxon period through the eighteenth century. The aim of the course is to develop students' knowledge of English literature in its various genres and its historical and cultural contexts through critical reading, thinking, and writing. Students are encouraged to make connections between the medieval, Renaissance, and Enlightenment periods and their own interests.

### ENGL-212 English Literature II: Nineteenth Century to Present

3 class hours 1 recitation hour 3 credits  
Themes and conferences required  
Prerequisite: ENGL-102 Offered as needed

This course provides a historical study of British literature from the Romantic period through the present century. The aim of the course is to develop students' knowledge of English literature in its various genres and its historical and cultural contexts through critical reading, thinking, and writing. Students are encouraged to make connections between the Romantic, Victorian, and Modernist periods and their own interests.

### ENGL-213 World Literature I: Ancient through Renaissance

3 class hours 1 recitation hour 3 credits  
Prerequisite: ENGL-102 Offered in Fall

This course provides a survey of world literature, ranging from Antiquity to the Renaissance, and from various geographical areas. The aim of the course is to develop students' knowledge of literature and its historical and cultural contexts through critical reading, thinking, and writing.

### ENGL-214 World Literature II: Masterpieces from the Seventeenth to the Twenty-First Centuries

3 class hours 1 recitation hour 3 credits  
Prerequisite: ENGL-102 Offered in Spring

This course provides a study of world literature from the seventeenth century to the present day, canvassing the period from the Enlightenment to the Postmodern and Postcolonial. The aim of the course is to develop students' knowledge of literature and its historical and cultural contexts through critical reading, thinking, and writing.

### ENGL-215 American Literature I: Colonial Period to American Renaissance

3 class hours 1 recitation hour 3 credits  
Themes and conferences required  
Prerequisite: ENGL-102 Offered as needed

This course explores literature produced in and about the Americas from the fifteenth to the mid-nineteenth century. The course encompasses a range of writing by people from various cultural traditions, with an emphasis on historical and formal textual development from the colonial period through the emergence of a diverse national literature.

### ENGL-216 American Literature II: Civil War to Present

3 class hours 1 recitation hour 3 credits  
Themes and conferences required  
Prerequisite: ENGL-102 Offered as needed.

This course explores literature produced in and about the Americas from the mid-nineteenth to the twenty-first century. The course examines a variety of literary works in their historical contexts and from differing ethnic, cultural, and regional perspectives, taking into account the vast social, political, and cultural changes in America during that period.

### ENGL-217 Contemporary Literature in English

3 class hours 1 recitation hour 3 credits  
Prerequisite: ENGL-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.

<sup>1</sup> Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academies and Programs of Study.

## WRITING STUDIES

### ENGL-220 Introduction to Creative Writing

4 class hours 4 credits Prerequisite: ENGL-102

This course provides an introduction to the writing of poems, stories, plays, and creative non-fiction, with related readings. Students submit writing for class discussion with the aim of creating an original collection of creative work in several genres.

### ENGL-221 Creative Writing: Fiction

3 class hours 1 recitation hour 3 credits

Themes and conferences required

Prerequisite: ENGL-102 Offered as needed

This course offers intensive practice in the writing of fiction, with related readings. Students submit writing for class discussion with the aim of creating an original collection of fiction.

### ENGL-222 Creative Writing: Poetry

3 class hours 1 recitation hour 3 credits

Themes and conferences required

Prerequisite: ENGL-102 Offered as needed

This course offers intensive practice in the writing of poetry, with related readings. Students submit original writing for class discussion with the aim of creating an original collection of poetry.

### ENGL-231, 232 Special Topics in Writing Studies

3 class hours 1 recitation hour 3 credits

Prerequisite: ENGL-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 have included the following:

- Mystery and Detective Fiction
- African-American Literature
- Asian-American Literature
- Gender and Literature
- Science Fiction

## JOURNALISM, MEDIA & CULTURAL STUDIES

### ENGL-241 Introduction to Journalism; Editing Principles and Practices

3 class hours 2 laboratory hours 4 credits

Prerequisite: ENGL-102

This course provides an introduction to journalistic practices through developing research and writing skills fundamental to the work of reporters and editors. Through a focus on news writing, op-eds and reviews, students learn to pitch stories and revise their drafts for publication in the campus newspaper and for professional publication. Students are encouraged to follow best ethical practices for research and interviews, and challenged to apply the Society of Professional Journalists' Code of Ethics to real world historical and contemporary situations.

### ENGL-242 Documentary Film

2 lecture hours 2 screening lab hours 3 credits

Prerequisite: ENGL-102 Offered as needed

A study of nonfiction film, this course will focus on the power of documentary to record and reveal – but also to distort – aspects of the real world. Classic documentary film, propaganda films, autobiographical films, nonfiction television series, and internet videos are just some of the possible texts that this course will screen and analyze. Students will be guided throughout the semester on writing and research strategies and techniques specific to audiovisual media.

### ENGL-251 Popular Culture

3 class hours 1 recitation hour 3 credits

Prerequisite: ENGL-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

2 lecture hours 2 screening lab hours 3 credits

Prerequisite: ENGL-102

This course provides a comparative investigation of the methods and modes of film and literature, coupled with an exploration of their overlapping boundaries. Multiple approaches to the intersection between both mediums will be explored and may include such focuses as adaptation, genre studies, Western and other World films and texts, and aesthetic and historical themes, amongst others. Students will receive instructions on writing strategies specific to audiovisual media.

## TOPICS IN LITERATURE

### ENGL-261 Autobiography

3 class hours 1 recitation hour 3 credits

Prerequisite: ENGL-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

3 class hours 1 recitation hour 3 credits

Prerequisite: ENGL-102

This course explores New York City through reading and writing about various movements, periods, genres, and styles of literature, including fiction, drama, poetry, and non-fiction.

### ENGL-263 Holocaust Literature

3 class hours 1 recitation hour 3 credits

Prerequisite: ENGL-102

This course offers a study of the Holocaust through a variety of genres, including poetry, novels, short stories, plays, memoirs, primary sources, film and children's literature, in order to gain a better understanding of the unfolding, impact, meaning and significance of the Holocaust. Students will study the origins and development of the Holocaust and its political, cultural, economic and social implications through the lens of a variety of artists, writers and scholars.

### ENGL-264 Graphic Genres

3 class hours 1 recitation hour 3 credits

Prerequisite: ENGL-102

This course seeks to explore graphic novels and other related graphic genres and visual formats – journalism, memoir, fiction, history, and film – to investigate the evolution, power and popularity of texts that combine words and pictures. Topics and themes examined include war, family, sexuality, adolescence, ethnicity, identity, politics and science fiction. In addition to learning about graphic novels and genres, students will conduct research and present on a topic, artist, genre, or work of their choice.

### ENGL-265 The Immigrant Experience in Literature

3 class hours 1 recitation hour 3 credits

Prerequisite: ENGL-102

This course offers a study of the Immigrant Experience through a variety of genres, including memoirs, poetry, novels, short stories, plays, primary sources, film and children's literature, in order to gain a better understanding of the significance and impact of the immigrant experience. Students will study texts about US Immigration in their respective social contexts through the lens of a variety of writers, scholars and artists.

## ADVANCED COURSES IN WRITING & JOURNALISM

### ENGL-301 Advanced Fiction Writing

3 class hours 1 recitation hour 3 credits

Prerequisite: ENGL-201

This course offers students the opportunity to further develop fiction writing techniques introduced in ENGL-221. 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 in a Digital Age

3 class hours 1 recitation hour 3 credits

Prerequisite: ENGL-241 or permission of instructor

A continuation of the principles and practices of journalism established in ENGL-241 with an emphasis on the fundamentals of writing for a multimedia environment, bringing together multiple perspectives that reflect both the diversity of our local community and global concerns.

### ENGL-321, 322 Cooperative Education in Journalism

ENGL-321: 2 credits (90 hours)

ENGL-322: 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) 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

3 class hours 3 credits Prerequisite: ENGL-102

Offered as needed

This course offers a study of the novel as a literary form in various historical and cultural contexts, from the seventeenth century to the present. Readings may include the work of writers from multiple periods and continents.

### ENGL-502 Modern Drama

3 class hours 3 credits Prerequisite: ENGL-102

Offered as needed

This course is a survey of theater in English and translation post-World War I to the present day. The plays studied will be examined from a variety of perspectives that may include historical and cultural context, race/class/gender studies or theater in performance on stage and film. Students may attend a live performance during the semester.

### ENGL-503 Shakespeare in Elizabethan Drama

3 class hours 3 credits Prerequisite: ENGL-102

Offered as needed

This course provides a study of selected plays and poetry, including attention to Shakespeare's language and performative art, from a literary, cultural, and historical perspective. Connections will be made between particular themes and how they resonate and shed light on our world today.

### ENGL-504 The Bible as Literature

3 class hours 3 credits Prerequisite: ENGL-102

Offered as needed

This course provides an exploration of The Bible as a multilingual, historical, and literary text open to multiple and evolving interpretations. Emphasis will be on the Bible's literary techniques and its legacy alongside study of the historical periods that produced and are reflected in it. Various books from the Old Testament and the New Testament may be studied from multiple perspectives.

### ENGL-505 Children's Literature

3 class hours 3 credits Prerequisite: ENGL-102

Offered as needed

This course provides an overview of children's literature focusing on the cultural debates it reflects and elicits. Possible genres covered may include fables, fairy tales, and picture books, all supplemented by related theoretical and contextual readings.

### ENGL-591, 592 Special Topics in Literature

3 class hours 3 credits Prerequisite: ENGL-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.

## DEVELOPMENTAL READING AND WRITING

### BE-102 Developing Competence in College Reading, Writing, and Study Skills

4 contact hours 0 credit 4 equated credits

Corequisite: ENGL-101

This course is for students who need intensified instruction in both reading and writing, as determined by a standard skills assessment or placement test and screening results. Emphasis is on the link between the concurrent development of reading and writing skills, with special attention paid to the use of critical thinking to analyze a range of written texts and the production of organized, well-developed essays and reports. Computer-integrated pedagogy, theme-based curriculum, and in-class tutor support are important aspects of the course.

# DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

---

Humanities Building, Room 217 • Telephone: 718-631-6259 • Fax: 718-631-6261

Dr. José Osorio, *Chairperson*

**Professors:** Lorena Ellis, Maurizio Santoro

**Associate Professors:** Luisa Garcia-Conde, Wei Lai, Jose Luis Madrigal, José Osorio, Eladia Raya, Sharon Reeves, Laura Sabani

**Assistant Professors:** Carolina Chaves-O'Flynn, Melida Sanchez

**Lecturers:** Indra Avens, Umberto D'Arista

**Senior College Laboratory Technician:** Darryl A. Williams

**Adjunct Faculty:** approximately 18 each year

**Professors Emeriti:** Anne-Marie Bourbon, Gerardo Ciarambino, Isabel H. Norman, Maria E. Stoffers

**Office Personnel:**

Rosalyn Smernoff, CUNY Administrative Assistant

Jenny Rivera-Artesona, College Assistant

## PROGRAM OF STUDY:

- **LIBERAL ARTS AND SCIENCES**  
(A.A. Degree Program)  
Concentration in International Studies

## LANGUAGE PLACEMENT PROCEDURES

### IMPORTANT NOTE:

*All incoming and continuing 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.*

*In order to determine proper placement, prior to registration in a foreign language course students will be asked to fill out a Language Background Survey. The faculty member or adviser will place the student according to the information provided on the survey.*

*Spanish speaking students planning to enroll for the first time in a Spanish language or literature course, MUST take a placement test to determine the appropriate course for their level of proficiency.*

*Students who have not been placed by the Department or advisers, and who enroll in courses that are above or below their knowledge of the language, will be asked to transfer to the appropriate course during the first weeks of class.*

*The Queensborough Community College administration has acknowledged that the instructor has the final say as to the course appropriate for each student's language level.*

*For all questions about the placement process, please contact our office in Room 217 of the Humanities Building (718-631-6259).*

## STUDENTS MAY CHOOSE:

1. To continue a language previously studied (level and sequence of courses are determined by the Department of Foreign Languages or an adviser according to student's proficiency level and knowledge of the language).

**OR**

2. To start a new language of their choice. Languages offered: Arabic, Chinese, French, German, Hebrew, Italian, Spanish.

## ADVANCED PLACEMENT (AP) CREDIT

Students who have received Advanced Placement (AP) credit in high school (score of 3 or higher, as of June 1, 2017) should contact the Chairperson of the Foreign Languages and Literatures department to receive appropriate college credit.

## LANGUAGE LABORATORY

Regular listening, speaking and viewing activities are a graded part of all elementary and intermediate language courses. Activities are to be completed in the **Language Laboratory** and/or online.

The Language Laboratory (Humanities Building, Room 240) is open to students who have required assignments in the lab and to those who wish to supplement their classwork with additional listening and speaking practice, or to enhance their cultural knowledge.

Multi-media available in the lab include: audio exercises, videos, online grammar exercises and games, as well as foreign language feature films with English subtitles. Materials are available in Arabic, Chinese, French, German, Hebrew, Italian and Spanish.



# FOREIGN LANGUAGES AND LITERATURES COURSES

## ARABIC

For placement in these classes, please consult the Department of Foreign Languages and Literatures, or an Adviser. Students who have not been placed by the Department or an Adviser and who have enrolled in courses below or above their knowledge of the language will be asked to transfer to the appropriate course during the first weeks of the semester.

### LA-111 Elementary Arabic I

4 class hours 4 credits Prerequisite: Placement by the Department of Foreign Languages and Literatures

This is an introduction to Arabic language and culture for students who wish to develop basic listening, speaking, reading and writing skills in Arabic, and explore aspects of culture in Arabic-speaking countries. The alphabet, sound system and Arabic orthography will be covered, as well as elementary greetings and expressions. Students learn Modern Standard Arabic (MSA), with some exposure to colloquial Arabic forms. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LA-112 Elementary Arabic II

4 class hours 4 credits Prerequisite: LA-111 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures

This course is the second half of a first-year course in Modern Standard Arabic. Emphasis is on the progressive development of listening, speaking, reading and writing skills, and learning basic grammatical constructs. Students continue to learn about cultural and social contexts of the Arabic-speaking world. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LA-213 Intermediate Arabic I

3 class hours 3 credits Prerequisite: with a grade of C or higher or placement by the Department of Foreign Languages and Literatures

Intermediate Arabic I continues to develop listening, speaking, reading and writing in Modern Standard Arabic (MSA), and to foster acquaintance with colloquial variants of Arabic. New vocabulary, idiomatic phrases and grammatical structures will be introduced within the context of assignments that familiarize students with everyday activities in the Arabic-speaking world. Weekly individual listening, speaking and viewing activities in the language laboratory or online are part of the course.

## CHINESE

For placement in these classes, please consult the Department of Foreign Languages and Literatures, or an Adviser. Students who have not been placed by the Department or an Adviser and who have enrolled in courses below or above their knowledge of the language will be asked to transfer to the appropriate course during the first weeks of the semester.

### LC-111 Elementary Chinese I

4 class hours 4 credits Prerequisite: Placement by the Department of Foreign Languages and Literatures

This course is an introduction to Chinese language and culture designed for students who have not learned Mandarin at home. Students will develop basic listening, speaking, reading and writing skills in Mandarin, and explore aspects of culture in Chinese-speaking countries. Both the pinyin Romanization system and characters will be introduced. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LC-112 Elementary Chinese II

4 class hours 4 credits Prerequisite: LC-111 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures

This course is the second half of a first-year course in Mandarin. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore the culture of Chinese-speaking countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LC-121 Elementary Mandarin I for Students of Chinese Heritage

4 hours 4 credits 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 Prerequisite: LC-121 with a grade of C or better or placement by the Department of Foreign Languages and Literatures

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 Prerequisite: LC-112 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures

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. Cultural material will be introduced at an appropriate level in order to foster students' understanding and appreciation of the culture of Chinese-speaking countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LC-214 Intermediate Chinese II (2A<sup>1</sup>)

3 class hours 3 credits Prerequisite: LC-213 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures

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. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LC-311 Readings in Contemporary Chinese Literature (2A<sup>1</sup>)

3 class hours 3 credits Prerequisite: Placement by the Department of Foreign Languages and Literatures

This course aims to enhance students' understanding of Chinese society and modern Chinese literature through the analysis of a series of essays and a short play. The emphasis is on improving students' reading and academic writing skills through critical analysis, class discussions and writing assignments related to the readings.

### LC-312 Chinese Short Stories (2A<sup>1</sup>)

3 class hours 3 credits Prerequisite: Placement by the Department of Foreign Languages and Literatures

This course aims to enhance students' understanding of the Chinese short story genre through the study and analysis of selected stories from contemporary authors. Selections reflect different social and cultural aspects of Chinese society.

### 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.

### LC-322 Introduction to Chinese Linguistics

3 hours 3 credits Prerequisite: Placement by the Department of Foreign Languages and Literatures

This course introduces the basic linguistic structure, history and variation of Mandarin Chinese to undergraduate students who already have prior knowledge of Chinese. Linguistic topics include: phonetics, phonology, morphology and etymology, as well as syntax, semantics and pragmatics of modern Chinese. Individual and group projects will complement lectures, readings and discussions.

<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 and Literatures, or an Adviser. Students who have not been placed by the Department or an Adviser and who have enrolled in courses below or above their knowledge of the language will be asked to transfer to the appropriate course during the first weeks of the semester.

### LF-111 Elementary French I

*4 class hours 4 credits Prerequisite: Placement by the Department of Foreign Languages and Literatures*

This course is an introduction to French language and culture designed for students who have no previous background in French. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of French and Francophone cultures. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LF-112 Elementary French II

*4 class hours 4 credits Prerequisites: LF-111 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures*

This course is the second half of a first-year course in French. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore the culture of France and Francophone countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LF-213 Intermediate French I (2A<sup>1</sup>)

*3 class hours 3 credits Prerequisite: LF-112 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures*

This course is for students who wish to strengthen and expand their vocabulary and knowledge of grammar, and improve their ability to converse on everyday subjects. Students will be exposed to contemporary social and cultural issues of the French-speaking world through film and multimedia. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LF-214 Intermediate French II (2A<sup>1</sup>)

*3 class hours 3 credits Prerequisite: LF-213 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures*

This course emphasizes authentic texts, more complex grammar, and practice in oral and written expression. Social and historical topics relating to France and the Francophone world presented through literary texts, film and multimedia will form the basis for discussion and writing assignments. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course. This course is appropriate for heritage speakers.

### LF-217 French for Business and the Professions

*3 class hours 3 credits Prerequisite: LF-213 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures*

A course with emphasis on learning how business is conducted in French, for students interested in working in any business or professional capacity. Students will create conversations in formal (business) settings, acquire business vocabulary and related grammar, write a CV and cover letter, and create a marketing campaign. Fundamental work-related cultural differences of English- and French-speaking countries will be discussed. Students will also complete an oral presentation on a business, technology or economic issue in a French-speaking country. Weekly individual listening or viewing assignments online or in the language laboratory are part of the course.

### LF-312 French Literature of the Nineteenth Century

*3 class hours 3 credits Offered as needed Prerequisites: LF-214 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures*

An intensive study of selected nineteenth-century works by such authors as Hugo, Stendhal, Flaubert, Baudelaire, Balzac, and Zola. Special emphasis on the literary trends of this century. Conducted in French.

### LF-313 French Literature of the Twentieth Century

*3 class hours 3 credits Offered as needed Prerequisites: LF-214 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures*

An intensive study of selected twentieth-century works by such authors as Gide, Proust, Celine, Sartre, Camus, Ionesco and Robbe-Grillet. Special emphasis on man's changing image of himself and his attitude toward society as illustrated by the works studied. Conducted in French.

### LF-401 French and Francophone Cultures Today (2A<sup>1</sup>)

*3 hours 3 credits Offered as needed Prerequisite or Corequisite: ENGL-101*  
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 as WI. This course does not fulfil the foreign language requirement.

## GERMAN

For placement in these classes, please consult the Department of Foreign Languages and Literatures, or an Adviser. Students who have not been placed by the Department or an Adviser and who have enrolled in courses below or above their knowledge of the language will be asked to transfer to the appropriate course during the first weeks of the semester.

### LG-111 Elementary German I

*4 class hours 4 credits Prerequisite: Placement by the Department of Foreign Languages and Literatures*

This course is an introduction to German language and culture designed for students who have no previous background in German. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of culture in German-speaking countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LG-112 Elementary German II

*4 class hours 4 credits Prerequisite: LG-111 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures*

This course is the second half of a first-year course in German. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore the culture of German-speaking countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LG-213 Intermediate German I (2A<sup>1</sup>)

*3 class hours 3 credits Prerequisite: LG-112 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures*

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. Cultural material will be introduced at an appropriate level in order to foster students' understanding and appreciation of the culture of German-speaking countries. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

<sup>1</sup> Course qualifies as Pathways Common Core 2A-World Cultures and Global Issues.

# FOREIGN LANGUAGES AND LITERATURES COURSES

## LG-214 Intermediate German II

3 class hours 3 credits

*Prerequisite:* LG-213 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures

This course emphasizes authentic texts, more complex grammar, and practice in oral and written expression. Social and historical topics of German-speaking countries presented through literary texts, film and multimedia will form the basis for discussion and writing assignments. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

## LG-401 The Culture of German-Speaking Countries Today (2A')

3 hours 3 credits Offered as needed.

*Prerequisite or Corequisite:* ENGL-101

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. This course is taught in English as WI. This course does not fulfill the foreign language requirement.

## 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.

## ITALIAN

For placement in these classes, please consult the Department of Foreign Languages and Literatures, or an Adviser. Students who have not been placed by the Department or an Adviser and who have enrolled in courses below or above their knowledge of the language will be asked to transfer to the appropriate course during the first weeks of the semester.

### LI-111 Elementary Italian I

4 class hours 4 credits *Prerequisite:* Placement by the Department of Foreign Languages and Literatures

This course is an introduction to Italian language and culture designed for students who have no previous background in standard Italian. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of Italian culture. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LI-112 Elementary Italian II

4 class hours 4 credits

*Prerequisite:* LI-111 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures

This course is the second half of a first-year course in Italian. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore Italian culture. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

## LI-213 Intermediate Italian I (2A')

3 class hours 3 credits

*Prerequisite:* LI-112 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures

This course provides an opportunity to acquire increased fluency in spoken Italian with an emphasis on natural, colloquial usage. New vocabulary, idiomatic phrases and grammatical structures will be introduced in a cultural context. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

## LI-214 Intermediate Italian II

3 class hours 3 credits

*Prerequisite:* LI-213 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures

This course emphasizes reading and comprehension of authentic texts, including newspaper or magazine articles, and excerpts from contemporary literary works. More complex grammar and vocabulary are introduced through discussion of selected social and cultural issues presented in the reading material. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

## LI-401 Italian Culture through Film (2A')

3 hours 3 credits Offered as needed

*Prerequisite or Corequisite:* ENGL-101

Students will be introduced to important themes of Italian culture by viewing and analyzing representative Italian films from the post-World War II era to the present. Topics examined include: the family, how World War II has shaped contemporary Italian culture, Italy as a country of emigrants and immigrants, and organized crime. This course will be conducted in English as WI, and all films will have English subtitles. This course does not fulfill the foreign language requirement.

<sup>1</sup> Course qualifies as Pathways Common Core 2A-World Cultures and Global Issues.

# FOREIGN LANGUAGES AND LITERATURES COURSES

## SPANISH

For placement in these classes, please consult the Department of Foreign Languages and Literatures, or an Adviser. Students who have not been placed by the Department or an Adviser and who have enrolled in courses below or above their knowledge of the language will be asked to transfer to the appropriate course during the first weeks of the semester.

### LS-111 Elementary Spanish I

4 class hours 4 credits Prerequisite: Placement by the Department of Foreign Languages and Literatures

This course is an introduction to Spanish language and culture designed for students who have no previous background in Spanish. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of Spanish and Spanish-American cultures. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LS-112 Elementary Spanish II

4 class hours 4 credits Prerequisite: LS-111 or LS-161 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures

This course is the second half of a first-year course in Spanish. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore Spanish and Spanish-American cultures. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

### LS-161 Elementary Spanish I for Health Care Professionals (formerly Spanish for Medical Personnel I)

4 class hours 4 credits Prerequisite: Placement by the Department of Foreign Languages and Literatures

LS161 satisfies the first semester of the basic language requirement. The course is an alternative to LS-111 that introduces the non-Spanish speaker to the language, with a focus on grammar and conversational skills relevant to healthcare terminology. It focuses on vocabulary, scientific terms, and idioms necessary to communicate with Spanish-speaking patients. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course. No previous knowledge of the language is required.

### LS-213 Intermediate Spanish I (2A<sup>1</sup>)

3 class hours 3 credits Prerequisite: LS-112 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures

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. Cultural material will be introduced in order to broaden students' understanding and appreciation of Spanish-speaking cultures. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### LS-214 Intermediate Spanish II (2A<sup>1</sup>)

3 class hours 3 credits Prerequisite: LS-213 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures

This course emphasizes authentic texts, more complex grammar, and practice in oral and written expression. Social and historical topics of Spanish-speaking countries presented through literary texts, film and multimedia will form the basis for discussion and writing assignments. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

### 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 permission of the Department

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 with a grade of C or better, or permission of the Department

Study of major literary movements and authors in Spain from the Generation of '98 to the present. 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 permission of the Department

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 Prerequisite or Corequisite: ENGL-101

A journey into contemporary Latin American and Caribbean cultures through the reading and discussion of politics, customs, art, music and cinema. This course is taught in English as W1. This course does not fulfil the foreign language requirement.

<sup>1</sup> Course qualifies as Pathways Common Core 2A-World Cultures and Global Issues.

# DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND DANCE

---

**Robert F. Kennedy Hall (Gymnasium) • Telephone: 718-631-6322 • Fax: 718-631-6333**

Dr. Andrea Salis, *Chairperson*

**Professors:** Lana Zinger

**Associate Professors:** Daniel Armstrong, Emily Berry, Aviva Geismar, Rosemary Iconis, Young K. Kim, Isabella Lizzul, Anthony Monahan, Andrea Salis, Alicia Sinclair

**Assistant Professors:** Rezan Akpinar, Parisa Assassi, Jason Demas, Nicole McClam

**Lecturers:** Gene Desepoli, Sue Garcia, Peter Marchitello

**College Laboratory Technician:** Marcus Joachim

**Adjunct Faculty:** approximately 50 each year

**Professors Emeriti:** Frances D'Amico, Norma M. Dayton, Elyn Feldman, Ronald Fusco, Linda Joseph, Alfred F. Kahn, Aaron Krac, Lawrence Lembo, Joseph D. Santora, Sandy Joel Siff, Paul S. Weiss

**Office Personnel:**

Janis Gruber, 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:**

**Dance:** Professor Emily Berry

**Massage Therapy:** Dr. Isabella Lizzul

**Emergency Medical Technician (EMT):** Dr. Daniel Armstrong

**Exercise Science:** Dr. Anthony Monahan

**Nutrition:** Dr. Alicia Sinclair and Dr. Lana Zinger

**Personal Training:** Dr. Jason Demas

**Physical Education:** Prof. Sue Garcia

**Public Health:** Dr. Andrea Salis

## PROGRAMS OF STUDY

- **DANCE (A.S. Degree Program)**
- **PUBLIC HEALTH (A.S. Degree Program)**
- **MASSAGE THERAPY (A.A.S. Degree Program)**
- **LIBERAL ARTS AND SCIENCES (A.A. Degree Program)**

**Concentrations:**

Exercise Science

Nutrition

Personal Training

Physical Education

## TRANSFER OPTIONS

Within the CUNY System, many colleges offer bachelor's degree programs in a range of related majors. (See: <http://www.cuny.edu/admissions/undergraduate/explore/programs/> for more information.) Additionally, Queensborough Community College currently has agreements with the following colleges and programs that allow students to complete a bachelor's degree in an efficient manner after transfer.

**Hunter College**

- **A.S. in Public Health to B.S. in Community Health**

**York College**

- **A.S. in Public Health to B.S. in Public Health**

Those interested in a transfer agreement should contact the Transfer Resource Center or the Department for more information.

## MASSAGE THERAPY ADVISORY BOARD

Dr. Isabella Lizzul, *Chair*

Mr. Walter Blick

Ms. Barbara Joel

Ms. Diedre McDonough

Ms. Nancy Mishanie

Prof. Kiera Nagel

Ms. Jean Selmo

# DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND DANCE

## 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

## 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, three gymnasiums, a weight training room, fitness center, two dance studios, and a massage therapy clinic. 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.**

## 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.

# DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND DANCE

## VETERANS

Some health and physical education requirements are waived for veterans; they may, however, choose to take those courses in health education, physical education, or dance for elective credit. Veterans wishing to receive a waiver of health and physical education requirements must submit a copy of their Joint Service Transcript to the Queensborough Community College Admissions Office.

## 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 footwear. Students who fail to return all uniform items will receive a Bursar's hold on their account.

**PLEASE NOTE:** *The Registrar will not issue a transcript until such arrears are cleared.*

## 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, Men's and Women's Outdoor Track and Field.

**Athletic Director:** Jon Hochberg

## 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 2.0 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 Athletics Office (RFK, Room 206), 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, fitness center, 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 and volleyball. Consult the Recreation Schedule published every semester and summer session for activity dates and times. The schedule is available on the Queensborough Website and 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 or returned in poor 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 Swimming, CPR, First Aid, or EMT 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: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course. 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.

### 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.



# HEALTH, PHYSICAL EDUCATION AND DANCE COURSES

## HA-209 Thai Massage

1 hour lecture 3 hours laboratory 2 credits  
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

### HE-101 Introduction to Health Education

2 class hours 1 credit Students who are required to take developmental English 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

2 class hours 2 credits  
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 (2E<sup>2</sup>)

3 class hours 3 credits  
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

3 class hours 3 credits  
This course will investigate 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, as well as methods of rehabilitation will also be discussed.

### HE-105 Human Sexuality (2E<sup>2</sup>)

3 class hours 3 credits  
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  
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 (2E<sup>2</sup>)

3 class hours 3 credits  
This course provides opportunity for students to develop a better understanding of their behavior and adjustment to life situations. Attention is given to personal approaches to problem-solving and evaluating available outside resources. Participation may be required in at least one course-related field trip to be arranged by the instructor.

### HE-108 Health and Physical Fitness (2E<sup>2</sup>)

3 class hours 3 credits Offered as needed  
This course is an inquiry into 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 be eligible to receive a Basic Life Support CPR and AED for Healthcare Professionals Certificate through the American Heart Association.

### HE-111 Stress Management

3 class hours 3 credits  
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.

### HE-114 Principles and Practices of Public Health

3 class hours 3 credits  
This course is designed to introduce students to the principles and practices of public health and strategies used in public health promotion and disease prevention initiatives. The course will provide students with an opportunity to learn about past, present and future key public health topics of importance, and to apply public health strategies to prevent or minimize these problems among culturally diverse populations across the lifespan.

### HE-202 Social and Behavioral Determinants of Health

3 class hours 3 credits Prerequisite: HE-114  
This course introduces students to the various biological, psychological, socio-cultural, economic, environmental, institutional, organizational and political factors influencing health behavior and relevant disparities in health outcomes. Students are exposed to core theories and models used in the analysis of health behavior and outcomes from a systems perspective. Emphasis is placed on applying theories/models at various level of influence to current health problems as basis for intervention design.

<sup>1</sup> Students in HE-106 and HE-110 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

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" on page 221.

## 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

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 Offered as needed

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.

<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

## 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

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 Offered as needed

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 Offered as needed

Designed to teach the beginning handball player fundamental skills and strategy, game procedures, officiating and scoring.

### 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 Offered as needed

*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

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-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.

<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

## 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.

## PE-841 Camp Leadership

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.

## PRE-MAJOR 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

## 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.

# HEALTH, PHYSICAL EDUCATION AND DANCE COURSES

## DANCE

### DANCE FOR THE GENERAL COLLEGE STUDENT

The following course fulfills the requirement in the FLEXIBLE CORE II C: Creative Expression. It involves lecture, discussion, reading, writing and viewing dance.

#### DAN-111 Introduction to the Art of Dance (2C<sup>1</sup>)

3 hours 3 credits

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.

## MOVEMENT COURSES

The following courses fulfill a Physical Education requirement, meet for 2 hours and carry 1 credit. They are movement classes. No previous dance experience is required. Students with more interest or experience in dance may take classes for the dance major in consultation with the Dance Faculty. Please see contact information below.

#### 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

Designed to instruct the student in the historic rituals of African and Afro-Caribbean dance, this course blends history with movement.

#### DAN-105 Music Video Dance

2 hours 1 credit

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.

## DANCE MAJOR COURSES

The following classes are part of the curriculum for dance majors. Students with previous dance experience and/or a strong interest in dance may take these classes. All students, including dance majors and non-dance majors, must take a placement class before enrolling in these classes.

Please contact Emily Berry [EBerry@qcc.cuny.edu](mailto:EBerry@qcc.cuny.edu) or Aviva Geismar [AGeismar@qcc.cuny.edu](mailto:AGeismar@qcc.cuny.edu) about scheduling a placement class.

#### DAN-110 Foundations of Dance Movement

3 class hours 3 credits Does not fulfill the physical education requirement for any curriculum.

Dance Foundations focuses on tools and information needed to succeed in dance. The course will consist of readings, class discussions, observation and discussion of videos and live performances, and movement classes in Somatics. We will discuss how to think like a dancer and how to make both life choices and dance choices that will facilitate a career in dance. The objective is to prepare you for what you might encounter as a dancer in the real world today!

#### 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

Advanced Beginning Modern Dance places an emphasis on alignment, development of the body, and modern/contemporary dance technique at the Advanced Beginning Level.

#### DAN-126 Advanced Beginning Modern Dance II

4 hours 2 credits Offered as needed

Prerequisite DAN-125 or permission of instructor

This course is a continuation of the technique and the theory of Advanced Beginning Modern Dance. Greater emphasis is placed on low intermediate modern dance techniques and the application of movement principles essential to the training of the dancer. Dance composition techniques, improvisation, and theory are also included. In this course, different styles of modern dance will be presented with an emphasis on improving anatomical awareness and alignment, developing rhythmic sensitivity, and using dance as a form of expression.

#### DAN-127 Advanced Beginning Modern Dance III

4 hours 2 credits Offered as needed

Prerequisite DAN-126 or permission of instructor

This course is a continuation of the technique and the theory of Advanced Beginning Modern Dance II. Greater emphasis is placed on intermediate modern dance techniques and the application of movement principles essential to the training of the dancer. Dance composition technique, improvisation, and theory are also included. In this course, different styles of modern dance will be presented with an emphasis on improving anatomical awareness and alignment, developing rhythmic sensitivity, and using dance as a form of expression.

#### 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.

#### DAN-136 Advanced Beginning Ballet II

4 hours 2 credits Offered as needed

Prerequisite: DAN-135, or permission of the instructor

This course is a continuation of the technique and the theory of Advanced Beginning Ballet. Greater emphasis is placed on advanced beginning to low intermediate ballet technique and the application of movement principles essential to the training of the dancer. In this course, ballet technique and vocabulary will be presented through breath and the flow with an emphasis on improving anatomical awareness and alignment, developing musical sensitivity, and using dance as a form of expression.

#### DAN-137 Advanced Beginning Ballet III

4 hours 2 credits Offered as needed

Prerequisite: DAN-136, or permission of the instructor

This course is a continuation of the technique and the theory of Advanced Beginning Ballet II. Greater emphasis is placed on low intermediate to intermediate ballet technique and the application of movement principles essential to the training of the dancer. In this course, ballet technique and vocabulary will be presented through breath and flow with an emphasis on improving anatomical awareness and alignment, developing musical sensitivity, and using dance as a form of expression.

<sup>1</sup> Course qualifies as Pathways Common Core 2C-Creative Expression.

# HEALTH, PHYSICAL EDUCATION AND DANCE COURSES

## 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*

This course is a continuation of the technique and the theory of Advanced Beginning Modern Dance. Emphasis is placed on intermediate/advanced modern dance techniques and the application of movement principles essential to the training of the dancer. Dance composition techniques, improvisation, and theory are also included. In this course, different styles of modern dance will be presented with an emphasis on improving anatomical awareness and alignment, developing integrated movement patterns and internal connections, and using dance as a form of expression.

## DAN-221 Intermediate Modern Dance II

4 studio hours 2 credits Offered as needed

*Prerequisite: DAN-220, or permission of the Department*

This course is a continuation of the technique and the theory of Intermediate Modern Dance I. Greater emphasis is placed on intermediate/advanced modern dance techniques and the application of movement principles essential to the training of the dancer. Dance composition techniques, improvisation, and theory are also included. In this course, different styles of modern dance will be presented with an emphasis on improving anatomical awareness and alignment, developing integrated movement patterns and internal connections, and using dance as a form of expression.

## DAN-222 Intermediate Modern Dance III

4 studio hours 2 credits Offered as needed

*Prerequisite: DAN-221, or permission of instructor*

This course is a continuation of the technique and the theory of Intermediate Modern Dance II. Greater emphasis is placed on intermediate/advanced modern dance techniques and the application of movement principles essential to the training of the dancer. Dance composition techniques, improvisation, and theory are also included. In this course, different styles of modern dance will be presented with an emphasis on improving anatomical awareness and alignment, developing integrated movement patterns and internal connections, and using dance as a form of expression.

## DAN-230 Intermediate Ballet I

4 studio hours 2 credits Offered as needed

*Prerequisite: DAN-131, or permission of the Department*

This course is a continuation of the technique and the theory of Advanced Beginning Ballet. Emphasis is placed on intermediate/advanced ballet technique and the application of movement principles essential to the training of the dancer. In this course, ballet technique and vocabulary will be presented through breath and flow with an emphasis on improving anatomical awareness and alignment, developing musical sensitivity, and using dance as a form of expression.

## DAN-231 Intermediate Ballet II

4 studio hours 2 credits Offered as needed

*Prerequisite: DAN-230, or permission of the instructor*

This course is a continuation of the technique and the theory of Advanced Beginning Modern Dance. Emphasis is placed on intermediate/advanced modern dance techniques and the application of movement principles essential to the training of the dancer. Dance composition techniques, improvisation, and theory are also included. In this course, different styles of modern dance will be presented with an emphasis on improving anatomical awareness and alignment, developing integrated movement patterns and internal connections, and using dance as a form of expression.

## DAN-232 Intermediate Ballet III

4 studio hours 2 credits Offered as needed

*Prerequisite: DAN-231, or permission of the instructor*

This course is a continuation of the technique and the theory of Intermediate Ballet II. Greater emphasis is placed on intermediate/advanced ballet technique and the application of movement principles essential to the training of the dancer. In this course, ballet technique and vocabulary will be presented through breath and flow with an emphasis on improving anatomical awareness and alignment, developing musical sensitivity, and using dance as a form of expression.

## DAN-249 Modern Dance Improvisation

4 studio hours 2 credits Offered as needed

*Prerequisite: DAN-125, or permission of the instructor*

Dance Improvisation. 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. There will be an emphasis on helping the student to find his/her individual creative voice through movement.

## 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 Dance Workshop I

6 studio hours each course 3 credits Offered as needed

*Prerequisite: admission by audition or permission of instructor*

Workshop I provides performance and repertory experience. Students will learn about various aspects of dance productions, including performance, lighting, costumes, programs, etc.

## DAN-261 Dance Workshop II

6 studio hours each course 3 credits Offered as needed

*Prerequisite: admission by audition or permission of instructor*

Dance Workshop II is a continuation of Dance Workshop I. Dance Workshop I provides performance and repertory experience. Students will learn about various aspects of dance productions, including performance, lighting, costumes, programs, etc.

## 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.

# DEPARTMENT OF HISTORY

---

**Medical Arts Building, Room 408 • Telephone: 718-631-6291 • Fax: 718-631-6372**

Dr. Gilmar Visoni, **Chairperson**

**Professors:** Edmund Clingan, Sarah Danielsson, Mark Van Ells, Gilmar Visoni

**Associate Professors:** Helmut Loeffler, James Nichols, Kenneth Pearl, Emily S. Tai

**Assistant Professors:** Clarence Jefferson Hall, Timothy Keogh, Stephanie Rost, Ronald Van Cleef

**Lecturer:** Aithne Bialo-Padin

**Adjunct Faculty:** approximately 7 each year

**Professors Emeriti:** Fred Greenbaum, Pedro T. Meza, Alexander Mitrakos, Emil J. Polak, Ronald Radosh, Kurt R. Schmeller, William Shulman

**Office Personnel:**

Anna Edick, CUNY Administrative Assistant

**For information about academic programs in History, contact the Department directly.**

## PROGRAM OF STUDY:

- **LIBERAL ARTS AND SCIENCES (A.A. Degree Program)**

**Concentrations:**

American Studies

History

## TRANSFER OPTIONS

Within the CUNY System, many colleges offer bachelor's degree programs in History and American Studies. (See: <http://www.cuny.edu/admissions/undergraduate/explore/programs/> for more information.) Additionally, Queensborough Community College currently has an agreement with the following program that allows students to complete a bachelor's degree in History in an efficient manner after transfer.

- **A.S. in Liberal Arts and Sciences to B.A. in History at St. John's University**

Those interested in the transfer agreement should contact the Transfer Resource Center or the Department for more information.

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The A. Joseph Geist Award

The Jake Jagoda Memorial Award

The Sheila Polishook Award

## HISTORY COURSES

### HIST-110 Introduction to Ancient Civilization (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

### HIST-111 Introduction to Medieval and Early Modern Western Civilization (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

### HIST-112 Introduction to Modern Western Civilization (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

### HIST-127 Growth of American Civilization I: Colonial Period Through Reconstruction (2B<sup>2</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

### HIST-128 Growth of American Civilization II: Reconstruction to the Present (2B<sup>2</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

### HIST-132 World History Since 1500

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

### HIST-133 Introduction to Modern East Asian Civilizations (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

### HIST-135 History of New York State (2B<sup>2</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

### HIST-136 African-American History (2B<sup>2</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

### HIST-140 Latin American History I: Ancient Times to Independence (1500 BC - 1825) (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

The 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.

### HIST-141 Latin American History II: Independence to the Present (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

<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.



## HIST-152 Women in World History: From Prehistoric Times to the Present (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

## HIST-154 History and Health Care

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

## HIST-178, 179 Special Topics in History

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

## HIST-186 Legal History I

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course examines the ideological, intellectual, and practical development of laws, legal theory, and justice systems in various societies from the Ancient World to the Early Modern period. Using primary and secondary sources, the course discusses the historical context in which legal theory and practice developed and flourished, as well the global impacts of the spread of European legal systems during the Age of Exploration.

## HIST-187 Legal History II

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course examines the ideological, intellectual, and practical development of laws, legal theory, and justice systems in various countries and internationally from the Enlightenment through the present. The course discusses the historical context in which these legal theory and practice developed and flourished, as well the global impacts of the development of International Law and International Courts in the wake of the Second World War and Decolonization.

## HIST-193 History of US-Mexico Borderlands in Perspective

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

Borderlands are areas where nation states meet one another. There are many borderlands the world over, and many of them share similar problems and challenges for their respective governments. Since they are all by definition frontier zones and they often elude state surveillance, such highly diverse actors as cattle rustlers, Indians, runaway slaves, grasping caudillos, and drug runners appear often in borderlands histories. In this class, we will compare the history of borderlands across Latin America and pay particular attention to the U.S.-Mexico border. Through examining secondary texts, official government documents, and even the songs and stories authored by border people themselves, we will unravel the immensely complicated and troubled history of these borderlands.

## HIST-203 Economic History of the Ancient World

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course offers an introduction to key problems in the economic history of the ancient Greek and Roman worlds. The course emphasizes the connections between individuals' economic strategies and the social, political, and economic institutions in which those individuals were embedded; it does so by exploring how factors like gender, slavery, and sociability affected trade, manufacture, and agriculture. The course also examines key questions of performance: to what extent could the economies of the ancient world generate intensive growth, and who benefitted from any resultant gains?

## HIST-204 Topics in the History of Slavery

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course explores slavery in its social, cultural, and economic contexts. Each semester may focus on different time periods. The problems to be investigated include the origins and development of chattel slavery in these societies; the impact of slave systems on the socio-economic structures and cultures of their host societies; the effort of slaves to exercise agency through accommodation of resistance; and the role and frequency of manumission in various societies.

## HIST-205 The First World War, 1914-1918 (2B<sup>2</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course examines the history and impact of this seminal catastrophe of the twentieth century: the First World War, 1914-1918. This course examines the history, as well as cultural, ideological and intellectual impact of the war. It focuses on Europe, Asia, the Middle East and the United States as well as on the revolutions that were caused by the war. The course discusses the historical context in which the war was fought and ended as well as how it impacted the history of the decades to follow the events of 1914-1918.

## HIST-206 History of the Second World War (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

## HIST-207 The Greeks and the Persians

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course examines through comparison the history of two of the most influential civilizations in world history: the ancient Greeks and Persians. Discussions of the historical context will address how these civilizations developed and flourished, as well as the global impact of the achievements and ideas of these civilizations that are still to be felt today in many regions around the world.

## HIST-208 The Romans and their Empire

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course surveys some of the major developments and problems in Roman history, with particular emphasis on the period between the third century BCE and the second century CE. Although the course covers diverse array of topics, ranging from social and demographic history to slavery, many of the lectures and discussions concentrates on the way in which the development and articulation of Roman imperial power affected general historical trends over this period.

## HIST-209 Barbarians: From the Roman Empire

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course discusses 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.

## HIST-211 History of Early Christianity

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course examines the origins of Christianity, from the life and death of the historical Jesus in the first century to the Christianization of the Roman world in the fourth and fifth centuries. The course discusses the historical context of the development of and acceptance, or rejection, of major Christian beliefs, as well the effects of Roman persecution and ultimately acceptance on Christianity and the effects of Christianity on Roman culture and society.

<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.

## HIST-212 Pirates and the Sea (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course surveys the maritime history of the world by focusing on the history of maritime theft, or piracy, as a means to investigate the history of sea-borne trade; maritime aggression; littoral communities; and international law. Course readings will draw from a range of primary sources, including narrative histories; legal texts; and works of fiction, as well as selected readings from scholarly writing on the history of overseas trade, exploration, piracy, maritime warfare; and maritime law.

## HIST-218 Ancient Greek History (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

## HIST-219 History of the Mediterranean (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course surveys the history of Mediterranean society from ancient times to the present. Among topics to be included will be: geo-political; environmental and cultural diversity around the Mediterranean; war, commercial, political and religious rivalries; religious and ethnic traditions; social practices; and slavery. Special attention will be dedicated to primary source documents, and historiography.

## HIST-222 Europe and the World Since 1945 (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

## HIST-223 History of the Cold War

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course examines the history, as well as cultural, ideological and intellectual impact of the events between 1945 and 1991. It will focus on Europe, Asia, the Middle East and the United States as well as on the economic, political, and social impacts that were caused by the Cold War. The course discusses the historical context in which the Cold War was fought and ended.

## HIST-226 Women in America (2B<sup>2</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

## HIST-227 British History since 1688

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course provides a survey of British history from the Glorious Revolution of 1688 to today. Topics will include the development of parliamentary supremacy over the monarchy, the political, social and cultural interconnections between the English, Scots and Irish, the Industrial Revolution, the rise and fall of the British Empire, the impact of two world wars and the development of the postwar welfare state.

## HIST-236 History of Germany (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

A history of the German-speaking areas of central Europe with special focus on the time period since 1870. Topics include the first unification, the two world wars, Nazism, the Holocaust, and the contemporary Federal Republic.

## HIST-238 History of Russia (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

A history of the Russian state in modern times with special emphasis on the revolutionary and Soviet periods. Topics include the rise of Russian power, imperial government, Lenin, the two world wars, Stalin, Soviet economic development and decay, the collapse of the Soviet Union, and post-Soviet Russia.

## HIST-239 Recent American Civilization (2B<sup>2</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

## HIST-240 Environmental History of North America (2B<sup>2</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course explores how human relations with the nonhuman world—including land, plants, water, wildlife, minerals, and disease—have helped inform, mediate, and shape broader social, political, economic, and cultural developments in North America and the United States from the pre-contact period to the recent past. The course examines the multiple ways in which human understandings, manipulations, and uses of the non-human, "natural" world—often resulting in unintended yet damaging consequences—have helped effect historical change over space and time.

## HIST-242 Modern Japan, 1868-1989

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course examines the history, as well as cultural, ideological and intellectual impact of the events between 1868 and 1989. The course focuses on modern Japan's role in East Asia and the world as well as on the economic, political, and social impacts that were caused by developments that took place there. Discussions include the historical context in which modern Japan was created and in which way its historical developments impacted the world.

## HIST-244 Modern Economic History (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

## HIST-247 History of the Modern Middle East

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course examines the history, as well as cultural, ideological and intellectual impact of the events between 1795 and 2011. The course focuses on the Modern Middle East's role in the world as well as on the economic, political, and social impacts that were caused by developments that took place there. The course discusses the historical context in which the Modern Middle East developed and in which ways it has impacted on the world.

## HIST-250 Greek and Roman Mythology

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

The course gives a survey of Greek and Roman myths and their historical background. The myths will be analyzed and discussed and the results will be placed in the context of their invention and their use by different periods and civilizations. This overview of different civilizations will show especially the Eastern origins of many Greek and Roman myths and their influence on Western Civilizations. Throughout the course reference will be made to the adaptation of ancient Greek and Roman myths today.

<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.

## HIST-252 History of Medieval and Early Modern Spain (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

A study of the historical development of the Iberian Peninsula (modern Spain and Portugal) from the time of the Visigothic invasions to the end of the Habsburg dynasty. The course examines the political, military, social, economic, and cultural events and currents that shaped the character of Spanish institutions. The historical development of Spain will be examined within the larger context of European and world history.

## HIST-253 War and Warfare in Western History: From Gunpowder to Desert Storm (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

## HIST-262 The American Civil War and Reconstruction (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course is designed to introduce students to the major problems of the era of the U.S. American Civil War and Reconstruction. We will look at how this particular epoch reshaped the terms of warfare, freedom, and labor in the United States. Among the more important questions raised in this class will be how the issues of slavery and state's rights divided the nation, the ramifications of the war on both the South and the North, and how emancipation and post-war Reconstruction succeeded by some measures and failed by others.

## HIST-263 American Cities

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course examines the development of America's cities and suburbs from the Civil War through the present. The course looks at the dramatic transformation of the United States from predominantly rural society to a majority urban nation and its consequences. This includes the challenges of population growth and slum development, the influence of federal and municipal government on urban and suburban development, racial and class segregation, the evolution of urban cultures, the threat of 'violence' and 'disorder,' and in the last four decades, the impact of deindustrialization, globalization, and gentrification. Readings are a combination of primary sources and historical monographs.

## HIST-265 The European Renaissance (2D<sup>3</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

The 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.

## HIST-276 Immigration and Ethnic Groups in American History (2B<sup>2</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

## HIST-281 Nationalism and Identity Politics (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course examines the ideological and intellectual histories of the rise of the Nation-State, Nationalism, and Identity concepts such as the "race" concept. The course discusses the historical context in which these ideologies developed and flourished, as well as the global impact of the rise of these new forms of identity and the ways in which these identities have been politicized for various purposes.

## HIST-290 The Holocaust (2D<sup>3</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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 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.

## HIST-291 History of Genocide in the Twentieth Century (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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.

## HIST-292 Fascism, Nazism, Communism (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

This course examines the ideological and intellectual histories of the most impactful totalitarian ideologies and political practices of the twentieth century: Fascism in Italy, Nazism in Germany, and Communism in Soviet Russia and China. The course discusses the historical context in which these ideologies developed and flourished, as well the global impacts of the regimes that practiced them in the twentieth century.

## HIST-295 Judaism, Christianity, and Islam (2A<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: ENGL-101

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 2B-U.S. Experience and Its Diversity.

<sup>3</sup> Course qualifies as Pathways Common Core 2D-Individual and Society.

# DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

---

**Science Building, Room 245 • Telephone: 718-631-6361 • Fax: 718-631-6290**

Dr. Haishen Yao, **Chairperson**

Dr. Tian Ren, **Deputy Chairperson**

Dr. Zeynep Akcay, **Co-Deputy Chairperson**

Danielle Cifone, **Adjunct Coordinator**

**Professors:** Haya Adner, Dona Boccio, Robert Holt, Clara Wajngurt, Haishen Yao

**Associate Professors:** Andrew Bulawa, Jonathan Cornick, Maria Mercedes Franco, Daniel Garbin, Yusuf Gurtas, Francis Jordan, Kwang Hyun Kim, Carolyn King, Whan Ki Lee, Azita Mayeli, Nam Jong Moh, Karan Mohan Puri, Tian Ren, Howard Sporn, Kostas Stroumbakis, Patrick Wallach

**Assistant Professors:** Zeynep Akcay, Lyubomir I. Boyadzhiev, Susana Filipa Couto-Pinheiro, Yusuf Danisman, Robert Donley, Jonathon Funk, Wen Jian Liu, Davide Pham, Mathieu Sassolas, Venessa Singhroy, Bianca Sosnovski, Biao Wang, Fei Ye, Esma Yildirim

**Lecturers:** Changiz Alizadeh, Beata Carvajal, Steven Cheng, Kwai Chiu, Danielle Cifone, John Gordon, Nataliya Khomyak, Lixu Li, Lucian Makalanda, Richard Micieli, Andrew Russell, Kenneth Schmidt, Eric Sponza, Ewa Stelmach, Evelyn Y. Tam, Reuvain Zahavy

**Senior College Laboratory Technician:** Marius Jaskowski

**College Laboratory Technicians:** Djeon Cornelius, Alexander R. Martinez

**Higher Education Officers:** Edward Molina, Director of Mathematics Computer Facilities  
Elizabeth Necessian, Director of Math Learning Center

**Assistant to Higher Education Officer:** Namsik Baek, Assistant Director of Math Learning Center

**Adjunct Faculty:** approximately 80 each year

**Professors Emeriti:** Allan G. Anderson, Alan Chutsky, Juliana Corn, Mona Fabricant, Whitney S. Harris, Jr., Roza Rusinek, Leonard Yonis

## **Office Personnel:**

Carol A. Schilling, CUNY Administrative Assistant

Rossana Zuniga, CUNY Office Assistant

**For information about academic study in Mathematics, contact the Department of Mathematics or the following advisers directly:**

**Mathematics Sequence:** Dr. Zeynep Akcay, Dr. Tian Ren and Dr. Haishen Yao

**Computer Science Sequence:** Dr. Daniel Garbin and Mr. Richard Micieli

**Mathematics Education/TIMEQCC Sequence:** Mr. Steven Cheng

## **PROGRAM OF STUDY**

- **LIBERAL ARTS AND SCIENCES (MATHEMATICS AND SCIENCE) (A.S. Degree program)**

## **TRANSFER OPTIONS**

Within the CUNY System, many colleges offer bachelor's degree programs in mathematics, computer science and related majors. (See: <http://www.cuny.edu/admissions/undergraduate/explore/programs/> for more information.) Additionally, Queensborough Community College currently has agreements with the following colleges and programs that allow graduates to complete a bachelor's degree in an efficient manner after transfer.

### **New York City College of Technology**

- **A.S. in Liberal Arts and Sciences to B.S. in Applied Mathematics**

### **Queens College**

- **A.S. in Liberal Arts and Sciences to B.A. in Computer Science**
- **A.S. in Liberal Arts and Sciences to B.S. in Computer Science**

Those interested in the transfer agreements should contact the Transfer Resource Center or the Department for more information.

## **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 Classrooms** (Science Building, Rooms 219 & 329) 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 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

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

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  
OUR SUN Endowment Award

## COMPUTER SCIENCE

### CS-100 Introduction to Computers and Programming (2E<sup>1</sup>)

3 class hours 3 credits Prerequisite/Corequisite: Students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course.

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-105 Topics in Computer Science

135 hours per course 3 credits  
Prerequisite: Permission of the Department

Intended for students who wish to investigate, in an individual manner, a topic chosen from an introduction to programming and/or computer science course. 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.

### 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 in C++ (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-204 Algorithmic Problem Solving II in Java (2E<sup>1</sup>)

3 class hours 2 laboratory hours 4 credits  
Prerequisite: MA-441 and C or better in CS-101

Algorithmic object oriented problem solving in Java, elements of graphical user interfaces (GUIs) and event driven programming; exception handling, inheritance and polymorphism; searching and sorting; recursion; linked lists, stacks and queues; file processing; testing and debugging.

### 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-10ALP Elementary Algebra

2 class hours 0 credit

Corequisite: MA-119

Signed numbers, polynomials, geometric concepts, graphing, and solutions of linear and quadratic equations by graphing and algebraic methods, word problems, slope and y-intercept, factoring and its applications, in addition to necessary support needed to pass subject matter covered in MA-119.

### MA-114<sup>3</sup> College Algebra and Trigonometry for Technical Students (1B<sup>2</sup>)

4 class hours 4 credits

Prerequisite/Corequisite: Students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course or enroll in MA-114ALP while taking this course.

A basic presentation of the fundamental concepts of college algebra and trigonometry with scientific and engineering applications; linear equations and systems, matrices, functions and coordinate geometry, quadratic equations, trigonometric 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/Corequisite: Students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course or enroll in MA-10ALP while taking this course.

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.

<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.

<sup>4</sup> Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academies and Programs of Study.

# MATHEMATICS AND COMPUTER SCIENCE COURSES

## MA-121<sup>4</sup> Elementary Trigonometry

1 class hour 1 credit

Prerequisite: None Corequisite: 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.

## 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 advanced math placement (see Proficiency in Math and English)

Analytic geometry, curve sketching, differentiation and integration of algebraic, exponential, logarithmic, and trigonometric functions, maxima/minima, rectilinear motion, the definite integral, area and introduction to differential equations.

## 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 advanced math placement (see Proficiency in Math and English)

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.

## MA-301 Mathematics for the Liberal Arts (1B<sup>2</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: Students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course or enroll in MA-301ALP while taking this course.

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 mathematical methods.

## 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, permission of the Department, or advanced math placement (see Proficiency in Math and English)

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/Corequisite: Students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course or enroll in MA-321ALP while taking this course.

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-321ALP Mathematics in Contemporary Society

2 class hours 0 credits

Corequisite: MA-321

Fundamentals of statistics, graphing, solving linear equations by graphing and algebraic methods, word problems, slope and y-intercept, applications, in addition to support needed to pass subject matter covered in MA-321.

## 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 advanced math placement (see Proficiency in Math and English)

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>4</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 advanced math placement (see Proficiency in Math and English)

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 & 2E<sup>3</sup>)

4 class hours 1 recitation hour 4 credits

Prerequisite: MA-440 (with a grade of C or better) or advanced math placement (see Proficiency in Math and English)

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 & 2E<sup>3</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.

<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> Course qualifies as Pathways Common Core 1B-Mathematics and Quantitative Reasoning and 2E-Scientific World.

<sup>4</sup> Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academies and Programs of Study.

# MATHEMATICS AND COMPUTER SCIENCE COURSES

## 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.

## 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-424

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:

- 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
- have been recommended by the Department of Mathematics and Computer Science
- 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:

- 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

- have been recommended by the Chair of the Department

- 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.

## INTERDISCIPLINARY

### INTE-221 Cognitive and Behavioral Learning in Secondary Mathematics

See "Interdisciplinary Courses" on page 221.

<sup>1</sup> Course qualifies as Pathways Common Core 2E-Scientific World.

# DEPARTMENT OF MUSIC

---

**Humanities Building, Room 140 • Telephone: 718-631-6393 • Fax: 718-631-6041**

Dr. Bjorn Berkhout, **Chairperson**

**Professor:** Joanne Chiung-Wen Chang

**Associate Professors:** Bjorn Berkhout, Steven Dahlke, Kip Montgomery

**Assistant Professors:** Svjetlana Bukvich-Nichols, 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

- **MUSIC (A.S. Degree Program)**

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.

## TRANSFER OPTIONS

Within the CUNY System, many colleges offer bachelor's degree programs in music and related majors. (See: <http://www.cuny.edu/admissions/undergraduate/explore/programs/> for more information.) Additionally, Queensborough Community College currently has an agreement with the New York City College of Technology that allows Music Production graduates to complete a bachelor's degree in an efficient manner after transfer.

### **New York City College of Technology**

- **A.A.S. in Music Production to B.Tech. in Emerging Media Technology (Music Technology Track)**

Those interested in the transfer agreement should contact the Transfer Resource Center or the Department for more information.

## 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 (MUS-111 or MUS-112).

Students wishing to take the Music Placement Test may schedule a time by contacting the department, Humanities Building, room 140; 718-631-6393

## 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 Abbey Passariello Endowed Music Scholarship



## MUSIC HISTORY

### MUS-101 Introduction to Music (2C<sup>1</sup>)

3 class hours 3 credits *Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course. Students may not receive credit for both MUS-101 and MUS-102. MUS-102 is intended for students who have a background in music.*

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.

### MUS-102 Survey of Western Music (2C<sup>1</sup>)

3 class hours 3 credits *Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course. Students may not receive credit for both MUS-101 and MUS-102. MUS-102 is intended for students who have a background 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.

### MUS-103 Twentieth-Century Music (2C<sup>1</sup>)

3 class hours 3 credits  
*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

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.

### MUS-104 Jazz: An Introduction (2C<sup>1</sup>)

3 class hours 3 credits  
*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

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.

### MUS-105 Music Around the World (2C<sup>1</sup>)

3 class hours 3 credits  
*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

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.

### MUS-106, 107 Special Topics in Music

3 class hours 3 credits *Offered as needed*  
*Prerequisites: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

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.

### MUS-241 History of Western Music: 18th and 19th Centuries

3 class hours 3 credits  
*Prerequisites: MUS-122 and MUS-124*

A comprehensive survey of the music and history of the eras comprising the Viennese classical period (Haydn, Mozart, and Beethoven), Romanticism and the Romantic period (Schubert to Brahms), and the advent of Modernism (Mahler, R. Strauss, and their contemporaries). The course emphasizes listening, analysis, and critical interpretation and will engage students with the cultural contexts of this music, including historical, aesthetic, stylistic and biographical topics.

## MUSIC LITERACY

### MUS-111 Musicianship I

3 class hours 1 studio 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.

### MUS-112 Musicianship II

3 class hours 1 studio hour 3 credits  
*Prerequisite: MUS-111 with a grade of C or better, or a satisfactory score on the Music Placement Test*

A continuation of MUS-111, 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.

### MUS-121 Music Theory I

3 class hours 1 studio hour 3 credits  
*Prerequisite: MUS-112 with a grade of C or better, or satisfactory score on the Music Placement Test*

An integrated approach to music, diatonic harmony, and species counterpoint. Theoretical concepts are reinforced through a keyboard component and through sight singing, ear training, and dictation of narrow ranged diatonic melodies and simple and compound rhythms.

### MUS-122 Music Theory II

3 class hours 3 credits  
*Prerequisite: MUS-121 with a grade of C or better.*  
*Corequisite: MUS-124*

Diatonic progressions and continuation of the species counterpoint. Theoretical concepts are reinforced through a keyboard component.

### MUS-123 Sight Reading and Ear Training I

2 studio hours 1 credit *Prerequisite: MUS-112 with a grade of C or better, or satisfactory score on the Music Placement Test*

Designed to develop the ability of the student to understand the relationship between sound and notation. Sight singing and dictation of narrow ranged diatonic melodies and simple and compound rhythms.

### MUS-124 Sight Reading and Ear Training II

2 studio hours 1 credit  
*Prerequisite: MUS-121 with a grade of C or better*  
*Corequisite: MUS-122*

A continuation of the sight singing and ear training component of MUS-123. Sight singing and dictation of more expansive diatonic melodies in multiple clefs and more extensive simple and compound rhythms.

<sup>1</sup> Course qualifies as Pathways Common Core 2C-Creative Expression.

## MUS-221 Music Theory III

3 class hours 3 credits

Prerequisite: MUS-122 with a grade of C or better

Expansion of diatonic progressions, modulation, advanced counterpoint and analysis of musical form. Theoretical concepts are reinforced through keyboard component.

## MUS-222 Music Theory IV

3 class hours 3 credits

Prerequisite: MUS-221 with a grade of C or better

Corequisite: MUS-224

Advanced chromatic alterations, fugues, analysis, and 20th century musical techniques. Theoretical concepts are reinforced through a keyboard component

## MUS-223 Sight Reading and Ear Training III

2 studio hours 1 credit

Prerequisite: MUS-124 with a grade of C or better

Corequisite: MUS-221 or MUS-225

A continuation of MUS-124. Sight singing and dictation of melodies with limited chromaticism, two-part rhythms and diatonic harmonic dictation

## MUS-224 Sight Reading and Ear Training IV

2 studio hours 1 credit

Prerequisite: MUS-223 with a grade of C or better

Corequisite: MUS-222 or MUS-225

A continuation of MUS-223. Sight singing and dictation of chromatic and expansive melodies, mixed meter rhythms and expanded four-part harmonic dictation.

## MUS-225 Jazz Theory and Improvisation I

3 class hours 3 credits

Prerequisite: MUS-122 with a grade of C or better

Corequisite: MUS-223

An advanced 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.

## MUS-226 Jazz Theory and Improvisation II

3 class hours 3 credits

Prerequisite: MUS-225 with a grade of C or better

Corequisite: MUS-224

Continuation of topics covered in MUS-225, with additional study devoted to recent changes and innovations in jazz theory.

## MUSIC EDUCATION

### MUS-210 Music for Teachers of Children<sup>1</sup>

3 class hours 3 credits

No prerequisite. May not be credited toward the A.S. in Music 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

### MUS-201 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.

### MUS-131 Class Instruction in Piano I

2 studio hour, 1 credit Offered as needed

### MUS-132 Class Instruction in Piano II

2 studio hours 1 credit

Prerequisite: MUS-131 or MUS-111 with a grade of C or better, or satisfactory score on the Music Placement Test

### MUS-231 Class Instruction in Piano III

2 studio hours, 1 credit

Prerequisite: MUS-132 with a grade of C or better, or satisfactory score on the Music Placement Test

### MUS-232 Class Instruction in Piano IV

2 studio hours, 1 credit

Prerequisite: MUS-231 with a grade of C or better, or satisfactory score on the Music Placement Test

### MUS-133, 134 Class Instruction in Voice I, II

2 studio hours 1 credit each course

Prerequisite for MUS-134: MUS-133

### MUS-135, 136 Class Instruction in Guitar I, II

2 studio hours 1 credit each course Offered as needed

Prerequisite for MUS-136: MUS-135

### MUS-137, 138 Class Instruction in Percussion I, II

3 studio hours 1 credit each course Offered as needed

Prerequisite for MUS-138: MUS-137

## 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 (MUS-400 Series):

Maximum academic credit allowable for performance organizations - 4 credits per organization, 6 credits total maximum.

### MUS-401, 402, 403, 404 Instrumental and Vocal Ensemble

3 studio hours 1 credit each course

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.

### MUS-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.

### MUS-421, 422, 423, 424 Queensborough Chorus

2 studio hours 1 credit each course

Study, rehearsal, and performance of choral literature of all eras.

### MUS-441, 442, 443, 444 Queens Symphonic Band

2 studio hours 1 credit each course

Study, rehearsal, and performance of symphonic band literature.

### MUS-461, 462, 463, 464 Jazz Ensemble

2 studio hours 1 credit each course

Study, rehearsal, and performance of standard, contemporary, and original jazz compositions.

### MUS-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.

### MUS-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.

<sup>1</sup> Pathways Gateway Course into Major, see “Understanding Program Requirements” in Academics and Programs of Study.

## INDIVIDUAL INSTRUCTION IN MUSICAL INSTRUMENTS, VOICE, AND CHAMBER MUSIC

The following courses offer individual instruction in various musical instruments and voice for the music major. 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.

### **MUS-168, 169, 268, 269** **Individual Study in Music Performance:** **Saxophone I, II, III, IV**

*0.5 or 1 class hour 1 or 2 credits Offered as needed*  
*Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree.*

*Prerequisites: Satisfactory score on Music Placement test or consent of instructor*

*Corequisites: MUS-186, 187, 286, 287*

One half hour or one hour of weekly private instruction in saxophone for A.S., Music degree students. Final examination will consist of a performance jury.

### **MUS-178, 179, 278, 279** **Individual Study in Music Performance:** **Piano I, II, III, IV**

*0.5 or 1 class hour 1 or 2 credits Offered as needed*  
*Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree.*

*Prerequisites: Satisfactory score on Music Placement test or consent of instructor*

*Corequisites: MUS-186, 187, 286, 287*

One half hour or one hour of weekly private instruction in piano for A.S., Music degree students. Final examination will consist of a performance jury.

### **MUS-180, 181, 280, 281** **Individual Study in Music Performance:** **Percussion I, II, III, IV**

*0.5 or 1 class hour 1 or 2 credits Offered as needed*  
*Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree.*

*Prerequisites: Satisfactory score on Music Placement test or consent of instructor*

*Corequisites: MUS-186, 187, 286, 287*

One half hour or one hour of weekly private instruction in percussion for A.S., Music degree students. Final examination will consist of a performance jury.

### **MUS-184, 185, 284, 285** **Individual Study in Music Performance:** **Voice I, II, III, IV**

*0.5 or 1 class hour 1 or 2 credits Offered as needed*  
*Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree.*

*Prerequisites: Satisfactory score on Music Placement test or consent of instructor*

*Corequisites: MUS-186, 187, 286, 287*

One half hour or one hour of weekly private instruction in voice for A.S., Music degree students. Final examination will consist of a performance jury.

### **MUS-186, 187, 286, 287** **Convocation I, II, III, IV**

*0.5 class hour 0 credits Offered as needed*  
*Corequisites: Individual Study in Music Performance I, II, III, IV*

A recital and master class hour for students, department ensembles, and guest performers meeting twice each month. Pass/Fail

### **MUS-290, 291, 292, 293** Study in **Chamber Music Performance I, II, III, IV**

*0.5 class hour 1 credit Offered as needed*  
*Prerequisite: Satisfactory score on Music Placement test or consent of instructor*

One half hour weekly small-group instruction in chamber music.

## 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 MUS-111, 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 2 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 Offered as needed*  
*Prerequisite: MP-205 with a grade of B or better*

A practical laboratory course in the techniques of a sound recording studio.

# DEPARTMENT OF NURSING

Medical Arts Building, Room 302 • 718-631-6080 • Fax: 718-631-6067

Professor Anne Marie Menendez, **Chairperson**

Professor Carol Soto, **Deputy Chairperson**

**Professors:** Barbara Blake-Campbell, Georgina Colalillo, Deborah Fitzgerald-Royce, Maryann C. Magaldi, Anne Marie Menendez, Janice Molloy, Carol Soto, Cheryl Spencer, Alexandra Tarasko

**Associate Professors:** Tina Bayer, Lorraine Cupelli, Shenaz Georgilis, Patricia Kinneary, Kathleen Pecinka, Barbara Rome, Mary Rosa, Dolores A. Weber

**Assistant Professors:** Carlene Byfield, Janet Franzese-Rice, Philip Nelan, Jessica Prepetit, Carmen Reid, Susan Rickert, Randelle Sasa, Elizabeth Sutton, Jack Tse

**Senior College Laboratory Technician:** Audrey Maroney

**Higher Education Assistant:** Barbara Caravanos, 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

Agatha Coletti, CUNY Office Assistant

Nicole Koumas, CUNY Office 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.

## TRANSFER OPTIONS

Students who are admitted to the Nursing program at Queensborough Community College and are interested in completing a bachelor's degree in nursing after earning their A.A.S. should consider the college's three Dual/Joint programs in Nursing, listed below. Students enrolled in NU-101 are eligible to apply for the programs. Details are available from a nursing adviser.

- **A.A.S. Degree in Nursing leading to the B.S. Degree in Nursing at the Hunter-Bellevue School of Nursing**
- **A.A.S. Degree in Nursing leading to the B.S. Degree in Nursing at York College**
- **A.A.S. Degree in Nursing leading to the B.S. Degree in Nursing at the CUNY School of Professional Studies**

In addition to the Dual/Joint programs, a number of CUNY Senior Colleges offer B.S. in Nursing programs intended for students who have earned the A.A.S. in Nursing and their R.N. license. They include the College of Staten Island, Hunter College, Lehman College, Medgar Evers College, the New York City College of Technology, the School of Professional Studies, and York College.

## NURSING DEPARTMENT CLINICAL ADVISORY BOARD

Ms. Anne Marie Menendez, *Chair*

Dr. Natalia Cineas

Ms. Felice Hannah

Ms. Samantha Joseph

Ms. Sharon Narducci

Ms. Jillian Reid

Ms. Verna Sinclair

Mr. Jaime Devera

Ms. Rachel Jacobs

Ms. Maria Mendoza

Mr. David Plotka

Dr. Margaret Reilly

Dr. Valerie Taylor-Haslip

## 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 Level I<sup>2</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) completion of speech remediation if required; and (c) completion of the Pre-Admission RN PAX exam.  
**Corequisite:** BI-302, PSYC-220, BCLS Certification.<sup>3</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>4</sup>*

**Note: Admission to evening clinical sequence (NU-101) will be in the Fall semester only.**

NU 101 establishes the foundation for evidence-based practice by providing an introduction to the professional nursing role and responsibilities. The eight core competencies used as a framework that is congruent with the national health care goals are: professionalism, safety, assessment, patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement and informatics. Students will be introduced to the nursing process which will guide them in the development of the knowledge, skills and attitudes necessary to perform the role of a professional nurse, with an emphasis on the aging population. Significant components of the course include effective communication; basic physical assessment; basic pharmacology; nutrition; peri-operative care; principles of teaching/learning and infection control; and health promotion. A variety of teaching methodologies are used to facilitate the diverse learning needs of nursing students utilizing classroom and clinical experiences.

### NU-102 Safe and Effective Nursing Care Level II<sup>2</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>3</sup>

NU 102 is designed to augment the fundamental principles for developing and implementing plans of care that improve outcomes for adult patients. The patient history, assessment, socio-cultural factors and best practices will be incorporated into the treatment plan. Utilizing the nursing process, students will integrate foundational knowledge and skills into the clinical practice. Practicum experiences will expose students to electronic documentation, collaborative care, medication administration and a variety of disease processes in a diverse patient population. Significant components of the course include care of the patient with sepsis, alterations in fluids and electrolytes, as well as cardiac, endocrine, gastro-intestinal and respiratory systems. Pharmacological and nutritional interventions will be integrated into the coursework. Various methodologies will be used to support the development of the eight core competencies.

### NU-201 Safe and Effective Nursing Care Level III<sup>2</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>3</sup>

NU 201 prepares students to provide comprehensive care to the child-bearing family with an emphasis on men's, women's and children's health care needs. The student will utilize evidence-based knowledge and critical thinking skills to apply concepts of family dynamics, socioeconomic issues, health and wellness, and cultural implications of health care. Risk reduction and disease prevention will be incorporated into nursing care. Significant components of the course include complex cardiac, oncological, genitourinary and gynecological disorders. Assessment and intervention in child and partner abuse will be addressed. Development of professional accountability continues, with an emphasis on writing, evidence-based research and leadership skills. The role of the nurse as a patient advocate and collaborative member of the interdisciplinary team continues. Students will continue to enhance the application of the eight core competencies in a variety of clinical health care settings. This course fulfills a Writing Intensive requirement.

### NU-202 Safe and Effective Nursing Care Level IV<sup>2</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>3</sup>

NU 202 provides the student with the knowledge and skills needed to manage patients with complex physiological and psychosocial needs. Opportunity is provided for increased self-direction in the management of care for groups of patients in acute care and community settings utilizing evidence-based research. Emphasis is on advanced assessment and critical thinking strategies to promote effective clinical decision making. Collaboration and interdisciplinary communication continue to be emphasized. Professional behaviors related to healthcare policy, financial regulations, and policy formation are discussed. Significant components of the course include multisystem failure, autoimmune and immune disorders, eating and childhood disorders, major psychiatric disorders, disaster preparedness, and population health. Advanced application of the eight core competencies are integrated into nursing practice.

### 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> NOTE: In November, 2020 NYSED approved changes to the A.A.S. Program in Nursing that altered the hours and credits of some courses effective Spring 2021. Please see Catalog Addendum for details.

<sup>2</sup> Students in NU-101, NU-102, NU-201 and NU-202 must pay a special supplies and services fee of \$191.00.

<sup>3</sup> Proof of current BCLS certification and health clearance is required on the first day of clinical laboratory for NU-101, NU-102, NU-201 and NU-202.

<sup>4</sup> For Repeat Policy, see page 96.

# DEPARTMENT OF PHYSICS

---

**Science Building, Room 340 • Telephone: 718-631-6366 • Fax: 718-281-5480**

Dr. David H. Lieberman, **Chairperson**

Dr. Tak David Cheung, **Deputy Chairperson**

**Professors:** Tak David Cheung, Todd M. Holden, David H. Lieberman, Paul J. Marchese

**Associate Professors:** Raul Armendariz, M. Chantale Damas, Sunil Dehipawala, Wenli Guo, Dimitrios Kokkinos, Charles P. Neuman, Vazgen Shekoyan

**Assistant Professors:** Jill Bellovary, Kimberly Riegel, Ian Schanning, Rex Taibu

**Lecturer:** George Tremberger, Jr.

**Senior College Laboratory Technician:** Alexei Kisselev, Arkadiy Portnoy

**Adjunct Faculty:** approximately 12 each year

**Professors Emeriti:** Chao-Wen Chin, Don P. Engelberg, 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.**

## PROGRAMS OF STUDY:

- **ENGINEERING SCIENCE (A.S. Degree)**
- **LIBERAL ARTS AND SCIENCES (MATHEMATICS AND SCIENCE) (A.S. Degree program)**

## TRANSFER OPTIONS

Within the CUNY System, many colleges offer bachelor's degree programs in physics. (See: <http://www.cuny.edu/admissions/undergraduate/explore/programs/> for more information.) City College and a number of SUNY Campuses offer Bachelor of Engineering programs. Queensborough Community College currently has agreements with the following programs that allow graduates to complete a bachelor's degree in an efficient manner after transfer.

### Queens College

- **A.S. in Liberal Arts and Sciences to B.A. in Physics**
- **A.S. in Liberal Arts and Sciences to B.S. in Physics**

Those interested in a transfer agreement should contact the Transfer Resource Center or the Department for more information.

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The Dinah L. Moché Award for excellence in Astronomy

The Amy E. Bieber Memorial Award for excellence in Physics

## PHYSICS COURSES

---

### PH-101 Principles of Physics (1C & 2E)<sup>1</sup>

*3 class hours 2 laboratory hours 4 credits*

This course presents fundamental principles and processes of the physical world through interactive classes and laboratory experimentation, using minimal mathematics. Emphasis is placed on conceptual understanding of key physical principles and related application to everyday experiences. Topics include: motion, forces, momentum, energy, gravity, structure of matter, heat, light, electricity, and magnetism. This course, or its equivalent, is required for elementary education majors at colleges, such as Queens College and The City College of New York.

### 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.

<sup>1</sup> Course qualifies as Pathways Common Core 1C-Life & Physical Sciences and 2E-Scientific World STEM Variant.

## PH-105 Introduction to Space Science I: Stars and Normal Galaxies

## PH-106 Introduction to Space Science II: The Universe Including Strange Galaxies

2 class hours 2 credits for each course

*Prerequisite for both courses: Students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking these courses.*

*Both 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.

## 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>)

3 class hours 3 credits *Corequisite: PH-112*

"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 tsunamis; 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

*Prerequisite: Students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course.*

*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 1 recitation hour 2 laboratory hours

4 credits

*Prerequisite: MA-114 or MA-119 and MA-121 or the equivalent, or advanced math placement (see Proficiency in Math and English)*

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.

<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-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.

## 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

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

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, CIS-101 or the equivalent

Students will design applications with a graphical programming language such as LabVIEW™ 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

Prerequisite: Students must complete any developmental requirements in Mathematics (see Proficiency in Math and English) prior to taking this course. Offered as needed

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: 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>1</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>1</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>2</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>2</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-421 General Calculus Physics A (1C & 2E<sup>1</sup>)

3 class hours 3 recitation hours 3 laboratory hours  
5 credits Prerequisite: MA-440 Corequisite: MA-441

This course integrates calculus concepts and covers fundamental principles of physics in areas of mechanics and heat, including kinematics, classical laws of motion, equilibrium, conservation laws, impulse and momentum, work, mechanical energy, rotational motion, fluids, simple harmonic motion, heat and thermodynamics.

## PH-422 General Calculus Physics B (1C & 2E<sup>1</sup>)

3 class hours 3 recitation hours 3 laboratory hours 5 credits  
Prerequisite: MA-441 and PH-421 with a grade of C or better  
Corequisite: MA-442

This course integrates calculus concepts and covers fundamental principles of physics in areas of wave phenomena, electrostatics, DC and AC circuits, magnetism, electromagnetism, and optics.

## 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>2</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

2 class hours 2 laboratory hours 3 credits

This course provides an introduction to responsible and conscientious research techniques that can be applied to a variety of research areas. Topics include laboratory safety; research integrity; scientific literature review; experiment design; 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.

## 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.

<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.

# DEPARTMENT OF SOCIAL SCIENCES

---

**Medical Arts Building, Room 104 • 718-631-6251 • Fax: 718-631-6023**

Dr. Jeffery Jankowski, **Chairperson**

**Professors:** Peter Bales, Joseph W. Culkin, Anita Ferdenzi, Jeffery Jankowski, Pellegrino Manfra, Philip A. Pecorino, Amy Traver, Donald Tricarico

**Associate Professors:** Rose-Marie Äikäs, Eva Goldhammer, Larisa Honey, Shannon E. Kincaid, Adam Luedtke, Trevor Milton, Anissa Moody, Jane Poulsen, Julia Rothenberg, Lakersha Smith, Matthew Trachman

**Assistant Professors:** Azadeh Aalai, Patrick Byers, Naja Hougaard, Chukwudi Ikwueze, Gabriel Lataianu, Qin Li, Emily Pelletier, Jody Resko, Rommel Robertson, Celia Sporer, Mark Zelcer

**Lecturer:** Adrian Bordoni, Michael DeMarco, Keba Sylla

**College Laboratory Technician:** Kam Tim Heather Ou

**Adjunct Faculty:** approximately 70 each year

**Professors Emeriti:** Paul Azrak, Albert I. Bookbinder, Milton Cohen, Edwin Kahn, Ronald C. Monticone, Richard Perotto, Katherine E. Stabile, Frank T. White

**Office Personnel:**

JoAnn Rollo, CUNY Administrative Assistant

Pamela Cooke, CUNY Administrative Assistant

**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**  
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
- **PSYCHOLOGY (A.S. Degree Program)**
- **LIBERAL ARTS AND SCIENCES (A.A. Degree Program)**  
**Concentrations:**  
Education  
Gender Studies  
International Studies  
Liberal Studies  
Sociology  
Urban Studies

## TRANSFER OPTIONS

Students interested in Criminal Justice should consider the Dual/Joint degree program with John Jay College that leads to both an associate and bachelor's degree in the field. Students interested in teaching at the elementary school level should consider the Dual/Joint degree program with Queens College that leads to an A.A. in Liberal Arts and Sciences and a B.A. in Childhood Education.

Within the CUNY System, many colleges offer a wide range of bachelor's degree programs in Social Science fields. (See: <http://www.cuny.edu/admissions/undergraduate/explore/programs/> for more information.) Additionally, Queensborough Community College currently has agreements with the following programs that allows graduates to complete a bachelor's degree in an efficient manner after transfer.

### CUNY School of Professional Studies

- **A.S. in Psychology to B.A. in Psychology**

### Queens College

- **A.S. in Psychology to B.A. in Psychology**

### St. John's University

- **A.A. in Liberal Arts and Sciences to B.A. in Criminal Justice**
- **A.A. in Liberal Arts and Sciences to B.S. in Economics**
- **A.A. in Liberal Arts and Sciences to B.A. Government and Politics**
- **A.A. in Liberal Arts and Sciences to B.S. in Homeland Security**
- **A.A. in Liberal Arts and Sciences to B.A. in Psychology**
- **A.A. in Liberal Arts and Sciences to B.S. in Childhood Education**
- **A.A. in Liberal Arts and Sciences to B.S. in Adolescent Education**

### York College

- **A.A. in Liberal Arts and Sciences (Childhood Education) to B.A. in Childhood Education**
- **A.S. in Psychology to B.A. in Psychology**

Those interested in a Dual/Joint program or the transfer agreements should contact the Transfer Resource Center or the Department for more information.

## 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/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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-106 Introduction to Criminal Justice Research

1 class hour 1 credit

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

This course is an entry level course designed to provide an introduction to criminal justice research by familiarizing students with current issues, techniques and evaluation of current criminal justice research. The course will provide an overview of the various approaches to criminal justice research as well as an overview of the philosophy of science and research ethics, research design issues including defining research problems and the development of relevant hypotheses, defining and measuring variables of interest, and methods of data collection.

### CRIM-201 Policing<sup>4</sup>

3 class hours 3 credits Prerequisites: CRIM-101 and CRIM-106

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-106

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.

<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 Academics and Programs of Study.

## CRIM-203 Criminal Law

3 class hours 3 credits Prerequisites: CRIM-101 and CRIM-106

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-106

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.

## CRIM-205 Criminology<sup>3</sup> (2D<sup>1</sup>)

3 class hours 3 credits Prerequisites: CRIM-101 and CRIM-106 for Criminal Justice Degree Program students. SOCY-101 for students who are not in the Criminal Justice Degree Program.

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.

## ECONOMICS

### ECON-101 Introduction to Macroeconomics<sup>3</sup> (2D<sup>1</sup>)

3 class hours 3 credits

Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.

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/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.

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

Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.

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/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.

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/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.

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: EDUC-101, 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.

## EDUC-230 Childhood Learning and Development in Cultural Context

3 class hours 3 credits Prerequisite: EDUC-101

The goal of this course is to enable students to acquire a knowledge base of developmental processes from birth through adolescence and their implications for classroom practice. 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. Starting from an ecological perspective, students explore the influences of environmental factors such as family, culture, and economics on the development of the individual. Individual differences, the range of normal development, and strategies for accommodating individual variability in the classroom will be emphasized. This course integrates required fieldwork observation and the use of technology.

<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.

## SOCIOLOGY

### **SOCY-101 Sociology<sup>4</sup> (2D<sup>1</sup>)**

3 class hours 3 credits

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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>4</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.

### **SOCY-230 Sociology of the Family<sup>4</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>4</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>4</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>4</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>4</sup> (2B<sup>2</sup>)**

3 class hours 3 credits

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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>4</sup> (2B<sup>2</sup>)**

3 class hours 3 credits Offered as needed

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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.

<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> Pathways Gateway Course into Major, see “Understanding Program Requirements” in Academies and Programs of Study.

## PSYCHOLOGY

### PSYC-101 Psychology<sup>2</sup> (2E<sup>1</sup>)

3 class hours 3 credits

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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 (2E<sup>1</sup>)

3 class hours 3 credits Offered in Fall

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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-201 Research Methods in Psychology (2E<sup>1</sup>)

3 class hours 3 credits Prerequisite: PSYC-101

This course explores an introduction to the methods of research in psychology. The following concepts will be discussed: scientific methodologies, conducting literature reviews, hypothesis development, following ethical guidelines in research, data collection, experimental variables, analyzing and interpreting data, summarizing and reporting data, and basic descriptive statistics. The issues discussed will be illustrated using a broad range of topics in psychology such as physiological, learning, developmental, perception, personality, social, and clinical psychology.

### PSYC-215 Child Development<sup>2</sup> (2E<sup>1</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>2</sup> (2E<sup>1</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>2</sup> (2E<sup>1</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, schizophrenia, personality disorders, substance-related disorders, sexual disorders, and cognitive disorders.

### 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 (2E<sup>1</sup>)

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>2</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.

<sup>1</sup> Course qualifies as Pathways Common Core 2E-Scientific World.

<sup>2</sup> Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academics and Programs of Study.

## PHILOSOPHY

### PHIL-101 Introduction to Philosophy (2D<sup>1</sup>)

3 class hours 3 credits

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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>1</sup>)

3 class hours 3 credits Offered as needed

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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>1</sup>)

3 class hours 3 credits Offered as needed

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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>1</sup>)

3 class hours 3 credits Offered as needed

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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>1</sup>)

3 class hours 3 credits Offered as needed

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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-148 Public Health Ethics (2D<sup>1</sup>)

3 class hours 3 credits

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

A consideration of the ethical implications of modern health research and practice. Topics include professional versus universal ethics, the rights of current and future generations, Public Health measures, truth and information in science, and public health policy.

### PHIL-165 American Philosophy (2D<sup>1</sup>)

3 class hours 3 credits Offered as needed

*Prerequisite/Corequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course or enroll in ENGL-101 and BE-102 at the same time as this course.*

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

UBST-101 -3 credits, requires 135 hours at internship site

UBST-102 -3 credits, requires 135 hours at internship site

*Prerequisite: UBST-101*

UBST-202 ~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 UBST-101 and/or UBST-102 and UBST-202.*

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" on page 221.

<sup>1</sup> Course qualifies as Pathways Common Core 2D-Individual and Society.

# DEPARTMENT OF SPEECH COMMUNICATION AND THEATRE ARTS

---

**HUMANITIES Building, Room 126 • Telephone: 718-631-6284 • Fax: 718-281-5137**

Professor Georgia McGill, *Chairperson*

**Professor:** Georgia McGill

**Associate Professors:** Arthur Adair, Michael Cesarano, Franca Ferrari, Christopher J. Jimenez, Eileen White, Liisa Yonker

**Assistant Professors:** Ari Fulton, Heather Huggins, Violet Jones, Christina Saindon, Jodi Van Der Horn-Gibson

**Lecturers:** Elaine Friedman, Ashlie Klepper, Gail Lewis, Elaine Thompson, Rosanne Vogel

**Senior College Laboratory Technicians:** Daniel McKleinfeld, Josh Rothenberg

**Adjunct Faculty:** approximately 30 each year

**Professors Emeriti:** Gertrude Orion, Leroy Paves, Victor Seymour, Robert Simons, Charles B. Wilson, Helen Yalof, Mildred Zinberg

**Office Personnel:**

Veronica Manoo, CUNY Administrative 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).**

## ACCREDITATION

The Queensborough Community College Speech Communication and Theatre Arts Department is an accredited institutional member of the National Association of Schools of Theatre (NAST).

## PROGRAMS OF STUDY

### • **FILM AND MEDIA PRODUCTION (A.S. Degree Program)**

The A.S. degree in Film and Media Production offers intensive preparation for students who wish to pursue a career or further studies in film or media production. Graduates of this program can enter the New York City job market or continue their studies at 4-year digital media programs in and outside of CUNY. (See Programs of Study for a description of the A.S. Film and Media Production curriculum, page 136.)

### • **THEATRE (A.S. Degree Program)**

**Concentrations: Acting, Technical Theatre**

The A.S. degree in Theatre offers intensive preparation for students intending to transfer, upon graduation, to a B.A. or B.F.A. degree in Theatre. Students choose a concentration in Acting or Technical Theatre, but all students are offered training and experience onstage, backstage, and front-of-house. We produce fully staged works of theatre each season, providing students the ability to work as artists in a professional setting. Queensborough is the only college in New York State to offer a National Association of Schools of Theatre (NAST) accredited (A.S.) Degree in Theatre. (See Programs of Study for a description of the A.S. Theatre curriculum, page 139.)

### • **LIBERAL ARTS AND SCIENCES (A.A. Degree Program)**

**Concentration: Communication Studies**

Students who wish to pursue careers in communications; or alternative study in complementary majors such as marketing, business, education, law, and health services, among others may enroll in the Associate of Arts in Liberal Arts with a major in Communication Studies. (See Programs of Study for a description of the A.A. in Liberal Arts, Communication Studies concentration, page 108.)

## TRANSFER OPTIONS

Within the CUNY System, many colleges offer bachelor's degree programs in Film, Theatre, and Communications. (See: <http://www.cuny.edu/admissions/undergraduate/explore/programs/> for more information.) Queensborough Community College currently has agreements with the following colleges and programs that allow graduates to complete a bachelor's degree in an efficient manner after transfer.

### **Adelphi University**

- **A.S. in Theatre (Acting) to B.F.A. in Theatre Arts (Acting)**
- **A.S. in Theatre (Technical Theatre) to B.F.A. in Theatre Arts (Design/Technology)**

### **Baruch College**

- **A.A. in Liberal Arts and Sciences (Communications) to B.A. in Communications Studies**

### **Brooklyn College**

- **A.S. in Film and Media Production to B.A. in Film**
- **A.S. in Film and Media Production to B.A. in TV and Radio**
- **A.A. in Liberal Arts and Sciences (Communications) to B.A. in Speech**

### **Lehman College**

- **A.S. in Theatre to B.A. in Theatre**
- **A.S. in Theatre to B.F.A. in Multimedia Performing Arts**

### **St. John's University**

- **A.A. in Liberal Arts and Sciences to B.A. in Rhetoric and Public Address**
- **A.A. in Liberal Arts and Sciences to B.A. in Speech-Language Pathology and Audiology**

Those interested in the transfer agreements should contact the Transfer Resource Center or the Department for more information.



# SPEECH COMMUNICATION AND THEATRE ARTS COURSES

## SPEECH TESTING REQUIREMENT FOR STUDENTS IN THE HEALTH SCIENCES

1. Speech evaluation may be required of students entering programs in the Health Sciences. Students will be referred by their adviser for testing in the Department of Speech Communication and Theatre Arts, Room H-126.
2. Students who are required to complete SP-007 must do so in advance of entry into a Health Science program and should do so in the first 14 credits of study. 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.
3. Students designated as requiring SP-020, SP-005 or SP-006 are now exempt from these courses and may enroll in SP-211.

## THE HUMANITIES THEATRE & THE SHADOWBOX THEATRE

The classically designed 875 seat Humanities Theatre and the more intimate Shadowbox Theatre (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.

## DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

- The Beverly Lockwood Memorial Award
- The Leroy Paves Memorial Award
- The Thomas Smith Memorial Award

## SPEECH COMMUNICATION

### 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.

## COMMUNICATION STUDIES

### SP-101 Introduction to Communication Studies (2D<sup>1</sup>)

3 class hours 3 credits

This course is a survey of the current methods and theories that inform the study of Communication. Student will develop an understanding of the issues encompassed by Communication Studies including: Mass Media, Intrapersonal, Interpersonal, Intercultural and Small Group Communication as well as Public Address. This course will inform both the beginning Communication Studies student, and also students who seek to improve their communication skills in general. It is recommended that Speech Communication Majors take this course in the first semester.

### SP-211 Speech Communication (2B<sup>2</sup>)

3 class hours 3 credits

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. Students may be required to complete independent lab hours as a part of the course in order to address proficiency issues in spoken English. Enrollment limited to 22 students.

### SP-212 Interpersonal Communication (2D<sup>1</sup>)

3 class hours 3 credits

Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course. Corequisite: ENGL-101

This course introduces the practices and principles of interpersonal communication in both one-on-one and group settings. Students will study how the individual characteristics of the speaker and the environment can influence the way we communicate.

### SP-213 Intercultural Communication (2A<sup>3</sup>)

3 class hours 3 credits

An exploration of multiculturalism and diversity, focusing on the communication process. Course is designed to help students develop intercultural competence in national and international settings.

### SP-214 Communication in a Professional Setting (2D<sup>1</sup>)

3 class hours 3 credits

This course will examine communication theory and prepare students to deliver professional presentations. Students will explore scenarios common in a professional environment and use critical thinking skills to resolve them. Topics will include interpersonal communication in professional settings, active and critical listening skills, diversity in the workplace, conferences, client presentations, group problem solving, leadership and conflict resolution, resumes, cover letters, interviewing, and formal presentations in professional settings.

<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.

# SPEECH COMMUNICATION AND THEATRE ARTS COURSES

## SP-321 Oral Performance for the Actor and Speaker (2C<sup>1</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-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.

## 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

## FILM AND MEDIA PRODUCTION

### FMP-141 Introduction to Digital Media Production

2 class hours 2 lab hours 3 credits

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

Introduction to Digital Media Production 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.

### FMP-241 Digital Media Field Production

2 class hours 2 lab hours 3 credits Offered in Spring

*Prerequisite: FMP-141*

Digital Media Field Production is an intermediate level class in the media production. Students will learn single camera set up, lighting and audio for remote production for interviews and narrative as well as advancing skills in pre-production, screenwriting, directing, and editing. All students will construct storyboards, write scripts, direct shoots, and edit their own projects in the class.

### FMP-242 Writing for the Screen

3 class hours 3 credits

*Prerequisite: ENGL-101 or ENGL-103*

Writing for the Screen is a mid-level course in the theory and practice of writing for the film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

### FMP-243 American Film History (2C<sup>1</sup>)

3 class hours 1 recitation hour 3 credits Offered in Fall

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

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.

### FMP-244 Elements of Film (2C<sup>1</sup>)

3 class hours 1 recitation hour 3 credits Offered in Spring

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.*

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.

### FMP-245 Introduction to Electronic Media (2C<sup>1</sup>)

3 class hours 3 credits *Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course*

Introduction to Electronic Media is 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.

### FMP-246 Media Criticism (2C<sup>1</sup>)

3 hours 3 credits Offered in Fall

*Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course*

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. This class is a designated Writing Intensive (WI) course.

### FMP-341 Editing

2 class hours 2 laboratory hours 3 credits

*Prerequisite: FMP-241*

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web. Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

### FMP-342 Television Studio Production

2 class hours 2 laboratory hours 3 credits

*Prerequisite: FMP-241*

Television Studio Production is an upper-level course the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

<sup>1</sup> Course qualifies as Pathways Common Core 2C-Creative Expression.

# SPEECH COMMUNICATION AND THEATRE ARTS COURSES

## THEATRE

### TH-111 Introduction to Theatre (2C<sup>1</sup>)

3 class hours 3 credits Prerequisite: Students must complete any developmental requirements in English (see Proficiency in Math and English) prior to taking this course.

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-theatre 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.

### TH-121 Introduction to Acting for the Major

3 class hours 3 credits For theatre majors

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 laboratory hours 3 credits

Prerequisite: 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

Prerequisites TH- 232: TH-132 & 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-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-153 Voice and Speech for the Actor

2 class hours 2 studio hours 3 credits

TH-153 replaces discontinued course, TH-151.

Practice of vocal training techniques for use in everyday life and performance. Students will be introduced to the voice as an instrument for communication. Concepts include: training for self-use and self-expression, coordinating breath with support, and articulating sound and text.

### TH-154 Movement for the Actor

2 class hours 2 studio hours 3 credits

TH-154 replaces discontinued course, TH-152.

Practice of physical training techniques for use in everyday life and performance. Students will be introduced to the body as an instrument for communication. Concepts include: training for self-use and self-expression, coordinating breath with support, and articulating form and text.

### TH-221 Acting II

3 class hours 3 credits Prerequisite: TH-121 or TH-120

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

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 COURSES

---

**LIBRARY BUILDING, ROOM 412 • TELEPHONE: 718-631-6351 • FAX: 718-631-6352**

Brian A. Kerr, *Vice President for Student Affairs, Chairperson*

**Professors:** Sandra Bygrave-Dozier, Wilma Fletcher-Anthony

**Associate Professor:** Jannette Urciuoli

**Lecturer:** Gina Capozzoli

**Higher Education Officer:** Chanpreet K. Singh

**Higher Education Associates:** Dorith Brodbar, Linda Ostrowe

**Adjunct Faculty:** approximately 6 each semester

**Professors Emeriti:** Stephen Beltzer, Victor DeFazio, Barbara DeGregoria, Patricia Evanski Maher, Frances P. Geer, Martin Jacobs, Michael Miller, John Prior, Stanley Rustin, Vita C. Tauss

**Office Personnel:**

Yasmin Jewnandan, *CUNY Office Assistant*

Melad Naibee, *College Assistant*

Suhaylah Dean, *College Assistant*

## **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 COURSES • COLLEGE NOW COURSES

## INTERDISCIPLINARY COURSES

### 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

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-level 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.

# CUNY ADMINISTRATION

---

## The City University of New York

### BOARD OF TRUSTEES

#### The City University of New York

William C. Thompson, Jr., *Chairperson*

Michael Arvanites

Henry T. Berger

Una S. T-Clarke

Lorraine Cortés-Vázquez

Fernando Ferrer

Kevin D. Kim

Mayra Linares-Garcia

Robert F. Mujica

Brian D. Obergfell

Jill O'Donnell-Tormey

Barry F. Schwartz

Charles A. Shorter

Ken Sunshine

Sandra Wilkin

#### Members ex officio

Timothy G. Hunter, *Chairperson, University Student Senate*

Martin J. Burke, *Chairperson, University Faculty Senate*

### OFFICERS OF THE UNIVERSITY

Dr. Félix V. Matos, *Chancellor*

Dr. José Luis Cruz, *Executive Vice Chancellor & Provost*

Hector Batista, *Executive Vice Chancellor & Chief Operating Officer*

Derek Davis, *General Counsel and Senior Vice Chancellor for Legal Affairs*

Glenda Grace, *Senior Vice Chancellor for Institutional Affairs, Strategic Advancement, and Special Counsel*

Matthew Sapienza, *Senior Vice Chancellor and Chief Financial Officer*

Allen Y. Lew, *Senior Vice Chancellor of the Office for Facilities, Planning and Construction Management*

Pamela S. Silverblatt, *Senior Vice Chancellor for Labor Relations*

Brian Cohen, *Vice Chancellor & University Chief Information Officer*

Maite Junco, *Vice Chancellor for Communications and Marketing*

Richard R. White, *Vice Chancellor for Risk, Audit and Compliance*

Doriane K. Gloria, *Vice Chancellor of Human Resources Management*

Andrea Shapiro Davis, *Interim Vice Chancellor for University Advancement*

Gayle M. Horwitz, *Senior Advisor to the Chancellor and Secretary, to the Board of Trustees*

Dolly Martinez, *Chancellor's Chief of Staff and Associate Vice Chancellor for the Executive Office*

# QUEENSBOROUGH ADMINISTRATION

---

## OFFICE OF THE PRESIDENT

Christine Mangino, A.A.S., B.A., M.A., Ed.D., *President*  
Elaine Ioannou, B.S., *Confidential Executive Assistant*  
Michael Khan, B.A., *Administrative Executive Coordinator*

## Affirmative Action, Pluralism and Diversity Compliance

Josephine Pantaleo, B.A., M.S., *Chief Diversity Officer*  
Yessenia Garcia, *Administrative Coordinator*

## Communications and Public Relations

Stephen DiDio, B.A., M.A., *Vice President & Chief Communication  
Marketing Officer*

Michael Donahue, B.A., *Communication and College Relations  
Director*

Alice Doyle, B.A., *Communications College Relations Manager*

Tony Gamino, B.F.A., B.A., M.S., *Communications Marketing  
Director of Creative Services*

James Geasor, B.A., *Communications Specialist, Publications  
Writer*

Tim Hillis, B.F.A., *Director of Publications*

Christina Kofron, B.S., *Communications Marketing Manager*

Angelica May, B.A., *Communications and College Relations  
Specialist*

David Moretti, B.S., M.A.Ed., *Communications Marketing Director  
of Web Services*

Phillip Roncoroni, B.A., *Digital Content Manager*

Peter Jennings Varkey, B.F.A., *Communications Electronic Media  
Manager/Web Designer*

Richard D'Amato, *Administrative Manager, Printing Services*

Brian Harper, *Coordinator, Mailing Services*

## Human Resources and Labor Relations

Liza Larios, B.S., *Dean, Human Resources and Labor Relations*

Ellen Adams, A.S., B.S., M.S., *Director, Personnel*

Sunny Ahn, B.A., *HR Manager for Instructional Staff Operations*

Diane Cantor, B.A., *HR Coordinator for Adjunct Services*

Mildred Dellapina, M.A., *HR Manager, Adjunct Services*

Angela Gmuca, B.A., *Deputy Director of Faculty and Staff Relations*

Glenna Lash, B.A., *HR Manager*

Ysabel Macea, B.S., M.S.Ed., *Human Resources Director  
of Recruitment, Data Systems and Reports*

Silvia Montesdeoca, M.A., *HR Manager, Classified Staff Operations*

Sangeeta Noel, B.A., *Director, Faculty and Staff Relations*

Yashoda Raghunauth Dhanraj, B.A., *HR Coordinator for Classified  
Staff*

Cynthia Rodriguez, B.A., *HR Coordinator, Payroll*

Lisa Viti, B.S., *HR Coordinator for Faculty-Staff Relations*

## Legal Affairs

Lois Florman, Esq., B.A., J.D., *Executive Counsel to the President  
and Legal/Labor Designee*

Martha Aspromatis, B.A., M.S.L.I.S., *HR Employee Relations  
Manager*

## Title IX Compliance

Belinda Delgado, Esq., B.A., J.D., *Confidential Executive Officer,  
Compliance and Title IX*

Lourdes December, B.A., *Administrative Coordinator for Title IX*

---

## OFFICE OF CHIEF OPERATING OFFICER/ SENIOR VICE PRESIDENT

Sherri Newcomb, B.B.A., J.D., *Chief Operating Officer,  
Senior Vice President*

## Information Technology

George Sherman, B.S., M.B.A., *Administrator, Executive Director*

Elizabeth S. Gordon, B.A., M.A., *Academic Technology Director*

Andrew Majosi, *Director, Telecommunications*

Mark Berman, B.A., *Academic Applications Manager*

Michael J. Pisciotta, A.A.S., B.B.A., *Academic Applications  
Manager*

## Institutional Records and Planning

Archie J. Calise, B.A., M.A., Ph.D., *Senior Director*

## Institutional Research and Assessment

Elisabeth Lackner, M.A., *Director*

Victor Fichera, B.A., Ph.D., *Principle Investigator of Academic  
Assessment*

## Resource Planning and Analytics

Marc Carpentier, B.S., *Executive Director*

Shirley Chen, A.A.S., B.S., *Associate Budget Director*

---

## OFFICE OF ACADEMIC AFFAIRS

Timothy G. Lynch, B.A., M., Ph.D., Ph.D., *Provost and Senior Vice  
President for Academic Affairs*

Arthur R. Corradetti, B.A., M. Phil., Ph.D., *Dean for Institutional  
Effectiveness*

Sandra Palmer, B.A., M.A., M.B.A., Ph.D., *Dean of Faculty*

Debra Maslanko, B.A., M.A., *Administrative Director for Business  
Operations*

Michael Pullin, B.A., M.S., Ph.D., *Associate Dean for Academics*

Olga Salamanca, B.S., M.A., *Confidential Executive Assistant*

## **Academic Computing and eLearning**

Mark Chropufka, B.S., M.B.A., *Academic Technology Director*

Nestor Arboleda, *Senior College Laboratory Technician*

Ka Cheng, *College Laboratory Technician*

Ali Kazmee, B.B.A., *College Laboratory Technician*

Jesse Pena, *College Laboratory Technician*

Ramond Perez, A.A.S., *Senior College Laboratory Technician*

Scott Underwood, A.A.S., *College Laboratory Technician*

## **BTECH**

Ashley Legitime, B.S., M.A., *Academic Program Director, BTECH College Liaison*

Ruth Jones, B.S., M.B.A., *Academic Student Support Program Specialist*

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

Meghmala Tarafdar, M.A., Ph.D., *Faculty Fellow, Academic Faculty Development Director*

Ian Beckford, Ed.D., *Director of Policy Analysis for General Education and Student Learning Outcomes*

Carol Lukasiewicz, B.S., *Administrative Coordinator for Faculty Development*

## **CETL Office of Educational Technology**

Denis Bejar, B.A., *Academic Applications Director - Instructional Support*

Ashley Kwok, B.A., *IT Academic Applications Specialist*

## **Center for Tutoring and Academic Support**

Stefan W. Spezio, B.A., M.A., *Academic Resource Center Director*

Joseph Labozzetta, B.A., *Academic Resource Center Manager/Associate Director, Writing Center*

Alexandra Nestoras, M.A., *Academic Resource Center Manager/Associate Director, Student Learning Center*

Naomi Ferguson, B.A., *Academic Resource Center Coordinator, Writing Center*

Vivian Kaufman, B.A., *Administrative Executive Coordinator, Writing Center*

Brenda Leong, B.A., *Academic Resource Center Coordinator, Student Learning Center*

Mark Rabinovich, B.S., M.S., *College Laboratory Technician*

## **College Now Program**

Mary Anne Meyer, B.A., *Academic College Now Director*

## **Continuing Education and Workforce Development**

Hui-Yin Hsu, B.A., *Dean, Continuing Education and Workforce Development*

Arpy S. Coherian, B.A., M.S.Ed., *Director, Continuing Education*

Lori Conkling, B.A., M.A., *Continuing Education Director of Labor Market Research & Workforce Development*

Janett Hunter, B.S., *Continuing Education Manager*

Ekaterina Manafeeva, B.A., M.A., *Administrative Manager*

Jacqueline Montgomery, B.A., *Program Director*

Miatta Weisel, B.A., M.B.A., *Student Career Program Manager*

Yang Xu, B.A., M.S., *Continuing Education Coordinator*

## **CUNY Language Immersion Program & CUNY Start**

Bonnie Flaherty, B.A., Ed.D., *CUNY Start Academic Student Support Director*

Jamal Biggs, B.A., *CUNY Start/Math Program Support Specialist*

Lorena Castro, B.A., *Academic Program Specialist*

King Fung-Shelley, B.A., M.A., *CUNY Start/Math Program Support Specialist*

Monalisa Gomes, B.A., M.A., *CUNY Start/Math Program Support Specialist*

Marie Antonette James, B.A., M.A., *CUNY Start Administrative Coordinator*

Christina Morales, B.A., M.A., *CUNY Start Program Support Specialist*

Monica Sweeney de Gonzalez, B.A., *Academic ESL Program Specialist (CLIP)*

## **Grants/Sponsored Programs**

Jacinta Patrice-George, B.A., M.A., *Research Compliance Specialist*

Christine Spicknell, B.A., M.B.A., *Assistant Director*

SueAne Solares-Loza, B.A., *Administrative Coordinator*

## **Learning Center Student Resources STEM Advisers**

Gayathrie Amarasuriya, B.S., M.A., *Academy Advising Coordinator, Mathematics Learning Center*

Blaise Bennardo, B.A., M.A., *Academic Advising Coordinator, Student Learning Center*

Kendra Pierre, M.S.Ed., *Academy Adviser, Mathematics Learning Center*

Sidra Shamin, B.A., *Academy Adviser, Student Learning Center*



## **NYC Men Teach**

Emani Ramos-Byam, B.S., *Academic Student Support Manager,  
Office of Academic Affairs*

## **Port of Entry and Community Outreach**

Florence Tse, **B.Sc., M.Sc.**, *Director*

## **Project PRIZE (Liberty Partnerships Program)**

Yicel Nota-Latif, B.A., M.A., *Program Manager*

## **Registrar**

Emiko Sanchez, B.S., *Enrollment Registrar Director*

Xiao Yan Cai, A.S., B.S., *Enrollment Registrar Manager*

Doreen Fox-Herron, M.A., *Enrollment Registrar Manager*

Ingrid Jaramillo Estrella, B.S., *Enrollment Registrar Coordinator*

Catherine Lee, B.S., *Enrollment Registrar Coordinator,  
Records and Registration*

Robin Levine, B.A., *Project Assistant*

## **Student Athletics**

Jon Hochberg, A.S., B.S., M.A., *Student Athletics Director*

Joan Greenhut, B.A., M.A., Ph.D., *Advising Specialist*

Ivan Mak, B.S., *Student Athletic Trainer*

## **Transfer Resource Center**

Renee Rhodd, B.B.A., M.A., *Director*

Susan Madera, B.A., *Transfer Manager*

Lenny Sanchez, B.A., *Administrative Coordinator*

---

## **OFFICE OF FINANCE AND ADMINISTRATION**

William V. Faulkner, B.B.A., M.B.A., M.S. ED., C.P.A.,  
*Vice President for Finance and Administration*

### **Accounting and Related Entities**

Miguel Quiroz, B.A., M.B.A., *Director of Accounting  
and Related Entities, Finance Controller*

Chenxi (Stacy) Ding, B.A., M.S., *Finance Specialist*

Wilson Leung, B.S., M.B.A., *Finance Manager, Related Entities*

Susan George, B.A., *Finance Coordinator*

Lucy Shi, B.A., M.S., *Finance and Risk Management Manager*

Jiao Zhao, B.A., *Financial Reporting Revenue Manager*

## **Budget and Financial Services**

Ada Alvira, B.S., M.B.A., *Budget Director*

Mikhail Shkrab, B.S., M.B.A., *Finance Budget Specialist*

## **Buildings and Grounds**

Joseph Cartolano, *Chief Administrative Superintendent*

Kevin O'Brien, *Administrative Superintendent*

Vivi Tsarouhas, *Administrative Superintendent*

## **Bursar**

Christine Francavilla, B.S., M.A., M.F.A., *Director*

Lina Krasner, B.S., M.B.A., *Associate Bursar*

Sabrina Carollo, A.S., B.B.A., M.S., *Enrollment Bursar Coordinator*

Sau Chu (Jessica) Siu, B.A., *Enrollment Bursar Specialist*

Rita Ciardiello, B.S., *Enrollment Bursar Coordinator*

Joy Condello, B.A., M.S.W., *Enrollment Bursar Specialist*

Martina Hoyt, B.S., *Enrollment Bursar Coordinator*

Andrea Tangarife, A.S., B.S., *Enrollment Bursar Coordinator*

Laura Ulloa, B.S., *Enrollment Bursar Coordinator*

## **Campus Facilities**

Alvin Su, B.S., *Director of Facilities Planning*

## **Environmental Health and Safety**

Mel Rodriguez, B.S., *Environmental Health and Safety Director*

## **Finance and Administrative Services**

David Wasserman, M.B.A., M.S., *Executive Director for Finance  
and Administrative Operations*

Maryann Cuevas, *Supervisor, Stock Workers, Central Receiving*

Deams M. Dalencourt, B.S., *Finance Procurement Specialist,  
Purchasing*

Ninfina Ferrigno, B.S., *Finance Coordinator*

Henry Gavilanes, B.A., *Finance Payments Specialist*

Twana Lindsay, B.S., *Director, Accounts Payable*

Robert Liquori, B.B.A., *Finance Accounts Payable Specialist*

Gemma Martin, B.S., *Purchasing Director*

Marie McCann, B.A., *Finance Procurement Specialist*

Donnyce Powell, B.A., M.A., *Finance Procurement Specialist*

## **Security and Safety**

John M. Triolo, A.A., B.S., *Director*

Jack Black, A.A.S., B.A., *Lt. Assistant Director*

Sean White, A.A.S., B.A., *Lt. Assistant Director*

## OFFICE OF INSTITUTIONAL ADVANCEMENT

Rosemary Sullivan Zins, A.B., M.A., M.B.A.

*Vice President for Institutional Advancement*

Sajedeh (Saji) Sheerazi, B.S., *Development Officer*

Ronni Weprin, *Special Events Coordinator*

Charles Petz, B.A., *Database Specialist*

Mary H. Jones, B.S., *Confidential Executive Assistant*

### Art Gallery

Faustino Quintanilla, B.A. in Art, B.A. in Theology, B.A. in Philosophy,  
M.F.A., D.D., *Executive Director and Curator*

Lisa Scandaliato, B.A., *Assistant to the Director*

### Kupferberg Holocaust Center (KHC)

Laura Beth Cohen, B.A., M.A., M.S., Ph.D., *Executive Director*

Marisa Berman Hollywood, B.A., B.P.S., M.A., *Associate Director*

### Queensborough Performing Arts Center (QPAC), Facility Rentals

Susan Agin, B.A., M.S., *Executive and Artistic Director*

John Senise, B.A., *Events Specialist*

Lisa Schiffman, B.A., *Education Coordinator*

Vincent Ticali, B.A., *TV & Film Rentals*

John Funke, *Technical Director*

---

## OFFICE OF STUDENT AFFAIRS

Brian Kerr, B.A., M.P.S., Ed.D., *Vice President for Student Affairs*

Tikola Russell, B.A., M.A., *Assistant Dean for Student Development/  
Conduct*

Jennifer Klein, B.A., M.S., MSW, *Student Life Manager for Student  
Conduct*

Annette Lazaro, *Confidential Executive Coordinator*

Elisabeth Scheiner, M.A., *Manager Academic Success Programs*

### Academy Advisement

Michael Verdino, B.A., M.S., *Director*

#### Academy Advising Leads

##### Business Academy

Natalie Roopchand, A.S., B.A., M.S.,  
*Academy Advisement Manager*

##### Health Related Sciences Academy & Liberal Arts Academy

Gail Patterson, B.A., M.S., *Academy Advisement Manager*

##### Science, Technology, Engineering and Math (STEM) Academy

Scott Beltzer, A.A., B.S., *Academy Advisement Manager*

##### Visual & Performing Arts (VAPA) Academy

William Duque, A.A.S., B.B.A., *Academy Advisement Manager*

### Academy Advisers

Arthur Abramov, B.A., M.S., *Academy Adviser Specialist*

Patricia Beale, B.A., M.A., *Academy Adviser*

Ryan Brannan, M.M.S., *Academy Adviser Specialist*

Kadiffa Brown, B.S., M.S., *Academy Advising Specialist*

David Buckner, A.A., B.A., *Academy Adviser Specialist*

Mary Casatelli, B.A., M.L.S., *Academy Adviser*

Andre Coombs, B.S., *Academy Adviser*

Adrienne Crosson, B.A., M.S., *Academy Adviser*

Jose Holguin, B.A., M.A., *Academy Adviser Specialist*

Deborah Karlin, A.A., B.A., *Academy Adviser Specialist*

Kendra Mason, B.A., M.A., *Academy Adviser Specialist*

Carla McIntosh, B.A., M.A., *Academy Adviser Specialist*

Crystal Moscat, B.A., *Academy Adviser Specialist*

John Pian, B.A., *Academy Adviser Specialist*

Sabera Saadullah, M.A., *Academy Adviser Specialist*

Karen Salvador, B.A., *Academy Adviser Specialist*

Edna Spencer, B.A., M.S., *Academy Advising Specialist*

Mark Tullio, B.S., *Academy Advising Specialist*

### Admissions and Recruitment

Linda Evangelou, B.A., M.S., *Assistant Dean of Enrollment  
Management*

Edgar DeCastro, B.S., *Senior Adviser*

Kinyetta Atkins, B.A., *Admissions Coordinator for Transfer Services*

Thomas Byrnes, B.A., *Admissions Specialist*

Frank Del Gaiso, B.A., M.A., *Admissions Specialist*

Elpha Farrier, A.S., B.S., *Specialist/Operations and Processing*

Michelle Gluck, B.A., *Admissions Coordinator*

Edwin Gonzalez, B.A., *Admissions Coordinator*

Lisa Murphy, B.A., *Admissions Specialist for Transfers*

Aine O'Rourke, M.A., *Admissions Coordinator*

### Accelerated Study in Associate Programs (ASAP)

Alexandra Pyak, B.A., M.A., *Assistant Administrator, Executive  
Director*

Fatima Ali, B.A., M.A., *Student Manager*

Jackeline Almonte, B.S., M.S., *Student Manager*

Stephen Atkins, B.S., *Student Career Senior Adviser*

Caitlyn Bergmann, A.A., B.A., M.S., *ASAP Financial Aid Specialist*

Sara Brown, B.S., M.S., *Student Manager*

Annastacia Charles, A.A.S., B.A., *Student Manager*

Khadijah Cole, B.A., M.A., *Student Manager*

Juliana Dorcelus, B.S., M.A., *Student Manager*

Rosanna Fernandez, B.A., *Student Manager*

Matthew Flood, B.A., *Student Manager*

Morika Gopaul, B.S., M.S.Ed., *Program Coordinator*

Stephanie Guilbaud, B.A., M.B.A., *Program Coordinator*

**ASAP** (continued)

Stephanie Jerome, B.A., M.A., *Student Manager*  
 Naureen Khan, B.A., M.A., *Student Manager*  
 Matthew Konkel, B.S., M.S.Ed., *Student Manager*  
 Sheldon Lennard, A.A., B.A., M.A., *Student Manager*  
 Francis Magaldi, A.S., B.A., *Student Manager*  
 Angela McAleese, B.A., M.P.A., M.S.Ed., *Early Engagement Specialist*  
 Sharon McPartland, B.S., M.P.S., *Associate Director*  
 Anna O'Neal, B.S., *Administrative Coordinator*  
 Victoria O'Shea, B.A., M.S.Ed., *Student Manager*  
 Courtney Packer, B.S., M.S.Ed., *Program Manager/Associate Director*  
 Salvatore Pisciotta, B.A., *Student Manager*  
 Monica Ramirez, B.P.S., M.A., *Recruitment Coordinator*  
 Ranita Ramotar, B.A., M.S.Ed., *Student Manager*  
 Denise Ruiz, B.A., M.S., *Recruitment Coordinator*  
 Amanda Tambe, B.A., M.S.E., *Student Manager*  
 Bridget Tambini, M.S.E., B.A., *Student Manager*  
 Landrina Theus, B.S., M.S.W., *Student Manager*  
 Janine Uribe-Savva, B.A., M.S., *Student Manager*  
 Olivia Wong, B.S., M.S.Ed., *Student Manager*

**Career Services**

Connie Peluso, B.A., M.A., *Director*  
 Susanne Grossman, B.A., M.A., *Student Career Program Specialist/Internship Coordinator/Placement Adviser*  
 Sandra Williams Strauss, B.A., M.P.A., *Student Career Program Specialist/Career Advisement Coordinator/Placement Adviser*

**College Discovery**

Sandra Sacrestano, B.A., M.S., *Director*  
 Jeffrey Collins, B.S., M.S.Ed., *Academic Program Specialist*  
 Katwicia Desruisseaux, B.A., M.S.Ed., *Student Psychological Counselor*  
 Cynthia Puca, B.A., M.S., *Academic Student Support Specialist*  
 Kathryn Wong, B.A., M.S., *Academic Student Support Specialist*

**Counseling Center**

Dr. Wilma Fletcher-Anthony, M.S., Ph.D., *Professor, Senior Director*  
 Dr. Chanpreet K. Singh, M.A., Ph.D., *Student Psychological Counselor, Director*  
 Dr. Dorith Brodbar, M.A., Ph.D., *Student Psychological Counselor*  
 Dr. Sandra Bygrave-Dozier, M.A., Ph.D., *Professor, Student Psychological Counselor*  
 Ms. Gina Capozzoli, M.S., *Lecturer, Student Psychological Counselor*  
 Ms. Linda Ostrowe, M.S.Ed., *Student Psychological Counselor*  
 Dr. Jannette A. Urciuoli, M.S.W., Ph.D., *Associate Professor, Student Psychological Counselor*

**Financial Services**

Veronica Lukas, B.A., M.B.A., *Dean for Enrollment Management*  
 Mary Anne Langbart, B.S., M.B.A., *Associate Director, Financial Aid Manager*  
 Carla Guevara, B.S., M.A., *Financial Aid Specialist*  
 Maureen Kelly, B.A., M.A., M.B.A., *Financial Aid Specialist for State Programs*  
 Jeremy Manishor, B.S., M.P.A., *Financial Aid Specialist*  
 Karen O'Sullivan, B.A., M.A., *Associate Director*  
 Diana Pham, B.S., M.S., *Financial Aid Specialist*  
 Irvin Roff, B.A., C.P.A., *Financial Aid Manager, Loans Officer*  
 Francine Seiffer-Klingsberg, B.A., M.A., *Financial Aid Specialist*  
 Barbara Tunney, B.A., *Financial Aid Specialist of PELL*  
 Cindy Bei Wang, B.A., M.A., *Financial Aid Specialist*  
 Michelle Yeung, B.B.A., M.S., *Associate Director*

**Health Services**

Isabel Hocevar, R.N., *Nurse, Director*  
 Christine Mullin, R.N., *Staff Nurse*

**International Students and Center for Immigration**

Lampeto Efthymiou, M.A., *Manager of International Students*  
 Jeffrey Ballerini, M.A., *Academic Adviser*

**Military and Veterans Services**

Alexandra Venezian, B.S., M.S., *Student Life Specialist*

**New Student Engagement**

Karen Alleyne, B.A., *Enrollment Coordinator*

**Services for Students with Disabilities**

Ben-Ami Freier, B.S., M.A., *Director*  
 Carlos Herrera, B.S., *Assistant Director/Manager*  
 Andrew Muller, B.A., M.S., *Disability Accommodations Specialist*  
 Sheryl Sobel, M.S.W., *LEADS Support Specialist*

**Single Stop**

Amawati Gonesh, B.A., M.A., *Single Stop Program Administrator*  
 Melissa Brito, B.A., *Single Stop Coordinator*

**Student Activities**

Gisela Rivera, B.A., M.A., *Director of Student Leadership & Development*  
 Raymond Volel, B.A., *Student Life Specialist*

**Testing and Placement**

Antonio Contant, B.B.A., *Academic Testing Manager*

# CURRENT FACULTY & INSTRUCTIONAL STAFF

(AS OF AUGUST 2020)

## **Aalai, Azadeh**

*Assistant Professor, Social Sciences*  
Ph.D., Loyola University

## **Abramov, Arthur**

*Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academic Advising Specialist, Health Related Sciences Academy*  
B.A., M.S., CUNY Queens College

## **Adair, Arthur**

*Associate Professor, Speech Communication and Theatre Arts*  
B.A., State University of New York at Old Westbury;  
M.F.A., Brooklyn College

## **Adner, Haya**

*Professor, Mathematics and Computer Science*  
B.Sc., M.Sc., Technion Israel Institute; M.Phil., Ph.D., Columbia University

## **Agin, Susan**

*Higher Education Officer, Office of Institutional Advancement; OPAC Performing Arts Center, Director*  
B.A., M.S., CUNY Queens College

## **Ahn, Sunny**

*Higher Education Associate, Office of Human Resources and Labor Relations, Office of Faculty & Staff Relations; HR Manager for Instructional Staff Operations*  
B.A., Penn State University

## **Äikäs, Rose-Marie**

*Associate Professor, Social Sciences (Criminal Justice)*  
M.A., Ph.D., Rutgers University

## **Akceay, Zeynep**

*Assistant Professor, Mathematics and Computer Science*  
M.S., Florida State University; Ph.D. New Jersey Institute of Technology

## **Akpinar, Rezan**

*Assistant Professor, Health, Physical Education and Dance*  
A.S., B.A., M.S., New York College of Wholistic Health and Research, Doctor of Science Dental

## **Alexandratos, Jonathan**

*Instructor; Office of Academic Affairs, CUNY Start Program*  
M.F.A., CUNY Queens College

## **Ali, Fatima**

*Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP), ASAP Student Adviser*  
B.A., CUNY Queens College; M.A., Columbia University, Teachers College

## **Alizadeh, Changiz**

*Lecturer, Mathematics and Computer Science*  
B.S., Neumann College; M.S., Polytechnic University

## **Allen, Jules T.**

*Professor, Art and Design*  
B.A., M.S., San Francisco State University; M.F.A., CUNY Hunter College

## **Alleyne, Karen**

*Assistant to Higher Education Officer,, Office of Student Affairs; New Student Engagement, Enrollment Coordinator*  
A.S., Queensborough Community College;  
B.A., CUNY Hunter College

## **Almonte, Jackeline**

*Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP), Student Adviser*  
B.S., Nyack College; M.S., CUNY Queens College

## **Altimari, Michael**

*Lecturer, Biological Sciences and Geology*  
M.S., Adelphi University, Ph.D., St. John's University

## **Alves, Kathleen Tamayo**

*Associate Professor, English*  
B.A., John Jay College of Criminal Justice;  
M.A., D.A., St. John's University

## **Älvira, Ada**

*Higher Education Officer, Office of Finance and Administration; Budget Director*  
B.S., Mercy College; M.B.A., Pace University

## **Amarasuriya, Gayathrie**

*Assistant to Higher Education Officer, Office of Academic Affairs, STEM Advisement; Academic Advising Coordinator, Mathematics Learning Center*  
B.S., University of Sri Jayawardenapura,  
M.A., CUNY Queens College

## **An, Guozhen**

*Assistant Professor, Chemistry*  
B.S., Jilin University; M.A., CUNY Queens College

## **Anderson, Robert**

*Lecturer, Music*  
B.S., CUNY York College; M.M., New York University

## **Anderst, Leah**

*Associate Professor, English*  
B.A., Butler University;  
M.A., Ph.D., City University of New York

## **Andujar, Klebert**

*Senior College Laboratory Technician, Engineering Technology*  
A.A.S., DeVry College of New York

## **Anschlowar, Kurt**

*Instructor; Office of Academic Affairs, CUNY Start Program*  
B.B.A., Hofstra University; M.Ed., Louisiana State University

## **Arboleda, Nestor**

*Senior College Laboratory Technician, Office of Academic Affairs, Office of Academic Computing and eLearning*  
C.I.S., Queensboroug Community College

## **Arlia, Maria**

*Instructor; Office of Academic Affairs, CUNY Language Immersion Program (CLIP)*  
M.S., Hofstra University

## **Armendariz, Raul**

*Associate Professor, Physics*  
Ph.D., New Mexico State University

## **Armstrong, Daniel**

*Associate Professor; Health, Physical Education and Dance*  
M.S., Brooklyn College; D.P.T., CUNY Hunter College

## **Aspromatis, Martha**

*Higher Education Associate, Office of President, Office of Legal Affairs; HR Employee Relations Manager*  
B.A., State University of New York at Oswego;  
M.S.L.I.S., Long Island University, C. W. Post

## **Assassi, Parisa**

*Assistant Professor, Health, Physical Education and Dance*  
M.A., The Tehran University of Medical Sciences;  
M.A., Ph.D., University of Texas Health Science Center at Houston, School of Public Health

## **Atik, Aliza**

*Associate Professor, English*  
B.A., CUNY Queens College;  
Ph.D., State University of New York at Stony Brook

## **Atkins, Kinyetta**

*Assistant to Higher Education Officer, Office of Student Affairs, Admissions; Coordinator for Transfer Services*  
B.A., North Carolina Agricultural and Technical State University

## **Atkins, Stephen**

*Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP), Career & Employment Specialist*  
B.S., State University of New York at Old Westbury

## **Ault, Jennifer**

*Instructor; Office of Academic Affairs, CUNY Language Immersion Program (CLIP)*  
Diploma of Acting from Gatown Actor's Studio; B.A., M.A., University of Victoria; TESLK Certification from Archer College

## **Avens, Indra**

*Lecturer, Foreign Languages and Literatures*  
M.Phil., City University of New York

## **Baek, Namsik**

*Assistant to Higher Education Officer, Academic Resource Center Coordinator, Mathematics and Computer Science*  
M.A., CUNY Queens College;  
M.Ed., Korea University

## **Bales, Peter**

*Professor, Social Sciences and History*  
B.S., Northwestern University; M.A., C.W. Post Campus, Long Island University; Ph.D., State University of New York at Stony Brook

## **Ballerini, Jeffrey**

*Assistant to Higher Education Officer, Office of Student Affairs; Academy Adviser, Center for International Affairs, Immigration and Study Abroad*  
B.A., University of Rochester, M.A., CUNY Queens College

## **Bateman, Kitty**

*Professor, English*  
B.A., Douglass College; M.A., New York University;  
J.D., CUNY Law School at Queens College

## **Bayer, Tina**

*Associate Professor, Nursing*  
M.S., State University of New York at Stony Brook;  
A.N.P.C., State of New York

## **Beale, Patricia**

*Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academic Advising Specialist, Liberal Arts Academy*  
B.A., M.A., CUNY Queens College

## **Beckford, Ian**

*Higher Education Officer, Office of Academic Affairs, Center for Excellence in Teaching and Learning (CETL); Director, Policy Analysis General Education/Student Learning Outcomes*  
Ed.D., University of Pittsburgh

## **Bejar, Denis**

*Higher Education Officer, Office of Academic Affairs, Center for Excellence in Teaching and Learning (CETL); Academic Applications Director, Institutional Support*  
B.A., CUNY Queens College, M.B.A., State University of New York at Stony Brook

# CURRENT FACULTY & INSTRUCTIONAL STAFF

**Bellovary, Jillian**

*Assistant Professor, Physics*  
M.S., Ph.D., University of Washington

**Beltzer, Scott**

*Higher Education Associate, Office of Student Affairs, Academy Advisement; Academy Advisement Manager, S.T.E.M. Academy*  
A.A., Suffolk Community College; B.S., Adelphi University

**Bennardo, Blaise**

*Assistant to Higher Education Officer, Office of Academic Affairs; S.T.E.M. Adviser, Math Learning Center*  
B.A., St. Joseph's University; M.A., St. John's University

**Bergmann, Caitlyn**

*Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP), ASAP Financial Aid Specialist*  
A.A., Nassau Community College; B.A., CUNY Queens College; M.S., New York Institute of Technology

**Berkhout, Bjorn**

*Associate Professor and Chairperson, Music*  
D.M., Northwestern University

**Berman, Mark**

*Higher Education Associate, Office of Chief Operating Officer & Senior Vice President; Information Technology, Academic Applications Manager*  
B.A., State University of New York at New Paltz

**Berry, Emily**

*Associate Professor, Health, Physical Education and Dance*  
B.A., University of Michigan;  
M.F.A., George Mason University

**Bhansali, Punita**

*Assistant Professor, Biological Sciences and Geology*  
B.S., Massachusetts Institute of Technology; M.A., M.Phil., Ph.D., Columbia University

**Bialo-Padin, Aithne**

*Lecturer, History*  
B.A., CUNY Queens College; M.A., University of California

**Biggs, Jamal**

*Higher Education Assistant; Office of Academic Affairs, CUNYStart Program; CUNYStart Math Program Support Specialist*  
B.A., Stony Brook University

**Birchfield, Belle**

*Professor, Engineering Technology*  
B.S., M.S., M.Phil., Ph.D., Columbia University

**Black, Jack**

*Assistant College Security Director, Lieutenant, Public Safety*  
A.A.S., Columbia Junior College, South Carolina;  
B.A., CUNY John Jay College of Criminal Justice

**Blake-Campbell, Barbara**

*Professor, Nursing*  
M.S., Adelphi University; R.N., State of New York; Ph.D., Capella University

**Blick, William**

*Assistant Professor, Library*  
B.A., M.A., M.L.I.S., CUNY Queens College

**Boccio, Dona V.**

*Professor, Mathematics and Computer Science*  
B.A., M.S., New York University; Ph.D., The City University of New York

**Bonaparte, Layne L.**

*Lecturer, Business*  
B.S., CUNY Medgar Evers College; M.S., Polytechnic Institute of New York

**Boodhoo, Compton**

*College Laboratory Technician, Library*  
A.A.S., Queensborough Community College

**Boodhoo, Leila**

*Instructor; Office of Academic Affairs, CUNY Language Immersion Program (CLIP)*  
M.A., Teachers College, Columbia University

**Bordoni, Adrian**

*Lecturer, Social Sciences*  
B.A., M.A., Columbia University; M.A., CUNY John Jay College for Criminal Justice

**Borrachero, Aránzazu**

*Professor, Foreign Languages and Literatures*  
M.S.Ed., Ph.D., The City University of New York

**Boyadzhiev, Lyubomir I.**

*Assistant Professor, Mathematics and Computer Science*  
B.Sc., M.Sc., Ph.D., Sofia University, Bulgaria-

**Brannon, Ryan**

*Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academic Advisement Specialist, STEM Academy*  
B.S., Adelphi University; M.S., Long Island University, C. W. Post

**Braxton, Cecelia**

*Instructor; Office of Academic Affairs, CUNY Start Program*  
B.A., Swarthmore College; M.F.A., CUNY Brooklyn College; Ph.D., City University of New York

**Brito, Melissa**

*Assistant to Higher Education Officer, Office of Student Affairs, Single Stop/Financial Aid; Academic Advising Coordinator*  
B.A., CUNY Hunter College

**Brodbar, Dorith**

*Higher Education Associate, Office of Student Affairs, Student Psychological Counselor, Counseling Office*  
M.A., Ph.D., The New School for Social Research

**Brown, Kadiffa**

*Higher Education Assistant; Office of Student Affairs, Academy Advisement; Academic Advising Specialist, S.T.E.M. Academy*  
B.S., CUNY Medgar Evers College; M.S., CUNY School of Professional Studies

**Brown, Sara**

*Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP), Student Adviser*  
B.A., University of Buffalo; M.S., New York Institute of Technology

**Buckner, David**

*Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academic Advising Specialist, Liberal Arts Academy*  
A.A., Queensborough Community College;  
B.A., CUNY Hunter College

**Bukvich-Nichols, Svjetlana**

*Assistant Professor, Music*  
B.A., Sarajevo University Academy of Music;  
M.F.A., Rensselaer Polytechnic Institute

**Bulawa, Andrew**

*Associate Professor, Mathematics and Computer Science*  
B.S., M.S., Idaho State University; Ph.D., State University of New York at Stonybrook

**Buoncora, John**

*Lecturer, Engineering Technology*  
M.S., Polytechnic University

**Byas, Trikartikaningsih**

*Associate Professor, English*  
A.S., LaGuardia College; B.S., Adelphi University;  
M.S., New York University College of Nursing;  
Ph.D., Indiana University of Pennsylvania

**Byers, Patrick**

*Assistant Professor, Social Sciences*  
B.A., Clark University; Ph.D., CUNY Graduate Center

**Byfield, Carlene**

*Assistant Professor, Nursing*  
B.S., Adelphi University; M.S., New York University, College of Nursing; D.N.P., North Eastern University

**Bygrave-Dozier, Sandra L.**

*Professor, Office of Student Affairs*  
B.A., New York University; M.A., Ph.D., Hofstra University

**Byrnes, Thomas**

*Higher Education Assistant, Office of Student Affairs, Office of Admissions, Admissions Specialist*  
A.S., Queensborough Community College;  
B.A., CUNY Queens College

**Cai, Xiao Yan**

*Higher Education Associate, Office of Academic Affairs; Office of the Registrar, Enrollment Registrar Manager*  
A.S., B.S., Touro College

**Calise, Archie J.**

*Higher Education Officer, Office of Chief Operating Officer & Senior Vice President; Institutional Research Senior Director*  
B.A., The City College of New York; M.A., Ph.D., Fordham University

**Callwood, Arlene**

*Instructor; Office of Academic Affairs, CUNY Start Program*  
B.S., Pace University; M.S., CUNY Brooklyn College

**Cambre, Javier**

*Associate Professor, Art and Design*  
M.F.A., Art Institute of Chicago

**Cantor, Diane**

*Assistant to Higher Education Officer, Office of the President, Human Resources and Labor Relations, Office of Adjunct Services; HR Coordinator*  
B.A., CUNY Queens College

**Capozzoli, Gina**

*Lecturer, Office of Student Affairs*  
M.S., Long Island University-Brooklyn

**Caravanos, Barbara**

*Higher Education Assistant, Administrative Specialist, Nursing Resource Center*  
B.A., CUNY Hunter College

**Carmona, Naydu**

*Associate Professor, Biological Sciences and Geology*  
B.A., Manhattanville College; Ph.D., The City University of New York

**Carollo, Sabrina**

*Assistant to Higher Education Officer, Office of Finance and Administration; Office of Bursar, Enrollment Bursar Coordinator*  
A.S., CUNY Queensborough Community College;  
B.B.A., CUNY Bernard M. Baruch College; M.S. Walden University

**Carpentier, Marc**

*Administrator, Office of Chief Operating Officer & Senior Vice President, Executive Director for Resource Planning and Analytics*  
B.S., Columbia University and Providence College

# CURRENT FACULTY & INSTRUCTIONAL STAFF

**Carroll, Elizabeth**

*Instructor; Office of Academic Affairs, CUNY Start Program*  
B.A., M.A., State University of New York at Binghamton

**Carroll, Julia**

*Professor, English*  
B.A., American College, Switzerland; M.A., Columbia University; Ph.D., New York University

**Carter, Ronaldo**

*Senior College Laboratory Technician, Music*  
A.A.S., Queensborough Community College

**Cartolano, Joseph P.**

*Chief Administrative Superintendent, Campus Buildings and Grounds, Office of Finance and Administration*

**Carvajal, Beata Warchol**

*Lecturer, Mathematics and Computer Science*  
B.A., M.A., CUNY Queens College

**Casatelli, Mary**

*Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academic Advising Specialist, Liberal Arts Academy*  
B.A., CUNY Lehman College; M.L.S., CUNY Queens College

**Castro, Lorena**

*Higher Education Assistant; Office of Academic Affairs, CUNY Start Program; Academic Program Specialist*  
B.A., Fordham University

**Cercone, Alisa**

*Lecturer, English*  
B.A., M.A., Fordham University

**Cesarano, Michael**

*Associate Professor, Speech Communication and Theatre Arts*  
M.F.A., Brooklyn College

**Chan, Lukka (Lawrence)**

*Senior College Laboratory Technician, Library*

**Chang, JoAnne Chiung-Wen**

*Professor, Music*  
M.M., Manhattan School of Music, Ed.D., Columbia University, Teacher's College

**Charles, Anastacia**

*Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP), Student Adviser*  
A.A.S., Borough of Manhattan Community College; B.A., CUNY Hunter College

**Chauhan, Moni**

*Professor, Chemistry*  
B.S., M.S., Kanpur University, India; Ph.D., Université Montpellier II, France

**Chaves, Carolina**

*Assistant Professor, Foreign Languages and Literatures*  
Ph.D., The City University of New York Graduate Center

**Che, Charissa**

*Assistant Professor, English*  
B.A., Pace University M.A., College of Staten Island; Ph.D., University of Utah

**Chen, Shirley**

*Higher Education Officer, Office of Chief Operating Officer & Senior Vice President, Associate Budget Director*  
B.A., CUNY Queens College

**Cheng, Ka (Alex)**

*College Laboratory Technician, Academic Computing Center*  
A.S., Queensborough Community College; B.B.A., CUNY Queens College

**Cheng, Steven**

*Lecturer, Mathematics and Computer Science*  
B.S., M.A., New York University

**Cheung, Tak David**

*Professor, Physics*  
B.A., University of Chicago; M.S., Ph.D., University of Illinois

**Chiu, Kwai Bon**

*Lecturer, Mathematics and Computer Science*  
B.S., M.A., St. John's University

**Cho, Jung M.**

*Lecturer, Library*  
M.L.S., CUNY Queens College

**Chropufka, Mark**

*Higher Education Officer, Office of Academic Affairs, Office of Academic Computing and eLearning; Academic Technology Director*  
B.S. State University of New York at Binghamton; M.B.A., St. John's University

**Ciardello, Rita**

*Assistant to Higher Education Officer, Office of Finance and Administration; Office of Bursar, Enrollment Bursar Coordinator*  
B.S., CUNY Berkeley College

**Cifone, Danielle**

*Lecturer, Mathematics and Computer Science*  
B.A., M.A., CUNY Herbert H. Lehman College

**Cimino, Alison**

*Lecturer, English*  
B.A., Trinity College; M.A., Texas State University

**Clingan, Edmund**

*Professor, History*  
B.A., CUNY Queens College  
Ph.D., University of Wisconsin at Madison

**Coffey, Annemarie**

*Lecturer, Art & Design*  
B.F.A., School of the Art Institute of Chicago; M.A., CUNY Hunter College; M.F.A., CUNY Queens College;

**Cohen, Laura**

*Higher Education Officer, Office of Institutional Advancement; Kupferberg Holocaust Center, Director*  
B.A., Florida State University; M.A., New School University; Ph.D., Rutgers University

**Coherian, Arpy S.**

*Higher Education Officer; Office of Academic Affairs, Continuing Education & Workforce Development; Director of Continuing Education*  
B.A., M.S.Ed., CUNY Queens College

**Colalillo, Georgina**

*Professor, Nursing*  
B.S., CUNY Hunter College; M.S., Adelphi University; R.N., State of New York

**Cole, Khadijah**

*Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP), Student Adviser*  
B.A., State University of New York at Albany; M.A., City University of New York

**Collins, Jeffrey**

*Higher Education Assistant, Office of Student Affairs; College Discovery, Academic Program Specialist*  
B.A., M.S.Ed., University of Idaho

**Condello, Joy**

*Higher Education Assistant, Office of Finance and Administration; Bursar Specialist*  
B.A., M.A., Long Island University

**Conkling, Lori**

*Higher Education Officer; Office of Academic Affairs, Continuing Education & Workforce Development; Director of Labor Market Research & Workforce Development*  
B.A., Lehman College; M.A., Northwestern University

**Contant, Antonio**

*Higher Education Associate, Office of Student Affairs; Academic Testing Manager, Testing Office*  
B.B.A., M.B.A., CUNY Bernard M. Baruch College

**Coombs, Andre**

*Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academic Advising Specialist, Liberal Arts Academy*  
B.S., New York City College of Technology

**Cornelius, Djeon**

*College Laboratory Technician*  
A.S., Queensborough Community College

**Cornick, Jonathan**

*Associate Professor, Mathematics and Computer Science*  
Ph.D., Northern Illinois University

**Corona, Raquel**

*Lecturer, English*  
B.A., Cornell University; M.A., State University of New York at Binghamton

**Corradetti, Arthur**

*Dean for Institutional Effectiveness; Office of Academic Affairs*  
B.A., CUNY Queens College; M.Phil., Ph.D., The City University of New York

**Counihan, Beth**

*Associate Professor, English*  
B.A., Fordham University; M.A., CUNY Herbert H. Lehman College; Ph.D., The City University of New York

**Couto-Pinheiro, Susana Filipa**

*Assistant Professor, Mathematics and Computer Science*  
Ph.D., University of Oporto

**Crosson, Adrienne**

*Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academic Advising Specialist, Liberal Arts Academy*  
B.A., CUNY Queens College; M.S., Fordham University

**Culkin, Joseph W.**

*Professor, Social Sciences (Psychology)*  
B.S., Loyola University; M.A., Ph.D., New School for Social Research

**Cupelli, Lorraine A.**

*Associate Professor, Nursing*  
B.S.N., Adelphi University; M.S., C. W. Post Long Island University; R.N., State of New York

**D'Agnes, Suzanne B.**

*Lecturer, Business*  
B.A., CUNY Queens College; M.B.A., Fordham University

# CURRENT FACULTY & INSTRUCTIONAL STAFF

**Dahlke, Steven**

*Associate Professor, Music*  
D.M.A., University of Southern California

**Dalencourt, Deams M.**

*Higher Education Assistant, Office of Finance and Administration, Purchasing; Finance Procurement Specialist*  
B.S., CUNY York College

**Damas, M. Chantale**

*Associate Professor, Physics*  
M.S., Montana State University; Ph.D., University of California

**D'Amato, Richard**

*Higher Education Associate, Office of the President; Office of Marketing and Communications; Administrative Manager, Printing Services*

**D'Amore, Eliza**

*Instructor; Office of Academic Affairs, CUNY Language Immersion Program (CLIP)*  
M.A., The New School

**Danielsson, Sarah**

*Professor, History*  
B.A., The City University of New York; Ph.D., University of Minnesota

**Danisman, Yusuf**

*Assistant Professor, Mathematics and Computer Science*  
B.S., Bilkent University; Ph.D., Ohio State University

**Danzi, Sara**

*Associate Professor, Biological Sciences and Geology*  
B.S., State University of New York at Albany; M.A., Hofstra University; Ph.D., MPhil, The City University of New York

**Darcy, Jean**

*Professor, English*  
B.A., Hofstra University; M.Phil., Ph.D., The City University of New York

**D'Arista, Umberto**

*Lecturer, Foreign Language and Literatures*  
B.A., CUNY Hunter College; M.A., New York University

**Davies, Rondi**

*Assistant Professor, Biological Sciences and Geology*  
B.A., University of Sidney; Ph.D., Macquarie University

**Davis, Edward**

*Associate Professor, Engineering Technology*  
B.S., M.S., New York Institute of Technology; R.A., State of New of New York

**DeCastro, Edgar**

*Higher Education Assistant, Office of Student Affairs; Office of Admissions, Admissions Senior Adviser*  
B.S., St. John's University

**December, Lourdes**

*Assistant to Higher Education Officer, Office of the President, Office of Title IX Compliance; Administrative Coordinator*  
B.A., CUNY John Jay College of Criminal Justice

**Dehipawala, Sunil**

*Associate Professor, Physics*  
M.A., CUNY Queens College; M.Phil; Ph.D., The City University of New York

**Del Gaiso, Frank**

*Higher Education Assistant, Office of Student Affairs, Office of Admissions, Admissions Specialist*  
B.A., M.A., St. John's University

**Delgado, Belinda**

*Higher Education Officer, Office of the President, Office of Title IX Compliance, Confidential Executive Officer/Compliance and Title IX*  
B.A., St. John's University; J.D., Touro Law Center

**DellaPina, Mildred**

*Higher Education Associate, Office of the President; HR Manager, Adjunct Services, Human Resources and Labor Relations*  
B.A., M.A., CUNY Queens College

**DeMarco, Michael**

*Lecturer, Social Sciences*  
B.A., William Patterson College; J.D., New England School of Law

**Demas, Jason**

*Assistant Professor, Health, Physical Education and Dance*  
B.S., M.S., Brooklyn College

**Denbo, Elise**

*Assistant Professor, English*  
M.A., CUNY Queens College;  
D.A., St. John's University

**Dennihy, Melissa**

*Assistant Professor, English*  
B.A., M.A., Binghamton University;  
M.Phil., Ph.D., The City University of New York

**Desepoli, Gene**

*Lecturer, Health, Physical Education and Dance*  
B.S., State University of New York at Stonybrook;  
D.C., New York Chiropractic College

**Desruisseaux, Katwicia**

*Higher Education Associate, Office of Student Affairs; College Discovery, Student Psychological Counselor*  
B.A., CUNY Queens College; M.S. Ed., Fordham University

**Di Dio, Stephen**

*Vice President and Chief Communication Marketing Officer, Office of the President, Office of Marketing and Communications*  
B.A., Marymount College; M.A., Columbia University

**Diaz, Noelia**

*Assistant Professor, English*  
B.A., CUNY Hunter College; M.A., M.Phil., Ph.D., The City University of New York

**DiGiorgio, Liz**

*Assistant Professor, Art and Design*  
B.F.A., Cooper Union; M.F.A, CUNY Hunter College

**Ding, Chenxi (Stacy)**

*Higher Education Assistant, Office of Finance and Administration, Accounting & Related Entities; Finance Specialist*  
B.A., M.S., State University of New York at Buffalo

**Dolan, Michael**

*Lecturer, English*  
M.A., CUNY Queens College

**Donahue, Michael**

*Higher Education Officer, Office of the President; Marketing and Communications, Communications and College Relations Director*  
B.A., Fordham University

**Donley, Robert W.**

*Assistant Professor, Mathematics and Computer Science*  
B.A., M.A., University of Pennsylvania; Ph.D., State University of New York at Stonybrook

**Dorcelus, Juliana**

*Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs, Student Adviser*  
B.S., State University of New York at Old Westbury;  
M.A., Stonybrook University

**Doyle, Alice**

*Higher Education Associate, Office of the President; Marketing and Communications, Communications College Relations Manager*  
B.A., University of Maryland-College Park

**Drini, Merlinda**

*Associate Professor, Engineering Technology*  
M.E., M.Phil., Ph.D., The City University of New York

**Dupre, Joan**

*Assistant Professor, English*  
M.A., CUNY Queens College;  
Ph.D., The City University of New York

**Duque, William**

*Higher Education Associate, Office of Student Affairs, Academy Advisement; Academy Advisement Manager, Visual and Performing (VAPA) Arts Academy*  
B.B.A., CUNY Bernard M. Baruch College

**Edlin, Margot**

*Professor, English*  
M.A., Adelphi University; Ed.D., Columbia University

**Efthymiou, Lampeto**

*Higher Education Associate, Office of Student Affairs; Manager of International Students, Center for International Affairs, Immigration and Study Abroad*  
B.A., Boston University; M.A., St. John's University

**Ellerton, Sharon**

*Professor, Biological Sciences and Geology*  
Ph.D., State University of New York at Health Science Center Brooklyn

**Ellis, Lorena**

*Professor, Foreign Languages and Literatures*  
B.A., University of Sao Paulo; M.A., M.A., Ph.D., New York University

**Evangelou, Linda**

*Assistant Dean of Enrollment Management, Office of Student Affairs*  
B.A., M.S., The College of New Rochelle

**Farrier, Elpha**

*Higher Education Assistant, Office of Student Affairs; Office of Admissions, Specialist/Operations and Processing*  
A.S., Queensborough Community College; B.A., M.S.Ed., CUNY Bernard M. Baruch College

**Faulkner, William**

*Vice President for Finance and Administration, Office of Finance and Administration*  
B.A., M.B.A., Pace University; C.P.A., New York State

**Ferdenzi, Anita C.**

*Professor, Social Sciences*  
B.A., M.S.Ed., CUNY Queens College; Prof. Dipl., Ed.D., St. John's University

# CURRENT FACULTY & INSTRUCTIONAL STAFF

**Ferguson, Naomi**

Assistant to Higher Education Officer, Office of Academic Affairs; Center for Tutoring and Academic Support, Academic Resource Center Coordinator, Writing Center  
B.A., CUNY Bernard M. Baruch College

**Fernandez, Rosanna**

Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP), Student Adviser  
B.A., St. John's University

**Ferrari-Bridgers, Franca**

Associate Professor, Speech Communication and Theatre Arts  
M.A., Brooklyn College; Ph.D., New York University

**Ferrigno, Ninfina**

Assistant to Higher Education Officer, Office of Finance and Administrative Services; Finance and Administration, Finance Coordinator  
B.S., St. John's University

**Fichera, Victor**

Higher Education Associate; Office of Chief Operating Officer & Senior Vice President, Institutional Research and Assessment; Principle Investigator; Academic Assessment  
B.A., CUNY Queens College; Ph.D., The City University of New York

**Fitzgerald-Royce, Deborah**

Professor, Nursing  
B.S., M.S., Adelphi University; R.N., State of New York

**Flaherty, Bonnie**

Higher Education Officer; Office of Academic Affairs, CUNYStart Program; CUNYStart Academic Student Support Director  
B.A., University of Iowa; M.A., CUNY Hunter College; Ed.D., St. John's University

**Fletcher-Anthony, Wilma**

Professor, Office of Student Affairs; Senior Director, Counseling Services  
B.Ed., University of the West Indies; M.S., Arizona State University; Ph.D., Capella University

**Flood, Matthew**

Higher Education Assistant, Office of Student Affairs, Accelerated Study in Associate Programs (ASAP), Student Adviser  
B.A., College of St. Rose

**Florman, Lois**

Executive Counsel to the President and Legal/Labor Designee; Office of President, Office of Legal Affairs  
B.A., J.D., Hofstra University

**Ford, Kelly**

Associate Professor, Business  
B.B.A., Dowling College; M.B.A., Molloy College

**Ford, Robin**

Assistant Professor, English  
M.A., Ph.D., New York University

**Ford, Wendy**

Associate Professor, Business  
B.S., Hofstra University; M.S., University of New Haven; Ph.D., Long Island University

**Fox-Herron, Doreen**

Higher Education Associate, Office of Academic Affairs; Office of the Registrar, Enrollment Registrar Manager  
M.A., Fordham University

**Fragopoulos, George**

Associate Professor, English  
Ph.D., The City University of New York

**Francis, Leslie**

Associate Professor, Business  
J.D., St. John's University

**Francavilla, Christine**

Higher Education Officer, Office of Finance and Administration; Office of Bursar, Director  
B.S., St. John's University, M.A., New York University; M.F.A., Long Island University, Brooklyn Campus

**Franco, Maria Mercedes**

Associate Professor, Mathematics and Computer Science  
M.S., Ph.D., Cornell University

**Franzese, Janet**

Assistant Professor, Nursing  
B.S., M.S., State University of New York at Stony Brook

**Frary, Barbara**

Lecturer, Business  
B.S., St. Joseph's University; M.S., St. John's University

**Freier, Ben Ami**

Higher Education Officer, Office of Student Affairs; Services for Students with Disabilities, Director  
B.A., Excelsior College; M.A., CUNY Queens College

**Friedman, Elaine**

Lecturer, Speech Communication and Theatre Arts  
B.A., CUNY Queens College; M.S., Columbia University, Teachers College; D.D.S., New York University

**Frishman, Steven**

Lecturer, Biological Sciences and Geology  
A.A.S., New York City College of Technology; B.S., Western Michigan University; M.A., CUNY Brooklyn College

**Fulton, Ari**

Assistant Professor, Speech Communication and Theatre Arts  
B.F.A., DePaul University; M.F.A., New York University

**Fung-Shelley, King**

Higher Education Assistant; Office of Academic Affairs, CUNYStart Program; CUNYStart/Math Program Support Specialist  
B.A., CUNY Bernard M. Baruch College; M.A. New York University

**Funk, Jonathon R.**

Assistant Professor, Mathematics and Computer Science  
B.Sc., M. Sc., University of Saskatchewan; Ph.D., McGill University

**Gadura, Nidhi**

Professor and Chairperson, Biological Sciences and Geology  
B.S., CUNY York College; M.Phil., CUNY Queens College; Ph.D., The City University of New York

**Galvin, Jeanne**

Professor, Chief Librarian  
M.A., Fordham University; M.L.S., CUNY Queens College

**Gamino, William Anthony**

Higher Education Officer, Office of the President; Marketing and Communications, Director of Creative Services  
B.A., City College of New York; B.F.A., Georgia State College; M.S., The New School

**Garbin, Daniel**

Associate Professor, Mathematics and Computer Science  
B.S., CUNY Queens College; Ph.D., The City University of New York

**Garcia, Susan**

Lecturer, Health, Physical Education and Dance  
M.S., Adelphi University

**Garcia, Yessenia**

Assistant to Higher Education Officer, Office of the President; Office of Affirmative Action, Pluralism and Diversity; Administrative Coordinator

**Garcia-Conde, Luisa**

Associate Professor, Foreign Languages and Literatures  
B.A., M.A., University of Puerto Rico; Ph.D., The City University of New York

**Gavilanes, Henry**

Higher Education Assistant, Office of Finance and Administration, Accounts Payable; Finance Payments Specialist  
B.A., CUNY Queens College

**Gayle, Marvin**

Associate Professor, Engineering Technology  
A.A.S., Queensborough Community College; M.E.E., B.E.E., The City College of New York, P.E., State of New York

**Geasor, James**

Higher Education Assistant, Office of the President, Marketing and Communications; Communications Specialist/Publications Writer  
B.A., Hofstra, University

**Geismar, Aviva**

Associate Professor, Health, Physical Education and Dance  
B.F.A., New York University; M.F.A., University of Wisconsin

**George, Susan**

Assistant to Higher Education Officer, Office of Finance and Administration, Accounting & Related Entities; Finance Coordinator  
B.A., CUNY Queens College

**Georgilis, Shenaz**

Associate Professor, Nursing  
B.S.N., M.S.N., Molloy College

**Ghoshal, Sarbani**

Assistant Professor, Biological Sciences and Geology  
M.S., University of Kentucky; Ph.D., University of Calcutta, India

**Gluck, Michelle**

Assistant to Higher Education Officer, Office of Student Affairs; Office of Admissions, Admissions Coordinator  
B.A., CUNY Queens College

**Gmuca, Angela**

Higher Education Associate, Office of Faculty and Staff Relations; Office of Human Resources and Labor Relations, Deputy Director of Faculty Staff Relations  
B.A., CUNY Queens College

**Goldenberg, Joseph**

Associate Professor, Engineering Technology  
M.S., New York Polytechnic Institute

**Goldhammer, Eva**

Associate Professor, Social Sciences  
B.A., M.A., CUNY Queens College; Ph.D., The City University of New York

**Golebiewska, Urszula**

Associate Professor, Biological Sciences and Geology  
Ph.D., State University of New York at Stony Brook



# CURRENT FACULTY & INSTRUCTIONAL STAFF

**Gomes, Monalisa**

Higher Education Assistant; Office of Academic Affairs,  
CUNYStart Program; CUNYStart/Math Program Support  
Specialist

B.A., CUNY Queens College; M.A., King's College,  
University of London

**Gonesh, Amawati**

Higher Education Assistant, Office of Student Affairs; Single  
Stop Administrator, Office of Single Stop

A.A., LaGuardia College; B.A., M.A., CUNY Queens  
College

**Gonzalez, Edwin**

Assistant to Higher Education Officer, Office of Student Affairs;  
Office of Admissions, Admissions Coordinator

B.A., CUNY Berard M. Baruch College

**Gonzalez (Sweeney), Monica**

Higher Education Assistant; Office of Academic Affairs, CUNY  
Language Immersion Program (CLIP); Academic ESL Program  
Specialist

B.A., CUNY Queens College

**Gopaul, Morika**

Higher Education Assistant, Office of Student Affairs,  
Accelerated Study in Associate Programs (ASAP), Student Adviser

B.A., CUNY Hunter College; M.S.Ed. Bernard M.  
Baruch College

**Gordon, Elizabeth S.**

Higher Education Officer, Office of Chief Operating Officer  
and Senior Vice President; Information Technology, Academic  
Technology Director

B.A., CUNY Herbert H. Lehman College; M.A. CUNY  
Queens College

**Gordon, John**

Lecturer, Mathematics and Computer Science

B.S., Rensselaer Poly Technical Institute; M.S., M.A.,  
University of Wisconsin; Ph.D., Polytechnic Institute  
of New York

**Greenhut, Joan**

Higher Education Assistant, Office of Academic Affairs; Advising  
Specialist, Student Athletics

B.A., Brandeis University; M.A., Boston University;  
Ph.D., Rice University

**Griefen, Katherine**

Lecturer, Art and Design

B.A., State University of New York at Purchase;  
M.A., CUNY Hunter College

**Grossman, Susanne**

Higher Education Assistant, Office of Student Affairs; Student  
Career Program Specialist, Career Services

B.A., M.A., CUNY Queens College

**Guevara, Carla**

Higher Education Assistant, Office of Student Affairs; Financial  
Services, Financial Aid Specialist

B.B.A., Briarcliff College; M.B.A., Dowling College

**Guilbaud, Stephanie**

Assistant to Higher Education Officer, Office of Student Affairs;  
Accelerated Study in Associate Programs (ASAP); Program  
Coordinator

B.A., Hofstra University; M.B.A., CUNY Bernard M.  
Baruch College

**Guo, Weni**

Associate Professor, Physics

M.S., Ph.D., State University of New York at Buffalo

**Gurtas, Yusuf**

Associate Professor, Mathematics and Computer Science

B.S., Middle East Technical University; M.S., Ph.D.,  
University of California

**Hall, Jr., Clarence**

Assistant Professor, History

B.S., M.A., Binghamton University; Ph.D., Stony Brook  
University

**Hammel, Stephen**

Associate Professor, Business

J.D., Touro College, Jacob D. Fuchberg Law Center

**Hammer, Ruchel**

Senior College Laboratory Technician, Biological Sciences and  
Geology

A.S., Queensborough Community College

**Haro, Enrique**

Senior College Laboratory Technician, Engineering Technology

A.A.S., Queensborough Community College; B.S.,  
Farmingdale State University

**Harper, Brian**

Office of the President; Office of Marketing and  
Communications; Coordinator of Mailing Services

**Harris, Eugene**

Professor, Biological Sciences and Geology

B.A., M.A., M.Phil., Ph.D., New York University

**Hemraj-Benny, Tirandai**

Associate Professor, Chemistry

B.A., CUNY York College; Ph.D., State University of  
New York at Stony Brook

**Herrera, Carlos**

Higher Education Associate, Office of Student Affairs; Student  
Disability Services Manager, Office of Services for Students  
with Disabilities

B.S., Sociology, State University of New York at  
New Paltz

**Hillis, Tim**

Higher Education Associate, Office of the President; Marketing  
and Communications, Director of Publications

B.F.A., American University

**Hocevar, Isabel**

R.N., Director of Health Services; Office of Student Affairs

**Hochberg, Jon**

Higher Education Officer, Office of Academic Affairs; Student  
Athletics Director

B.S., State University of New York Institute of  
Technology; M.A., Adelphi University

**Hock, Susan**

Lecturer, English

M.S., Long Island University

**Holden, Todd**

Professor, Physics

Ph.D., The City University of New York

**Holguin, Jose**

Higher Education Assistant, Office of Student Affairs, Academy  
Advisement; Academic Advising Specialist, Liberal Arts  
Academy

B.A., CUNY Queens College

**Hollywood, Marisa Berman**

Higher Education Associate, Office of Institutional

Advancement; Museum Manager, Kupferberg Holocaust Center  
M.A., Fashion Institute of Technology

**Holt, Robert J.**

Professor, Mathematics and Computer Science

B.S., Stanford University; Ph.D., Massachusetts  
Institute of Technology

**Honey, Larisa**

Associate Professor, Social Sciences

B.A., M.A., University of Iowa; Ph.D., The City  
University of New York

**Hossain, Mahir**

Senior College Laboratory Technician, English, BTECH

New York City College of Technology

**Hossain, Md. Shahadat**

Assistant Professor, Engineering Technology

Ph.D., New Jersey Institute of Technology

**Hougaard, Naja Berg**

Assistant Professor, Social Sciences

M.A., M.Phil., Ph.D., The City University of New York

**Hoyle, Martina**

Assistant to Higher Education Officer, Office of Finance and

Administration; Office of Bursar, Enrollment Bursar Coordinator  
B.S., CUNY York College

**Hsu, Hui-Yin**

Office of Academic Affairs, Dean of Continuing Education &

Workforce Development, Office of Academic Affairs

M.Ed., Ph.D., University of Pittsburgh

**Huang, Hsiao-fang**

Lecturer, Business

B.A., National Cheng Kung University; M.S.,  
National Sun Yat-Sen University

**Huggins, Heather**

Assistant Professor, Speech Communication and Theater Arts

B.A., University of Texas; M.F.A., Equivalency

**Hull, Dominic**

Lecturer, Chemistry

B.S., State University of New York at Buffalo;  
Ph.D., University of North Carolina at Chapel Hill

**Humphries, David**

Professor, English

B.A., M.A., Ohio State University; Ph.D., The City  
University of New York

**Hunter, Bernard**

Senior College Laboratory Technician, Engineering Technology

**Hunter, Janet**

Higher Education Associate; Office of Academic Affairs, Office  
of Continuing Education & Workforce Development, Continuing  
Education Manager

B.S., Fordham University

**Iconis, Rosemary**

Associate Professor, Health, Physical Education and Dance

B.A., CUNY Queens College; M.S., Long Island  
University; Ed.D., University of Sarasota

**Ikwueze, Chukwudi**

Assistant Professor, Social Sciences

B.Sc., M.Sc., Ph.D., Poznan University of Economics

**Ioannou, Elaine**

Higher Education Assistant, Office of the President, Confidential  
Executive Assistant to the President

B.S., CUNY Hunter College

# CURRENT FACULTY & INSTRUCTIONAL STAFF

**Irigoyen, Pedro J.**

Chief College Laboratory Technician, Chemistry  
A.A.S., Queensborough Community College

**Irigoyen, Peter**

Senior College Laboratory Technician, English

**Jackson, Ernest**

Lecturer, Music  
B.A., Wagner College

**Jacobowitz, Susan**

Professor, English  
M.F.A., Mills College; Ph.D., Brandeis University

**James, Marie Antonette**

Assistant to Higher Education Officer; Office of Academic Affairs, CUNY Start Program; CUNY Start Administrative Coordinator  
B.A., Cornell University; M.A., State University of New York at Binghamton

**Jankowski, Jeffery**

Professor and Chairperson, Social Sciences  
B.A., M.A., Ph.D., The University of Toledo

**Jaramillo Estrella, Ingrid**

Assistant to Higher Education Officer, Office of Academic Affairs; Office of Registrar, Enrollment Registrar Coordinator  
B.S., Adelphi University

**Jaskowski, Marius**

Senior College Laboratory Technician, Mathematics and Computer Science

**Javdan, Mohammad**

Associate Professor, Biological Sciences and Geology  
B.Sc., M.Sc., Ph.D., Tehran University of Medical Sciences

**Jerome, Stephanie**

Higher Education Assistant; Office of Student Affairs, Accelerated Study in Associate Programs (ASAP); Student Adviser  
A.S., Queensborough Community College; B.A., M.A., CUNY Berbard M. Baruch College

**Jia, Peijun**

Assistant Professor, Library  
B.A., Shanghai Institute of Foreign Languages; M.A., Edinboro University; M.L.S., State University of New York at Albany

**Jimenez, Christopher J.**

Associate Professor, Speech Communication and Theater Arts  
B.A., Rider University; M.F.A., The New School University

**Joachim, Marcus**

College Laboratory Technician, Health, Physical Education and Dance  
B.S., St. John's University; M.S., Brooklyn College

**Jones, Mary**

Higher Education Assistant, Office of Institutional Advancement; Administrative Executive Assistant  
B.S., St. John's University

**Jones, Ruth**

Higher Education Assistant; Office of Academic Affairs; Academic Student Support Program Specialist, BTECH  
B.S., College of Charlestown; M.B.A., University of Phoenix

**Jones, Violet**

Assistant Professor, Speech Communication and Theater Arts  
B.A., McMurry University; M.F.A., Michigan State University

**Jordan, Francis**

Associate Professor, Mathematics and Computer Science  
M.S., Ph.D., West Virginia University

**Jue, Chong**

Associate Professor, Biological Sciences and Geology  
Ph.D., The City University of New York

**Karimi, Sasan**

Professor and Chairperson, Chemistry  
B.S., Long Island University; M.A., The City College of New York; M.Phil., Ph.D., The City University of New York

**Karlin, Deborah**

Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academic Advising Specialist, Health Related Sciences Academy,  
B.A., CUNY Hunter College

**Katz, Marilyn**

Lecturer, Business  
B.A., CUNY Queens College; M.B.A., New York University

**Katz, Zivah Perel**

Professor, English  
B.A., Cornell University; M.A., Ph.D., University of Delaware

**Kaufman, Vivian**

Assistant to Higher Education Officer, Office of Academic Affairs; Center for Tutoring and Academic Support; Administrative Executive Coordinator, Writing Center  
B.A., The City College of New York

**Kaur, Simran**

Professor, Biological Sciences and Geology  
B.S., M.S., Ph.D., Guru Nanak Dev University

**Kazmee, Ali**

College Laboratory Technician, Academic Computing Center  
A.A.S., Queensborough Community College

**Kelly, Maureen M.**

Higher Education Assistant, Office of Student Affairs; Financial Aid, Financial Aid Specialist for State Programs  
B.A., State University of New York at Cortland; M.A., C.W. Post Campus, Long Island University; M.B.A., Adelphi University

**Keogh, Timothy**

Assistant Professor, History  
B.A., Hofstra University; M.A., CUNY Hunter College; M.Phil., Ph.D., The City University of New York

**Kerr, Brian**

Vice President for Student Affairs  
B.A., State University of New York at Albany; M.P.S., State University of New York at Stony Brook; Ed.D., St. John's University

**Khan, Michael**

Assistant to Higher Education Officer, Office of the President, Administrative Executive Coordinator  
B.A., CUNY Queens College

**Khan, Naureen**

Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs, Student Adviser  
B.A., New York University; M.A., Stony Brook University

**Khomyak, Nataliya**

Lecturer, Mathematics and Computer Science  
B.S., M.A., New York University

**Kim, Kwang Hyun**

Associate Professor, Mathematics and Computer Science  
M.Phil, Ph.D., The City University of New York

**Kim, Mi-Seon**

Assistant Professor, Library  
B.A., M.A., Yonsei University; M.L.S., CUNY Queens College

**Kim, Young K.**

Associate Professor, Health, Physical Education and Dance  
Ph.D., The University of New Mexico

**Kincaid, Shannon**

Associate Professor, Social Sciences (Philosophy)  
B.A., State University of New York at Cortland; Ph.D., State University of New York at Buffalo

**King, Carolyn**

Associate Professor, Mathematics and Computer Science  
M.A., New York University; Ph.D., The City University of New York

**Kinneary, Patricia**

Associate Professor, Nursing  
B.S., M.S., Adelphi University; R.N. New York State

**Kisselev, Alexei**

Senior College Laboratory Technician, Physics  
B.A., M.A., Saint Petersburg State Electrotechnical University

**Klarberg, David P.**

Professor, Biological Sciences and Geology  
B.S., University of Tennessee; M.S., West Virginia University; M.P.H., Yale University; Ph.D., Virginia Polytechnic Institute and State University

**Klein, Jennifer**

Higher Education Associate, Office of Student Affairs; Student Life Manager for Student Conduct  
B.A., Canisius College; M.S., State University of New York at Buffalo; M.S.W., Adelphi University

**Klepper, Ashlie**

Lecturer, Speech Communication and Theater Arts  
B.A., State University of New York at Potsdam; M.A., State University of New York at Brockport

**Kofron, Christina**

Higher Education Associate, Office of the President, Office of Marketing and Communications, Communications Marketing Manager  
B.S., CUNY Queens College

**Kokkinos, Dimitrios**

Associate Professor, Physics  
B.A., University of Patras, Greece; Ph.D., The City University of New York

**Kolack, Kevin**

Lecturer, Chemistry  
B.S., University of Virginia; Ph.D., Indiana University

**Kolios, Anthony**

Associate Professor, Business  
B.S., Athens University; M.B.A., Long Island University; M.A., The City College of New York

**Konkel, Matthew**

Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP); Student Adviser  
B.S., M.S., Dowling College

**Koul, Sanjay**

Assistant Professor, Biological Sciences and Geology  
M.Sc., Barkatullah University; Ph.D., Devi Ahilya University

# CURRENT FACULTY & INSTRUCTIONAL STAFF

**Krasner, Lina**

Higher Education Associate, Office of Finance and Administration;  
Office of Bursar, Associate Bursar  
B.S., M.B.A., Long Island University

**Kueper, Robert**

Assistant Professor, Engineering Technology  
B.P.S., Empire State College,  
State University of New York

**Kuszai, Joel**

Associate Professor, English  
B.A., Reed College; M.A., Ph.D., State University of  
New York at Buffalo

**Kwok, Ashley**

Higher Education Assistant, Office of Academic Affairs, Center  
for Excellence in Teaching and Learning (CETL), Office of  
Educational Technology, IT Academic Applications Specialist  
B.A., CUNY Hunter College

**Labozzetta, Joseph**

Higher Education Associate, Office of Academic Affairs; Center  
for Tutoring and Academic Support; Academic Resource Center  
Manager, Writing Center  
B.A., CUNY Queens College

**Lackner, Elisabeth**

Higher Education Officer; Office of Chief Operating Officer and  
Senior Vice President; Director, Institutional Research and  
Assessment  
M.A., Karl Franzens University, Austria; M.A., The  
New School

**Lago, Susan**

Lecturer, English  
B.S., Emerson College; M.A., William Paterson  
University

**Lai, Wei**

Associate Professor, Foreign Languages and Literatures  
M.A., University of Chicago; Ph.D., Pennsylvania  
State University

**Lall-Ramnarine, Sharon**

Professor, Chemistry  
M.Phil., Ph.D., The City University of New York

**Lam, Raymond K.**

Assistant Professor, Engineering Technology  
B.S., M.S., University of Hawaii at Manoa; Dr. of  
Science, Massachusetts Institute of Technology

**Lane, Cary**

Associate Professor, English  
M.F.A., Northwestern University; Ph.D., Capella  
University

**Langbart, Mary Anne**

Higher Education Associate, Office of Student Affairs; Financial  
Aid Manager, Associate Director Financial Services  
B.S., M.B.A., St. John's University

**Larios, Liza**

Dean for Human Resources and Labor Relations, Office of the  
President; Labor Designee and Legal Designee  
B.S., Grand Valley State College

**Lash, Glenna**

Higher Education Associate, Office of the President; Human  
Resources and Labor Relations, Human Resources Manager  
B.A., State University of New York at Fredonia

**Lataianu, Gabriel**

Assistant Professor, Social Sciences  
M.A., Jagiellonian University, Poland; Ph.D., Institute  
of Philosophy and Sociology, Polish Academy of  
Sciences

**Lau, Matthew**

Associate Professor, English  
Ph.D., The City University of New York

**Lawrence, Michael**

Lecturer, Engineering Technology  
A.A.S., Queensborough Community College; B.S.,  
United States Air Force Academy

**Lazaro, Annette**

Assistant to Higher Education Officer, Office of Student Affairs;  
Special Projects Coordinator

**Leary, Chris**

Assistant Professor, English  
M.A., Long Island University, Brooklyn Campus;  
M.Phil., Ph.D., The City University of New York

**Lee, Catherine**

Assistant to Higher Education Officer, Office of Academic  
Affairs; Office of Registrar, Enrollment Registrar, Records,  
Transcripts & Registration  
B.S., State University of New York at Stony Brook

**Lee, Whan Ki**

Associate Professor, Mathematics and Computer Science  
Ph.D., The City University of New York

**Legitime, Ashley**

Higher Education Officer, Office of Academic Affairs; Academic  
Program Director, BTECH  
B.A., Syracuse University; M.A., University of Michigan

**Lekic, Mirna**

Assistant Professor, Music  
B.M., Eastman School of Music; M.M., Mannes  
College of Music, The New School for Music; D.M.A.,  
CUNY Graduate Center

**Lennard, Sheldon**

Higher Education Assistant, Office of Student Affairs; Accelerated  
Study in Associate Programs (ASAP), Academic Adviser  
B.A., CUNY Hunter College; M.A., CUNY Queens  
College

**Leong, Brenda**

Assistant to Higher Education Officer, Office of Academic Affairs;  
Center for Tutoring and Academic Support; Academic Resource  
Center Coordinator, Student Learning Center  
B.A., New York University

**Leung, Wilson**

Higher Education Associate, Office of Finance and Administration;  
Finance Manager, Accounting and Related Entities  
B.S., CUNY Hunter College

**Levine, Robin**

Higher Education Assistant, Office of Academic Affairs, Registrar,  
Project Assistant  
B.A., State University of New York at Buffalo

**Lewis, Gail**

Lecturer, Speech Communication and Theater Arts  
B.A., Hofstra University; M.A., CUNY Bernard M  
Baruch College

**Li, Lixu**

Lecturer, Mathematics and Computer Science  
B.A., M.A., CUNY Queens College

**Li, Qin**

Assistant Professor, Social Sciences  
B.A., Syracuse University, Poland; M.A., State  
University of New York at Stony Brook; Ph.D.,  
Claremont Graduate University

**Lieberman, David H.**

Professor and Chairperson, Physics  
B.S., Cooper Union; M.A., Ph.D., State University of  
New York at Stony Brook

**Lin, Jasper**

Assistant Professor, Art and Design  
B.S., University of Massachusetts; M.F.A., School of  
Visual Arts

**Lindsay, Twana**

Higher Education Officer, Office of Finance and Administration;  
Director of Accounts Payable  
B.S., CUNY Hunter College

**Liquori, Robert**

Higher Education Assistant, Office of Finance and  
Administration, Accounts Payable; Finance Specialist  
B.B.A., Adelphi University

**Litroff, Scott**

Assistant Professor, Music  
B.A., D.M.A., State University of New York at Stony  
Brook; M.M., Mannes College of Music, The New  
School for Music

**Liu, Wenjian**

Assistant Professor, Mathematics and Computer Science  
B.A., Shandong University; M.A., Ph.D., University  
of California

**Lizzul, Isabella**

Associate Professor, Health, Physical Education and Dance  
A.A., Queensborough Community College;  
B.S., CUNY Hunter College; D.P.T., Mercy College

**Loeffler, Helmut**

Associate Professor, History  
B.A., M.A., Ph.D., Ludwig Maximilians University

**Longobardi, Maria**

Instructor; Office of Academic Affairs, CUNY Language Immersion  
Program (CLIP)

**Luby, John B.**

Chief College Laboratory Technician, Business  
A.A.S., Queensborough Community College

**Luedtke, Adam**

Associate Professor, Social Sciences  
Ph.D., University of Washington

**Lukas, Veronica**

Office of Student Affairs; Dean of Enrollment Management  
B.A., M.B.A., Adelphi University

**Lukasiewicz, Carol**

Assistant to Higher Education Officer, Office of Academic  
Affairs, Center for Excellence in Teaching and Learning (CETL);  
Administrative Coordinator for Faculty Development  
B.S., The University of the State of New York School  
of Liberal Arts

**Lynch, Timothy**

Provost and Senior Vice President for Academic Affairs  
B.A., Brooklyn College; M.Phil., Ph.D., The City  
University of New York

**Macea, Ysabel**

Higher Education Officer, Office of the President; HR Director of  
Recruitment, Data Systems and Reports, Human Resources and  
Labor Relations  
B.S., CUNY Hunter College; M.S. Ed., CUNY Bernard  
M. Baruch College

# CURRENT FACULTY & INSTRUCTIONAL STAFF

**Mack, Anissa**

*Associate Professor, Art and Design*  
M.F.A., Temple University.

**Mader, Bryn J.**

*Professor, Biological Sciences and Geology*  
M.S., Ph.D., University of Massachusetts at Amherst

**Madera, Susan**

*Higher Education Associate, Office of Academic Affairs, Transfer Resource Unit; Transfer Manager*  
B.A., CUNY Queens College

**Madrigal, José Luis**

*Associate Professor, Foreign Languages and Literatures*  
M. Phil., Ph.D., The City University of New York

**Magaldi, Francis**

*Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP), Academic Adviser*  
A.S., Nassau Community College; B.A., State University of New York at New Paltz

**Magaldi, Maryann**

*Professor, Nursing*  
B.S., M.S., CUNY Hunter College, R.N., State of New York

**Majosi, Andrew**

*Telecommunications Director; Office of Chief Operating Officer & Senior Vice President*

**Mak, Ivan**

*Higher Education Assistant, Office of Academic Affairs, Office of Student Athletics; Student Athletics Trainer*  
B.S., Stony Brook University

**Makalanda, Lucian**

*Lecturer, Mathematics and Computer Science*  
M.A., CUNY Queens College

**Maloy, Jennifer**

*Associate Professor and Chairperson, English*  
B.A., University of California; M.A., University of Pennsylvania; Ph.D., Temple University

**Manafeeva, Ekaterina**

*Higher Education Associate; Office of Academic Affairs, Office of Continuing Education and Workforce Development; Administrative Manager*  
M.A., Columbia University; M.A. Touro College

**Manfra, Pellegrino**

*Professor, Social Sciences (Economics)*  
B.A., M.B.A., Iona College; M.S., Long Island University; Ph.D., Fordham University

**Mangino, Christine**

*College President*  
A.A.S., Nassau Community College; B.A., M.A., Hofstra University; Ed.D., St. John's University

**Mangra, Danny D.**

*Associate Professor, Engineering Technology*  
A.A.S., Queensborough Community College; M.S.E.E., Polytechnic University; P.E., State of New York

**Manishor, Jeremy**

*Higher Education Assistant, Office of Student Affairs, Financial Services; Financial Aid Specialist*  
B.S., St. Francis College; M.A., CUNY John Jay College of Criminal Justice

**Mann, Oliver**

*Instructor; Office of Academic Affairs, CUNY Language Immersion Program (CLIP)*  
M.A., New York University

**Manzo, Christina**

*Associate Professor, Business*  
B.A., CUNY York College; M.B.A., St. John's University

**Marchese, Paul J.**

*Professor, Physics*  
B.S., M.S., M.Phil., Ph.D., Columbia University

**Marchitello, Peter**

*Lecturer, Health, Physical Education and Dance*  
M.S., Brooklyn College

**Maroney, Audrey**

*Senior College Laboratory Technician, Nursing*  
A.A.S., Queensborough Community College, B.S., Long Island University

**Martin, Gemma**

*Higher Education Officer, Office of Finance and Administration, Purchasing Director*  
B.S., Medgar Evers College

**Martinez, Alexander**

*College Laboratory Technician, Mathematics and Computer Sciences*  
A.A., Queensborough Community College; B.A., CUNY Hunter College

**Martinez, Manuel**

*Lecturer, English*  
B.S., M.F.A., University of Florida

**Maslanko, Debra**

*Higher Education Officer; Office of Academic Affairs; Administrative Director for Business Operations; Lecturer, Mathematics and Computer Science*  
B.A., M.A., CUNY Herbert H. Lehman College

**Mason, Kendra**

*Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academic Advising Specialist, Business Academy*  
B.A., M.A., CUNY Queens College

**Masterson, Virginia**

*Assistant Professor, Business*  
B.S., CUNY Hunter College; M.S., CUNY Queens College; C.P.A. New York State

**Mauro, Hayes Peter**

*Associate Professor, Art and Design*  
B.A., Florida Atlantic University; M.A., Florida State University; Ph.D., The City University of New York

**May, Angelica**

*Higher Education Assistant, Office of the President, Marketing and Communications; College Relations Specialist*  
B.A., CUNY Hunter College

**Mayeli, Azita**

*Associate Professor, Mathematics and Computer Science*  
Ph.D., Tech University of Munich, Germany

**McAlear, Robert**

*Assistant Professor, English*  
M.A., Ph.D., University of Wisconsin

**McAleese, Angela**

*Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs, Student Adviser*  
B.A., M.S.Ed., Hofstra University; M.P.A., CUNY Bernard M. Baruch College

**McCann, Marie**

*Higher Education Assistant, Office of Finance and Administration, Office of Purchasing; Finance Procurement Specialist*  
B.A., St. John's University

**McClam, Nicole**

*Assistant Professor, Health, Physical Education and Dance*  
B.A., B.F.A., East Carolina University; M.F.A., University of Maryland

**McDonald, Jr., Alfred**

*Assistant Professor, Business*  
B.S., Florida A&M University; M.B.A., University of Wisconsin

**McGill, Georgia**

*Professor and Chairperson, Speech Communication and Theatre Arts*  
B.F.A., Boston University; M.A., C.W. Post Campus, Long Island University

**McIntosh, Carla**

*Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academic Advising Specialist, Business Academy*  
B.A., St. John's University; M.A., CUNY Queens College

**McKleinfeld, Daniel**

*Senior College Laboratory Technician, Speech Communication and Theatre Arts*  
B.A., Columbia University

**McLaughlin, Susan**

*Associate Professor, Biological Sciences and Geology*  
B.S., New Mexico State University; Ph.D., University of Florida

**McPartland, Sharon**

*Higher Education Associate, Office of Student Affairs; Associate Director of Accelerated Study in Associate Programs (ASAP)*  
B.A., CUNY Hunter College; M.P.S., State University of New York at Stony Brook

**Mehta, Neeraj**

*Assistant Professor, Music*  
B.M., University of Wisconsin; M.M., D.M.A., University of Michigan

**Mejia, Franklin**

*College Laboratory Technician, Engineering Technology*  
A.A.S., Queensborough Community College

**Mello, Alison**

*Lecturer, Biological Sciences and Geology*  
B.S., University of Massachusetts; Ph.D., New York University

**Meltzer, Linda**

*Associate Professor, Business*  
B.A., CUNY Herbert H. Lehman College; M.B.A., Bernard M. Baruch College; J.D., New York Law School

**Menendez, Anne Marie**

*Professor and Chairperson, Nursing*  
B.S., Wagner College; M.S.N., CUNY Hunter College; R.N. and A.N.P., State of New York

**Messier, Vartan**

*Associate Professor, English*  
Ph.D., University of California at Riverside

**Metaxas, Mike**

*Assistant Professor, Engineering Technology*  
M.S.E.E., Polytechnic University

**Meyer, Mary Ann**

*Higher Education Officer, Office of Academic Affairs; Academic College Now Director*  
B.A., CUNY Queens College

# CURRENT FACULTY & INSTRUCTIONAL STAFF

**Micieli, Richard**

Lecturer, *Mathematics and Computer Science*  
M.A., The City University of New York

**Milchman, Ben**

Associate Professor, *Business*  
B.A., Yeshiva University; M.B.A., CUNY Bernard M. Baruch College; C.P.A., State of New York

**Miller, Benjamin**

Assistant Professor, *English*  
B.A., Boston University; M.F.A., California Institute of Arts

**Milton, Trevor**

Associate Professor, *Social Sciences*  
M.A., Ph.D., The New School University

**Moh, Nam Jong**

Associate Professor, *Mathematics and Computer Science*  
B.A., CUNY Bernard M. Baruch College;  
Ph.D., The City University of New York

**Mohan, Mahendra**

Senior College Laboratory Technician, *Business*  
A.A.S., Queensborough Community College

**Mohess, Neera**

Assistant Professor, *Library*  
M.S., CUNY Bernard M. Baruch College; M.L.S.,  
CUNY Queens College

**Molina, Edward**

Higher Education Officer, *Mathematics and Computer Science*;  
Director of *Math Computer Facilities*  
A.A., Chapman University; B.S., CUNY York College

**Molloy, Janice**

Professor, *Nursing*  
M.S., Molloy College; R.N., State of New York

**Monahan, Anthony**

Associate Professor, *Health, Physical Education and Dance*  
Ph.D., University of Rhode Island

**Montalbano, Bruce**

Senior College Laboratory Technician, *Chemistry*  
B.A., New York University

**Montesdeoca, Silvia**

Higher Education Associate, *Office of the President*; *HR*  
Manager for *Classified Staff Operations, Human Resources and*  
*Labor Relations/Personnel*  
M.A., CUNY Queens College

**Montgomery, Jacqueline**

Higher Education Officer; *Office of Academic Affairs, Office of*  
*Continuing Education and Workforce Development, Program*  
*Director*  
B.A., State University of New York at Cortland

**Montgomery, Kip**

Associate Professor, *Music*  
B.A., Carleton College; M.M., Indiana University; M.A.,  
Ph.D., State University of New York at Stony Brook

**Moody, Anissa**

Associate Professor, *Social Sciences*  
Ph.D., Tennessee State University

**Mooney, Christine**

Professor, *Business*  
B.A., M.A., CUNY Queens College; J.D., New York  
Law School

**Morales, Christina**

Higher Education Assistant, *Office of Academic Affairs*;  
*CUNYStart Program, CUNYStart Program Support Specialist*  
B.A., Syracuse University

**Morales, Humberto**

Lecturer, *Business*  
B.E. E.E., State University of New York at Stony  
Brook; M.S. C.S., Long Island University

**Moran, Wilfredo**

Instructor, *Business*  
B.S., Everest University; M.B.A., Southern New  
Hampshire University

**Moreno, Marlon**

Lecturer, *Chemistry*  
B.S., M.S., St. John's University

**Moretti, David**

Higher Education Officer, *Office of the President, Office of*  
*Marketing and Communications, Director of Web Services*  
B.S., Empire State College; M.A., University of Phoenix

**Moscat, Crystal**

Higher Education Assistant, *Office of Student Affairs, Academy*  
*Advisement; Academic Advising Specialist, Business Academy,*  
B.Tech., New York College of Technology

**Murley, Jean**

Professor, *English*  
B.A., CUNY Hunter College; Ph.D., The City of  
University of New York

**Murolo, Sebastian**

Associate Professor, *Business*  
B.A., CUNY Queens College; M.B.A., New York  
Institute of Technology; C.P.A., State of New York

**Murphy, Lisa**

Higher Education Assistant, *Office of Student Affairs; Office of*  
*Admissions, Admissions Specialist for Transfers*  
B.A., Hofstra University

**Murray, Cara**

Assistant Professor, *English*  
B.A., Denison University; M.A., University of  
Chicago; Ph.D., CUNY Graduate Center

**Namdar, Hamid**

Professor and Chairperson, *Engineering Technology*  
B.S., M.S., New York Institute of Technology; P.E.,  
State of New York

**Nelan, Philip J.**

Assistant Professor, *Nursing*  
M.B.A., St. John's University; M.S.N., Mercy College

**Nelson, Rochelle**

Assistant Professor, *Biological Sciences and Geology*  
B.A., State University of New York at Binghamton;  
Ph.D., Stony Brook University

**Nercessian, Elizabeth**

Higher Education Officer, *Mathematics and Computer Science*  
*Department; Director of Mathematics Learning Center*  
B.A., M.A., St. John's University

**Nestoras, Alexandra**

Higher Education Associate, *Office of Academic Affairs; Center*  
*for Tutoring and Academic Support; Academic Resource Center*  
Manager, Associate Director, *Student Learning Center*  
M.A., Teachers College Columbia University

**Neuman, Charles**

Associate Professor, *Physics*  
M.S., Ph.D., Duke University

**Newcomb, Sherri**

Chief Operating Officer, *Senior Vice President; Office of the*  
*Chief Operating Officer*  
J.D., Western State University

**Nguyen, Andrew**

Professor, *Biological Sciences and Geology*  
M.S., University of Connecticut; Ph.D., Albert  
Einstein College of Medicine

**Nichols, James David**

Associate Professor, *History*  
M.A., Ph.D., State University of New York at Stony  
Brook

**Noel, Sangeeta**

Higher Education Officer, *Office of the President; Office of*  
*Human Resources and Labor Relations, Director of Faculty and*  
*Staff Relations*  
B.A., CUNY York College

**Nota-Latif, Yicel**

Director, *Project PRIZE (Liberty Partnerships Program)*  
B.A., M.A. CUNY Queens College

**Novick, Peter**

Associate Professor, *Biological Sciences and Geology*  
B.A., University of Delaware; M.A., Ph.D., The City  
University of New York

**O'Brien, Kevin**

Administrative Superintendent, *Campus Buildings and Grounds,*  
*Office of Finance and Administration*  
A.A.S., Technical Career Institute

**Odell, Adam**

College Laboratory Technician, *Engineering Technology*  
A.A.S., Queensborough Community College

**O'Donnell, Holly**

Lecturer, *English*  
B.A., Florida State University; M.A., CUNY Queens  
College

**O'Neal, Anna**

Assistant to Higher Education Officer, *Office of Student*  
*Affairs; Accelerated Study in Associate Programs (ASAP),*  
*Administrative Coordinator*  
B.S., CUNY Brooklyn College

**Orlofsky, Amos**

Assistant Professor, *Biological Sciences and Geology*  
B.A., State University of New York at Binghamton;  
M.A., Ph.D., Columbia University

**O'Rourke, Aine**

Assistant to Higher Education Officer, *Office of Student Affairs;*  
*Office of Admissions, Admissions Coordinator*  
M.A., CUNY John Jay College of Criminal Justice

**O'Shea, Victoria**

Higher Education Assistant, *Office of Student Affairs;*  
*Accelerated Study in Associate Programs (ASAP), Student*  
*Adviser*  
B.A., MS.Ed., CUNY Queens College

**Osorio, José J.**

Associate Professor and Chairperson, *Foreign Languages and*  
*Literatures*  
Ph.D., The City University of New York

**Ostrowe, Linda Savino**

Higher Education Associate, *Office of Student Affairs; Student*  
*Psychological Counselor, Counseling Center*  
MS.Ed., CUNY Queens College

**O'Sullivan, Karen**

Higher Education Associate, *Office of Student Affairs; Financial*  
*Aid Manager, Financial Services*  
B.A., M.B.A., St. John's University

# CURRENT FACULTY & INSTRUCTIONAL STAFF

**Ou, Kam Tim Heather**

Senior College Laboratory Technician, Social Sciences  
B.S., State University of New York at Stony Brook

**Pace, Phyllis**

Professor, Business  
A.A.S., LaGuardia Community College; B.S.Ed., Hofstra University; M.B.A., Adelphi University; Prof. Dipl., St. John's University

**Packer, Courtney**

Higher Education Associate, Office of Student Affairs, Accelerated Study in Associate Programs (ASAP); Program Manager/Associate Director  
B.S., M.S.Ed., Ohio University

**Palmer, Sandra**

Dean of Faculty  
B.A., University of California, Davis; M.A., Ph.D., University of Chicago; M.B.A., Adelphi University

**Pantaleo, Josephine**

Higher Education Officer, Office of the President; Chief Diversity Officer, Affirmative Action, Pluralism and Diversity  
B.A., Sacred Heart College; M.S., St. John's University

**Park, Kee**

Assistant Professor, Engineering Technology  
Ph.D., Stevens Institute of Technology

**Patrice-George, Jacinta**

Higher Education Assistant, Office of Academic Affairs, Office of Grants & Sponsored Programs; Research Compliance Specialist  
B.A., CUNY Bernard M. Baruch College; M.A., CUNY Queens College

**Patterson, Gail Camille**

Higher Education Associate, Office of Student Affairs, Academy Advisement; Academy Advisement Manager, Health Related Sciences Academy  
B.A., State University of New York at Cortland; M.S., The College of New Rochelle

**Pearl, Kenneth**

Associate Professor, History  
B.A., Hofstra University; M.A., CUNY Queens College; M. Phil., Ph.D., The City University of New York

**Pecinka, Kathleen R.**

Associate Professor, Nursing  
B.S., M.S., Molloy College

**Pecorino, Philip A.**

Professor, Social Sciences (Philosophy)  
B.A., M.A., Boston College; Ph.D., Fordham University

**Pelletier, Emily**

Assistant Professor, Social Sciences  
B.A., Hobart and Smith College; M.P.P.M., University of South Maine; J.D., University of Maine; Ph.D., The City University of New York

**Peluso, Constance**

Higher Education Officer, Office of Student Affairs; Director of Career Services  
B.A., CUNY Herbert H. Lehman College; M.A., Eastern Michigan University

**Pena, Jesse**

College Laboratory Technician, Academic Computing Center  
A.A.S., Queensborough Community College; B.Tech, New York City College of Technology

**Peragine, Antoinette**

Senior College Laboratory Technician, Biological Sciences and Geology  
A.A.S., State University of New York at Farmingdale

**Perez, Ramon**

Senior College Laboratory Technician, Academic Computing Center  
A.A.S., Queensborough Community College

**Perez-Lopez, Annette**

Senior College Laboratory Technician, Biological Sciences and Geology  
A.A.S., LaGuardia Community College; B.S., New York University

**Petersen, Joan**

Professor, Biological Sciences and Geology  
Ph.D., Fordham University

**Petz, Charles**

Higher Education Assistant, Database Specialist, Office of Institutional Advancement  
B.A., Fordham University

**Peyer, Valerie**

Lecturer, English  
B.A., M.A., Texas State University

**Pham, David**

Assistant Professor, Mathematics and Computer Science  
B.S., M.S., University of Connecticut; Ph.D., Purdue University

**Pham, Diana**

Higher Education Assistant, Office of Student Affairs; Financial Services; Financial Aid Specialist  
B.S., M.S., Polytechnic University

**Pian, John**

Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academic Advising Specialist, Health Related Sciences Academy,  
A.A., Queensborough Community College; B.A., CUNY Queens College

**Pierre, Kendra**

Assistant to Higher Education Officer, Office of Academic Affairs; S.T.E.M. Adviser, Math Learning Center  
B.A., CUNY Lehman College; M.S.Ed., St. John's University

**Pierre-Noel, Angelita**

College Laboratory Technician, Biological Sciences and Geology  
B.S., CUNY John Jay College of Criminal Justice

**Pisciotta, Michael, J.**

Higher Education Associate, Office of Chief Operating Officer & Senior Vice President; Information Technology, Academic Applications Manager  
A.A.S., Queensborough Community College; B.B.A., Adelphi University

**Pisciotta, Salvatore**

Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP), Academic Advising Specialist  
A.A., Queensborough Community College; B.A., CUNY Queens College

**Portnoy, Arkadiy**

Senior College Laboratory Technician, Physics  
A.A.S., Queensborough Community College

**Poulsen, Jane**

Associate Professor, Social Sciences  
B.A., CUNY Hunter College; M.A., Ph.D., New York University

**Powell, Donnyce**

Higher Education Assistant, Office of Finance and Administration, Purchasing; Finance Procurement Specialist  
B.A., University of Phoenix; M.A., Nova South East University

**Powell, Kenneth**

College Laboratory Technician, Art and Design  
A.A., CUNY LaGuardia College; B.A., CUNY Hunter College

**Prato, Christopher**

Instructor; Office of Academic Affairs, CUNY Language Immersion Program (CLIP)  
M.A., CUNY Hunter College

**Prepetit, Jessica**

Assistant Professor, Nursing  
B.S., Adelphi University; M.A., Malloy College

**Proteasa, Gheorghe**

Associate Professor, Biological Sciences and Geology  
Ph.D., Wayne State University

**Puca, Cynthia K.**

Higher Education Assistant, Office of Student Affairs, College Discovery; Academic CD Student Support Specialist  
B.A., Hofstra University; M.S., Long Island University, C. W. Post

**Pullin, Michael**

Associate Dean for Academics, Office of Academic Affairs  
B.A., Case Western Reserve University; M.S., Ph.D., Kent State University

**Puri, Karan Mohan**

Associate Professor, Mathematics and Computer Science  
Ph.D., Rutgers University

**Pyak, Alexandra**

Assistant Administrator, Executive Director, Office of Academic Affairs; Director of Accelerated Study in Associate Programs (ASAP)  
B.A., M.A., CUNY Queens College

**Quan, Yimo**

Instructor; Office of Academic Affairs, CUNY Start Program  
B.A., CUNY Queens College

**Quintanilla, Faustino**

Higher Education Officer, Office of Institutional Advancement; Executive Director and Curator of QCC Art Gallery and Community Outreach  
B.A., Wagner College; M.F.A., Pratt Institute

**Quiroz, Miguel**

Higher Education Officer, Office of Finance and Administration; Finance Director, Accounting and Related Entities  
M.S., CUNY Queens College

**Rabinovich, Mark**

College Laboratory Technician, Office of Academic Affairs; Center for Tutoring and Academic Support; Instructional Support Services, Writing Center  
B.S., M.S., Kazan State University

**Rachiele, Laura**

Senior College Laboratory Technician, Biological Sciences and Geology  
A.A.S., Queensborough Community College

**Raghunauth Dhanraj, Yashoda**

Assistant to Higher Education Officer, Human Resources and Labor Relations, Office of Personnel; HR Coordinator for Classified Staff  
M.A., CUNY Queens College

**Ramirez, Monica**

Assistant to Higher Education Officer, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP), Recruitment Coordinator  
B.P.S., LIM College; M.A., CUNY Queens College

# CURRENT FACULTY & INSTRUCTIONAL STAFF

**Ramjerdi, Jan**

*Associate Professor, English*  
A.B., M.S., University of Illinois at Urbana-Champaign;  
D.A., State University of New York at Albany

**Ramos-Byam, Emami**

*Program Manager, Office of Academic Affairs; Young Men's Initiative*  
B.S., University of Bridgeport

**Ramotar, Ranita**

*Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP); Student Adviser*  
B.A., CUNY Queens College

**Raya, Eladia**

*Associate Professor, Foreign Languages and Literatures*  
Licenciado, Linguistics/Literature University of Granada, Spain; M.A., CUNY Queens College; Ph.D., The City University of New York

**Reesman, Linda**

*Professor, English*  
B.S. New York University; M.A., Columbia University; M.A., C.W. Post Campus, Long Island University; D.A., St. John's University

**Reeves, Sharon**

*Associate Professor, Foreign Languages and Literatures*  
B.A., CUNY Queens College; M.A., New York University; M. Phil, Ph.D., The City University of New York

**Reid, Carmen**

*Assistant Professor, Nursing*  
B.S.N., M.S.N., Long Island University, C. W. Post

**Ren, Tian**

*Associate Professor, Mathematics and Computer Science*  
Ph.D., Rutgers University

**Resko, Jody**

*Assistant Professor, Social Sciences*  
B.A., State University of New York at Stony Brook; M.Phil., Ph.D., The City University of New York

**Reyes, Connie**

*Assistant to Higher Education Officer, Nursing, Academic Program Coordinator*  
M.A., CUNY Queens College

**Rhodd, Renee**

*Higher Education Officer, Office of Academic Affairs, Transfer Resource Unit; Director of Articulation Transfer & Educational Partnership*  
B.B.A., CUNY Bernard M. Baruch College;  
M.A., CUNY Queens College

**Ridinger-Dotterman, Angela**

*Assistant Professor, English*  
B.A., Willamette University; M.A., Oregon State University; M.Phil., Ph.D., The City University of New York Graduate Center

**Riegel, Kimberly**

*Assistant Professor, Physics*  
B.A., Vassar College; Ph.D., Pennsylvania State University

**Riekert, Susan**

*Assistant Professor, Nursing*  
B.S.N., Molloy College; M.A., Long Island University at Post

**Rivera, Gisela**

*Higher Education Officer, Office of Student Affairs; Student Life Director/Director of Student Leadership, Student Activities*  
B.A., M.A., CUNY Queens College

**Robertson, Rommel**

*Assistant Professor, Social Sciences*  
B.A., M.A., Brooklyn College; Ph.D., The City University of New York

**Roblodowski, Christopher**

*Associate Professor, Biological Sciences and Geology*  
B.S., CUNY Brooklyn College; M.Phil., Ph.D., The City University of New York

**Rochford, Regina**

*Professor, English*  
B.A., M.P.A., CUNY Bernard M. Baruch College; M.S.Ed., CUNY Queens College; Ed.D., St. John's University

**Rodriguez, Cynthia**

*Assistant to Higher Education Officer, Office of Human Resources & Labor Relations; HR Coordinator*  
B.A., CUNY Queens College

**Rodriguez, Mel**

*Higher Education Officer, Office of the Finance and Administration; Environmental Health and Safety Director*  
B.S., Rutgers University

**Roff, Irvin**

*Higher Education Associate, Office of Student Affairs; Financial Aid Manager, Loans Officer*  
B.A., CUNY Queens College, M.B.A., CUNY Bernard M. Baruch College; C.P.A., State of New York

**Rogers, Bob**

*Professor, Art and Design*  
B.A., M.F.A., Brooklyn College

**Rohan, Terence**

*Senior College Laboratory Technician, Biological Sciences and Geology*  
B.A., CUNY Queens College

**Rome, Barbara**

*Associate Professor, Nursing*  
B.S., M.S., Mercy College, R.N., State of New York

**Roncoroni, Phillip**

*Higher Education Associate, Office of the President, Marketing and Communications; Digital Content Manager, Videographer*  
B.A., CUNY Hunter College

**Roopchand, Natalie**

*Higher Education Associate, Office of Student Affairs, Academy Advisement; Academy Advisement Manager, Business Academy*  
A.S., CUNY Queensborough Community College; B.B.A., CUNY Bernard M. Baruch College

**Rosa, James B.**

*Professor, Business*  
B.A., CUNY Queens College; M.B.A., St. John's University; C.P.A., New York State

**Rosa, Mary Ann**

*Associate Professor, Nursing*  
M.S.N., CUNY Hunter College; R.N., G.N.P., State of New York

**Rosen, Ted**

*Associate Professor, Business*  
J.D., New York University

**Rosenthal, Wally**

*Instructor; Office of Academic Affairs, CUNY Start Program*

**Rost, Stephanie**

*Assistant Professor, History*  
M.A., Ph.D., Stony Brook University; M.A. Vienna University

**Rothenberg, Josh**

*Senior College Laboratory Technician, Speech Communication and Theatre Arts*  
B.A., State University of New York at Binghamton; M.F.A., Boston University

**Rothenberg, Julia**

*Associate Professor, Social Sciences*  
Ph.D., The City University of New York

**Rothman, David**

*Lecturer, English*  
M.A., University of Wisconsin-Milwaukee

**Rothman, Tammi**

*Lecturer, English*  
M.A., Hofstra University

**Ruggiero, Madeline**

*Assistant Professor, Library*  
B.A., Syracuse University; M.A., State University of New York at Stony Brook; M.L.S., Pratt University

**Ruiz, Denise**

*Assistant to Higher Education Officer, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP), Recruitment Coordinator*  
B.A., M.S., Pacific College of Oriental Medicine

**Russell, Andrew**

*Lecturer, Mathematics and Computer Science*  
M.S., Teacher's College, Columbia University

**Russell, Tikola**

*Assistant Dean for Student Development/Conduct, Office of Student Affairs*  
B.A., Bridgewater University; M.A., Suffolk University

**Rutenburg, Irina**

*Associate Professor, Chemistry*  
B.A., CUNY Queens College; M. Phil.; Ph.D., The City University of New York

**Ryan, William**

*Assistant Professor, English*  
M.S.Ed., CUNY Queens College; M.A., Ph.D., Rutgers University, State University of New Jersey

**Saadullah, Sabera**

*Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academy Advising Specialist, Health Related Sciences Academy*  
M.A., New York University

**Sabani, Laura**

*Associate Professor, Foreign Languages and Literatures*  
B.A., M.A., CUNY Queens College; Ph.D., New York University

**Sacrestano, Sandra**

*Higher Education Officer, Office of Student Affairs, College Discovery Director*  
B.A., M.S., Long Island University

**Saindon, Christina**

*Assistant Professor, Speech Communication and Theater Arts*  
M.A., University of North Texas; Ph.D., Southern Illinois University

**Salamanca, Olga**

*Higher Education Assistant, Office of Academic Affairs; Confidential Executive Assistant*  
B.S., CUNY Baccalaureate Program; M.A., CUNY Queens College

# CURRENT FACULTY & INSTRUCTIONAL STAFF

## Salas, Teresa

Chief College Laboratory Technician, Biological Sciences and Geology

A.S., Queensborough Community College; B.S., Colegio Sagrado Corazón, Ecuador

## Salis, Andrea Selena

Associate Professor and Chairperson, Health Physical Education and Dance

M.A., CUNY Herbert H. Lehman College; Ph.D., The City University of New York

## Salvador, Karen

Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academic Advising Specialist, Liberal Arts Academy

B.A., CUNY Queens College

## Sanchez, Emiko

Higher Education Officer, Office of Academic Affairs; Office of Registrar, Director

A.A.S., B.S., New York University

## Sanchez, Lenny

Assistant to Higher Education Officer, Office of Academic Affairs; Administrative Coordinator, Office of Transfer Resource Unit

B.A., Sabana University, Columbia

## Sanchez, Melida

Assistant Professor, Foreign Languages and Literatures

B.A., Universidad del Atlantico, Columbia; M.A., University of Arkansas; M.Phil., Ph.D., CUNY Graduate Center

## Santoro, Maurizio

Professor, Foreign Languages and Literatures

M.A., Teachers College/Columbia University; (Laurea) M.A., Instituto Universitario Orientale; M.Phil., Ph.D., The City University of New York

## Sarkar, Nina

Associate Professor, Business

M.A., Ph.D., University of Houston

## Sarno, David

Associate Professor, Chemistry

B.S., M.A.T., Ph.D., State University of New York at Binghamton

## Sasa, Randelle

Assistant Professor, Nursing

B.S.N., University of Philippines in Manila; M.A., University of Manila

## Sassolas, Mathieu

Assistant Professor, Mathematics and Computer Science

Ph.D., University of Paris

## Seal, Roland

Associate Professor, Biological Sciences and Geology

M.S., University of Iowa; Ph.D., The City University of New York

## Scandalianto, Lisa

Higher Education Assistant, Office of Institutional Advancement; Administrative Executive Specialist, OCC Art Gallery and Community Outreach

B.F.A., CUNY Queens College

## Schanning, Ian

Assistant Professor, Physics

B.A., M.S., Ph.D., University of California

## Scheiner, Elisabeth

Higher Education Associate, Office of Student Affairs; Manager Academy Success Programs

B.A., M.A., CUNY Queens College

## Schiebe, Mark

Associate Professor, English

M.Phil., Ph.D., The City University of New York

## Schmidt, Kenneth

Lecturer, Mathematics and Computer Science

B.S., M.S., State University of New York at Old Westbury

## Schneider, Patricia

Professor, Biological Sciences and Geology,

B.A., St. Joseph College; M.A., The City College of New York; Ph.D., The City University of New York

## Schriner, John

Assistant Professor, Library

B.A., State University of New York at Purchase; M.L.S., North Carolina Central University

## Schwartz, Jeffrey

Lecturer, Engineering Technology

M.B.A., University of Michigan, B.S.E.E./M.S.E.E., Massachusetts Institute of Technology

## Seiffer-Klingsberg, Francine

Higher Education Assistant, Office of Student Affairs, Financial Services; Financial Aid Specialist

B.A., M.A., CUNY Queens College

## Seiler, Mona E.

Professor, Business

B.A., State University of New York at Binghamton; M.B.A., CUNY Bernard M. Baruch College; C.P.A., State of New York

## Seiter, Joseph

College Laboratory Technician, Engineering Technology

A.A.S., CUNY Queensborough Community College

## Semanate, Carmita

Assistant to Higher Education Officer, Library; Administrative Coordinator

B.A., M.A., CUNY Queens College

## Senise, John

Higher Education Assistant, Office of Institutional

Advancement; OPAC Performing Arts Center, Administrative Events Specialist

B.A., CUNY Queens College

## Seo, Dugwon

Assistant Professor, Engineering Technology

B.S., The City University of New York; M.A., Ph.D., The City College of New York

## Sexton, Danny

Associate Professor, English

B.A., M.A., University of Arkansas; Ph.D., The City University of New York

## Shahar, Jed

Associate Professor, English

Ph.D., The City University of New York

## Shameem, Madiha

Lecturer, English

B.A., M.A., CUNY Queens College

## Shamim, Sidra

Assistant to Higher Education Officer, Office of Academic Affairs; STEM Adviser, Student Learning Center

B.A., CUNY Queens College

## Sheerazi, Sajadeh (Saji)

Higher Education Officer, Office of Institutional Advancement; Annual Giving and Major Gifts, Development Officer

B.S., University of Leicester, U.K.

## Shekoyan, Vazgen

Associate Professor, Physics

M.S., Ph.D., Rutgers University

## Sherman, George

Administrator, Office of Chief Operating Officer & Senior Vice President; Executive Director of Information Technology

A.A.S., Queensborough Community College; B.S., New York Institute of Technology; M.B.A., Adelphi University

## Sherman, Scott

Lecturer, Biological Sciences and Geology

M.S., University of New Hampshire

## Shi, Lucy

Higher Education Associate, Office of Finance and

Administration; Finance and Risk Management Specialist

B.B.A., CUNY Bernard M. Baruch College

## Shimkin, David

Professor, English

B.A., M.A., Middlebury College; Ph.D., New York University

## Shin, Jun

Associate Professor, Chemistry

M.Phil., Ph.D., Columbia University

## Shkrab, Mikhail

Higher Education Assistant, Office of Finance and

Administration; Finance Budget Specialist

B.S., CUNY Brooklyn College; M.B.A., CUNY Bernard M. Baruch College

## Sideris, Paul

Associate Professor, Chemistry

Ph.D., State University of New York at Stony Brook

## Simmons, Sherri-Ann

Director 21st Century Community Learning Centers, Office of Student Affairs

B.S., Rochester Institute of Technology

## Sinclair, Alicia

Associate Professor, Health, Physical Education and Dance

B.S., University of Maine; M.A., New York University; Ed.D., Teachers College, Columbia University

## Singh, Chanpreet K.

Higher Education Officer, Office of Student Affairs; Office of Counseling Services, Director

B.A., M.A., CUNY Queens College; M.A., New York University; Ph.D., Capella University

## Singhroy, Venessa

Assistant Professor, Mathematics and Computer Science

B.A., M.A., CUNY Queens College

## Sitbon, Jerry H.

Chief College Laboratory Technician, Engineering Technology

B.P.S., Empire State College, State University of New York

## Siu, Sau Chu (Jessica)

Higher Education Assistant, Office of Finance and

Administration; Office of Bursar, Enrollment Bursar Specialist

B.A., CUNY Queens College

## Smith, Kerri-Ann

Associate Professor, English

M.A., Brooklyn College CUNY; B.A., Ph.D., Binghamton University; Ed.D., State University of New York at Stony Brook



# CURRENT FACULTY & INSTRUCTIONAL STAFF

**Smith, Lakersha**

*Associate Professor, Social Sciences*  
M.A., CUNY Hunter College; Ph.D., The City University of New York

**Sobel, Sheryl**

*Higher Education Assistant, Office of Student Affairs, Office of Services for Students with Disabilities; Student LEADS Support Specialist,*  
B.S., State University of New York at Cortland; M.S.W., CUNY Hunter College

**Solares-Loza, SueAne**

*Assistant to Higher Education Officer, Office of Academic Affairs; Grants/Sponsored Programs, Administrative Coordinator*  
B.A., CUNY Queens College

**Sosnovski, Bianca**

*Assistant Professor, Mathematics and Computer Science*  
M. Phil., Ph.D., The City University of New York

**Soto, Carol**

*Professor, Nursing*  
B.S.N., CUNY Hunter College; M.S.N., CUNY Herbert H. Lehman College; Ph.D., Adelphi University; R.N., State of New York; N.P., State University of New York at Stony Brook

**Spencer, Cheryl**

*Professor, Nursing*  
B.S.N., M.S., Adelphi University; Ph.D. Capella University R.N., State of New York

**Spencer, Edna**

*Higher Education Assistant, Office of Student Affairs, Academic Advisement Specialist, STEM Academy*  
B.A., College of New Rochelle; M.S., Long Island University

**Spezio, Stefan W.**

*Higher Education Officer, Office of Academic Affairs; Center for Tutoring and Academic Support; Academic Resource Center Director*  
B.A., M.A., State University of New York at New Paltz

**Spicknell, Christine**

*Office of Academic Affairs; Grants/Sponsored Programs, Assistant Grants Director*  
M.B.A., CUNY Bernard M. Baruch College

**Sponza, Eric**

*Lecturer, Mathematics and Computer Science*  
B.S., Marywood University; M.A., Binghamton University

**Sporer, Celia**

*Assistant Professor, Social Sciences*  
B.A., M.A., CUNY John Jay College of Criminal Justice; Ph.D., The City University of New York

**Sporn, Howard**

*Associate Professor, Mathematics and Computer Science*  
B.S., Polytechnic Institute of New York; M.A., State University of New York at Stony Brook; Ed.D., Teachers College, Columbia University

**Srivastava, Anuradha**

*Assistant Professor, Biological Sciences and Geology*  
Ph.D., Bhimrao Ambedkar University, India

**Stark, Julian**

*Associate Professor, Biological Sciences and Geology*  
Ph.D., New York University

**Stelmach, Ewa**

*Lecturer, Mathematics and Computer Science*  
B.S., State University of New York at Stony Brook; M.S., Hofstra University

**Strauss, Sandra Williams**

*Higher Education Assistant, Office of Student Affairs; Student Career Program Specialist, Career Services*  
B.A., Trinity University; M.B.A., CUNY Bernard M. Baruch College

**Stroubakis, Dimitrios**

*Assistant Professor, Engineering Technology*  
B.S., New York University; M.A., Columbia University

**Stroubakis, Kostas**

*Associate Professor, Mathematics and Computer Science*  
B.A., M.A., City University of New York; D.M.E., Columbia University Teachers College

**Su, Alvin**

*Higher Education Officer, Office of the Finance and Administration; Environmental Health and Safety, Facilities Planning Director*  
B.S., The City College of New York

**Subramaniam, Raji**

*Professor, Biological Sciences and Geology*  
B.S., M.S., University of Madras; Ph.D., University of Maine

**Sullivan, Nathaniel**

*Assistant Professor, Art & Design*  
B.A., Simon Fraser University; M.A., Syracuse University

**Sullivan, Regina**

*Associate Professor, Biological Sciences and Geology*  
M.A., CUNY Hunter College; Ph.D., The City University of New York

**Sun, Joann**

*Lecturer, Engineering Technology*  
B.S., Shanghai Jiao Tong University; M.S., New York Institute of Technology

**Sutton, Elizabeth**

*Assistant Professor, Nursing*  
B.A., M.S., Marquette University

**Svoronos, Paris D. N.**

*Professor, Chemistry*  
B.Sc., American University; Ph.D., Georgetown University

**Sylla, Keba**

*Lecturer, Social Sciences*  
B.A., M.A., Kent State University; Ph.D., University of Akron

**Tai, Emily S.**

*Associate Professor, History*  
B.A., CUNY Queens College; Ph.D., Harvard University

**Taibu, Rex**

*Assistant Professor, Physics*  
B.S., University of Malawi; M.A., Ph.D., Western Michigan University

**Talbird, John D.**

*Professor, English*  
B.A., M.A., University of Tennessee at Knoxville; Ph.D., University of Nebraska at Lincoln

**Tam, Evelyn Y.**

*Lecturer, Mathematics and Computer Science*  
B.S., M.A., The City University of New York; J.D., St. John's University

**Tambe, Amanda**

*Higher Education Assistant, Office of Student Affairs, Accelerated Study in Associate Programs (ASAP); Student Adviser*  
B.S., Binghamton University; M.S.Ed., Boston University

**Tambini, Bridget**

*Higher Education Assistant, Office of Student Affairs, Accelerated Study in Associate Programs (ASAP); Student Adviser,*  
B.A., M.S.E., Hofstra University

**Tangarife Andrea**

*Assistant to Higher Education Officer, Office of Finance and Administration; Office of Bursar, Enrollment Bursar Coordinator*  
A.S., CUNY Laguardia Community College; B.A., CUNY York College

**Tarafdar, Meghmala**

*Faculty Fellow, Academic Development Director, CETL; Assistant Professor, English*  
M.A., Ph.D., University of Oklahoma

**Tarasko, Alexandra**

*Professor, Nursing*  
B.S., CUNY Hunter College; M.A., New York University; R.N., State of New York

**Tawde, Mangala**

*Associate Professor, Biological Sciences and Geology*  
Ph.D., Mumbai University, India

**Teegala, Sushma**

*Lecturer, Biological Sciences and Geology*  
B.S., Stony Brook University; M.A., CUNY Hunter College; Ph.D., The City University of New York, Graduate Center

**Tejada, Deyanira**

*Instructor; Office of Academic Affairs., CUNY Start Program*  
B.A., CUNY Queens College; M.A., New York University

**Tekleab, Kebedech**

*Assistant Professor, Art & Design*  
B.F.A., M.F.A., Howard University

**Terrile, Vikki**

*Assistant Professor, Library*  
B.A., Wells College; M.A., CUNY Queens College; M.L.S., Long Island University

**Theus, Landrina**

*Higher Education Assistant, Office of Student Affairs, Accelerated Study in Associate Programs (ASAP); Student Adviser*  
B.S., M.S.W., Adelphi University

**Thompson, Elaine**

*Lecturer, Speech Communication and Theater Arts*  
B.S., M.B.A., Nyack College

**Tilley, Brigitte**

*Lecturer, English*  
B.A., M.A., CUNY Queens College

**Timbilla, James**

*Associate Professor, Biological Sciences and Geology*  
Ph.D., Kwame Nkrumah University

# CURRENT FACULTY & INSTRUCTIONAL STAFF

**Tokke, Cheryl**

*Assistant Professor, Business*  
B.S., M.S., Nyack College; D.P., Eastern University;  
Ph.D., Eastern University

**Toohy, Elizabeth**

*Associate Professor, English*  
B.A., Wesleyan University; Ph.D., The City University  
of New York

**Trachman, Matthew**

*Associate Professor, Social Sciences*  
B.S., Cornell University; M.A., Ph.D., York University  
of Toronto

**Traver, Amy**

*Professor, Social Sciences*  
M.A., Ph.D., State University of New York at Stony  
Brook

**Tremberger, George**

*Lecturer, Physics*  
B.S., State University of New York at Stony Brook

**Tricarico, Donald**

*Professor, Social Sciences (Sociology)*  
B.S., Fordham University; M.A., Ph.D., New School  
for Social Research

**Trowbridge, Steven**

*Lecturer, Engineering Technology*  
A.A.S., Queensborough Community College; B.A.,  
M.A., CUNY Queens College

**Trujillo, Monica**

*Associate Professor, Biological Sciences and Geology*  
B.S., Ph.D., University of Republic Uruguay

**Tsarouhas, Vivi**

*Administrative Superintendent, Campus Buildings and Grounds,  
Office of Finance and Administration*

**Tse, Chun Chung**

*Assistant Professor, Nursing*  
A.S.N., Queensborough Community College; B.S.N.,  
M.S.N., Chamberlain College of Nursing; R.N., State  
of New York

**Tse, Florence**

*Higher Education Officer; Office of Academic Affairs, Director of  
the Port of Entry Program and Community Outreach*  
B.Sc., Chinese University of Hong Kong; M.Sc., Long  
Island University

**Tsimounis, Areti**

*Associate Professor, Biological Sciences and Geology*  
M.A., MPhil, Ph.D., Columbia University

**Tullio, Mark**

*Higher Education Assistant, Office of Student Affairs, Academy  
Advisement; Academic Advising Specialist, Liberal Arts  
Academy*  
B.S., St. John's University

**Tunney, Barbara**

*Higher Education Assistant, Office of Student Affairs; Financial  
Aid Specialist, PELL, Financial Services*  
B.A., Adelphi University

**Tuszynska, Agnieszka**

*Associate Professor, English*  
M.A., Emporia State University; Ph.D., University of  
Illinois

**Ulloa, Laura M.**

*Assistant to Higher Education Officer, Office of Finance &  
Administration, Bursar Coordinator*  
B.S., CUNY York College

**Ulrich, Mark**

*Assistant Professor, Business*  
B.S., M.B.A., St. John's University; C.P.A. New York

**Underwood, Scott**

*College Laboratory Technician, Academic Computing Center*  
A.A.S., Suffolk County Community College

**Urciuoli, Jannette**

*Office of Student Affairs; Associate Professor, Counselor*  
B.A., CUNY Queens College; M.S.W., Fordham  
University; Ph.D., The City University of New York

**Uribe-Savva, Janine**

*Higher Education Assistant, Office of Student Affairs, Accelerated  
Study in Associate Programs (ASAP); Student Adviser*  
B.A., CUNY Queens College; M.S., Kaplan University

**Van Cleef, Ronald**

*Assistant Professor, History*  
B.A., Syracuse University; M.A., The City University  
of New York; Ph.D., Stiny Brook University

**VanDerHorn-Gibson, Jodi**

*Assistant Professor, Speech Communication and Theatre Arts*  
B.A., M.A., Idaho State University; Ph.D., Arizona  
State University

**Van Ells, Mark**

*Professor, History*  
B.A., M.A., Ph.D., University of Wisconsin-Madison

**Varkey, Peter Jennings**

*Higher Education Associate, Office of the President, Office of  
Marketing and Communications; Communications Electronic  
Media Manager/Web Designer*  
B.F.A., Long Island University, C. W. Post

**Venezian, Alexandra**

*Higher Education Assistant, Office of Student Affairs, Office of  
Veteran & Military Services; Student Life Specialist*  
B.S., East Stroudsburg University; M.S., State  
University of New York at New Paltz

**Verdino, Michael**

*Higher Education Officer, Office of Student Affairs; Office of  
Academy Advisement, Director*  
B.A., CUNY Queens College; M.S., Pace University

**Victolo, Richard**

*Senior College Laboratory Technician, Engineering Technology*  
A.A.S., Queensborough Community College; B.A.,  
CUNY Queens College

**Villani, Kathleen**

*Professor and Chairperson, Business*  
A.A., Nassau Community College; B.A., CUNY  
Queens College; M.B.A., Hofstra University; C.P.A.,  
State of New York

**Visoni, Gilmar**

*Professor and Chairperson, History*  
B.A., CUNY Queens College;  
M.A., Ph.D., Fordham University

**Viti, Lisa**

*Assistant to Higher Education Officer, Office of Human  
Resources & Labor Relations; HR Coordinator in Faculty & Staff  
Relations*  
B.S., CUNY Brooklyn College

**Vogel, Rosanne**

*Lecturer, Speech Communication and Theater Arts*  
M.A., Teachers College, Columbia University

**Voigt, Chrystelle**

*Instructor; Office of Academic Affairs, CUNY Start Program*  
B.A., CUNY Queens College

**Volchok, Edward**

*Professor, Business*  
B.A., George Washington University; M.A., Clark  
University; M.Phil, Ph.D., Columbia University

**Volel, Raymond**

*Higher Education Assistant, Office of Student Affairs; Student  
Life Specialist, Student Activities*  
B.A., State University of New York at Stony Brook

**Vragov, Roumen**

*Assistant Professor, Business*  
B.B.A., St. John's University; Southwestern College;  
Ph.D., University of Arizona

**Wajngurt, Clara**

*Professor, Mathematics and Computer Science*  
B.S., The City College of New York; M.A., Yeshiva  
University; Ph.D., The City University of New York

**Wallach, Patrick**

*Associate Professor, Mathematics and Computer Science*  
B.B.A., M.S., D.A., Adelphi University

**Wang, Bei (Cindy)**

*Higher Education Assistant, Office of Student Affairs; Financial  
Services, Financial Aid Specialist*  
B.A., M.A., CUNY Queens College

**Wang, Biao**

*Assistant Professor, Mathematics and Computer Science*  
M.A., East China Normal University; Ph.D., Cornell  
University

**Ward, Leslie**

*Assistant Professor, Library*  
B.A., University of Massachusetts; M.S., Simmons  
College; M.A., Oxford Brooks University

**Warsi, Jilani**

*Professor, English*  
Ph.D., Boston University

**Wasserman, David**

*Administrator, Office of Finance and Administration, Executive  
Director for Finance and Administrative Operations*  
B.S., Manhattanville College; M.B.A., Metropolitan  
College; M.S., Mercy College

**Weathersby, Jr., Irvin**

*Lecturer, English*  
B.A., Morehouse College; M.A., Morgan State  
University; M.F.A., The New School University

**Weber, Craig R.**

*Associate Professor, Engineering Technology*  
B.A., Wagner College; B.Arch., Arizona State  
University; M.S., Columbia University; M.A.,  
Brooklyn College; R.A., State of New York

**Weber, Dolores A.**

*Associate Professor, Nursing*  
M.S.A., M.S.N., CUNY Herbert H. Lehman College;  
R.N., State of New York; F.N.P., Mount St. Vincents

**Wei, Sujun**

*Associate Professor, Chemistry*  
M.A., M.Phil., Ph.D., Columbia University

**Weisel, Miatta**

*Higher Education Associate; Office of Academic Affairs, Office  
of Continuing Education and Workforce Development; Student  
Career Program Manager, Career Counseling*  
B.A., Berkley College; M.B.A., Keller Graduate  
School of Management

## CURRENT FACULTY & INSTRUCTIONAL STAFF

---

**Wentrack, Kathleen**

*Professor and Chairperson, Art and Design*

M.A., University of Amsterdam; Ph.D., The City University of New York

**Weprin, Ronni**

*Office of Institutional Advancement, Special Events Coordinator*

**White, Eileen**

*Associate Professor, Speech Communication and Theater Arts*

B.A., Sarah Lawrence College; M.F.A., City College of New York

**White, Sybil**

*Lecturer, English*

B.A., The City University of New York; M.A., CUNY Brooklyn College

**Williams, Constance**

*Associate Professor, Library*

A.M.L.S., University of Michigan; B.S., Hampton University; M.S.Ed., CUNY Queens College

**Williams, Darryl**

*Senior College Laboratory Technician, Foreign Languages and Literatures*

A.A.S., Queensborough Community College

**Williams, Steven**

*Instructor; Office of Academic Affairs, CUNY Start Program*

B.A., M.A., St. John's University

**Wong, Kathryn**

*Higher Education Assistant, Office of Student Affairs, Office of*

*College Discovery; Student Support Specialist*

B.A., State University of New York at Albany; M.S., New York University

**Wong, Olivia**

*Higher Education Assistant, Office of Student Affairs; Accelerated*

*Study in Associate Programs (ASAP), Student Adviser*

B.S., CUNY Hunter College; M.S.Ed., CUNY Queens College

**Wu, Huixin**

*Lecturer, Engineering Technology*

B.A., New York College of Technology; M.S., State University of New York at Stony Brook

**Xu, Tian Chun**

*Senior College Laboratory Technician, Chemistry*

A.S., Queensborough Community College; B.A., CUNY Hunter College

**Xu, Yang**

*Assistant to Higher Education Officer; Office of Academic*

*Affairs, Office of Continuing Education and Workforce*

*Development; Continuing Education Coordinator*

M.S., Dowling College

**Yao, Haishen**

*Professor and Chairperson, Mathematics and Computer Science*

M.S., Ph.D., University of Illinois at Chicago

**Ye, Fei**

*Assistant Professor, Mathematics and Computer Science*

B.S., Guangzhou University; Ph.D., University of Illinois and E. China Normal University

**Ye, Weier**

*Associate Professor, English*

B.A., Zhejiang University, China;

M.A., Long Island University, C.W. Post Campus;

Ph.D., Indiana University of Pennsylvania

**Yefroyev, Valentina**

*Instructor; Office of Academic Affairs, CUNY Start Program*

B.S., Moscow State University

**Yeung, Michelle**

*Higher Education Associate, Office of Student Affairs; Associate*

*Director of Financial Aid, Financial Services*

B.B.A., M.S.Ed. CUNY Bernard M. Baruch College

**Yi, John**

*Lecturer, English*

B.A., M.A., CUNY Brooklyn College

**Yildirim, Esma**

*Assistant Professor, Mathematics and Computer Science*

B.S., Faith University; M.S., Mamara University;

Ph.D., Louisiana State University

**Yonker, Liisa**

*Associate Professor, Speech Communication and Theatre Arts*

B.A., Michigan State; M.F.A., Carnegie Mellon University

**Yuster, Richard**

*Professor, Engineering Technology*

B.S.E.E., The City College of New York; M.S.E.E., New York University; P.E., State of New York

**Zahavy, Reuvain**

*Lecturer, Mathematics and Computer Science*

B.A., M.A., Yeshiva University; M.S., Adelphi University

**Zelcer, Mark**

*Assistant Professor, Social Sciences*

B.A., M.A., CUNY Brooklyn College; M. Phil., Ph.D.,

The City University of New York, Graduate Center

**Zhao, Jiao**

*Higher Education Associate, Office of Finance and*

*Administration; Office of Accounting and Related Entities,*

*Finance Reporting & Revenue Manager*

B.A., Rochester Institute of Technology

**Zhelezcheva, Tanya**

*Associate Professor, English*

Ph.D., Northeastern University

**Zhou, Zhou**

*Assistant Professor, Chemistry*

B.S., Tsinghua University; M.S., Shantou University;

Ph.D., Stony Brook University

**Zinger, Lana**

*Professor, Health, Physical Education and Dance*

B.S., New York University;

M.S., Ed.D., Teachers College Columbia University

**Zins, Rosemary**

*Vice President for Institutional Advancement, Office of*

*Institutional Advancement*

A.B., Brown University; M.A., Rhode Island College;

M.B.A., University of Rhode Island

**Zompa, Vincent**

*Instructor; Office of Academic Affairs, CUNY Language Immersion*

*Program (CLIP)*

B.A., Rhode Island College; M.F.A., CUNY Brooklyn

College

# FACULTY & INSTRUCTIONAL STAFF • PROFESSORS EMERITI

**Aaronson, Shirley**, B.B.A., M.S., Ed.D.  
*Professor Emerita, Basic Educational Skills*

**Alexander, Paul**, B.S., M.B.A., C.P.A.  
*Professor Emeritus, Business*

**Altabé, David**, B.B.A., M.A., M.Ph.  
*Professor Emeritus, Foreign Languages and Literatures*

**Ambron, Joanna**, A.B., M.A., Ed.M., Ed.D.  
*Professor Emerita, Biological Sciences and Geology*

**Anderson, Allan G.**, B.S., M.A., Ph.D.  
*Professor Emeritus, Mathematics & Computer Science*

**Anderson, Lucia.**, B.S., Ph.D.  
*Professor Emerita, Biological Sciences and Geology*

**Arnovich, Beatrice**, A.B., M.S., Ph.D.  
*Professor Emerita, Chemistry*

**Asmundsson, Doris**, B.A., M.A., Ph.D.  
*Professor Emerita, English*

**Axelrud, Abraham**, A.A.S., B.S., D.D., M.B.A., Ph.D.  
*Professor Emeritus, Business*

**Azrak, Paul**, B.B.A., B.A., Ph.D.  
*Professor Emeritus, Social Sciences*

**Barbanel, Judy**, B.A., M.A., Ph.D.,  
*Professor Emerita, Academic Literacy*

**Beltzer, Stephen**, A.B., M.S.Ed., Ph.D.  
*Professor Emeritus, Student Affairs*

**Bluestone, Cheryl**, Ph.D.  
*Professor Emerita, Social Sciences*

**Bookbinder, Albert I.**, B.A., M.A., Ph.D.  
*Professor Emeritus, Social Sciences*

**Botkin, Analene**, B.A., Ed.M., Ed.D., R.N.  
*Professor Emerita, Nursing*

**Bourbon, Anne-Marie**, B.A., M.A., Ph.D.,  
*Professor Emerita, Foreign Languages and Literatures*

**Bovard, Everett W.**, B.A., M.A., Ph.D.  
*Professor Emeritus, Social Sciences*

**Boylestad, Robert**, B.E.E., M.E.E., P.E.  
*Professor Emeritus, Electrical & Computer Engineering Technology*

**Brumgnach, Edward**, B.S.E.E., M.S.E.E.  
*Professor Emeritus, Engineering Technology*

**Camus, Raoul F.**, B.A., M.A., Ph.D.  
*Professor Emeritus, Music*

**Canellakis, Martin**, B.S., M.S., Prof. Dipl., Post-Grad. Dipl.  
*Professor Emeritus, Music*

**Chao, Nathan**, B.E., M.S., Ph.D.  
*Professor Emeritus, Engineering Technology*

**Charry, Myrna B.**, B.A., M.S.Ed., Ed.D.  
*Professor Emerita, Basic Educational Skills*

**Chin, Chao-Wen**, B.S., Ph.D.  
*Professor Emeritus, Physics*

**Chutsky, Alan**, B.S., M.A., Ph.D.  
*Professor Emeritus, Mathematics and Computer Science*

**Cline, Sylvia G.**, B.A., Ph.D.  
*Professor Emerita, Biological Sciences and Geology*

**Cohen, Florence S.**, B.S., M.A., R.N.  
*Professor Emerita, Nursing*

**Cohen, Milton**, B.B.A., M.A., Ph.D.  
*Professor Emeritus, Social Sciences*

**Corn, Juliana**, B.S., M.A., Ph.D.  
*Professor Emerita, Mathematics & Computer Science*

**Costa, Philip**, B.A., M.S., M.S., Ph.D.  
*Professor Emeritus, Biological Sciences and Geology*

**Cotty, Richard G.**, A.A.S., B.S., Ph.D.,  
*Professor Emeritus, Biological Sciences and Geology*

**D'Amico, Frances**, A.B., B.S., Ph.D.  
*Professor Emerita, Health, Physical Education and Dance*

**Dayton, Norma M.**, B.S., M.S., Ph.D.  
*Professor Emerita, Health, Physical Education, and Dance*

**DeFazio, Victor J.**, B.A., M.S., Ph.D.  
*Professor Emeritus, Student Affairs*

**DeGregoria, Barbara**, B.A., M.S., Ph.D.  
*Professor Emerita, Student Affairs*

**Dickason, Elizabeth**, B.S., M.A., R.N.  
*Professor Emerita, Nursing*

**Dorn, Alfred**, B.S., M.A., Ph.D.  
*Professor Emeritus, English*

**Emanuel, Pericles J.**, B.E.E., M.E.E., P.E.,  
*Professor Emeritus, Electrical & Computer Engineering Technology*

**Engelberg, Don P.**, B.S., M.A., Ph.D.,  
*Professor Emeritus, Physics*

**Fabricant, Mona**, B.A., M.A., Ed.D.  
*Professor Emerita, Mathematics & Computer Science*

**Falik, Jonas**, B.A., M.B.A., Ph.D.  
*Professor Emeritus, Business*

**Feldman, Elyn**, B.A., M.A.  
*Professor Emerita, Health, Physical Education, and Dance*

**Felton, Blanche H.**, B.S., M.S., Ph.D., R.Ph.,  
*Professor Emerita, Biological Sciences and Geology*

**Fonseca, Terezinha**, B.A., M.A., M.A., Ph.D.,  
*Professor Emerita, English*

**Friedman, Jack E.**, B.R.E., B.A., M.A., Ph.D.  
*Professor Emeritus*

**Fusco, Ronald**, B.A., M.S., Ed.D.  
*Professor Emeritus, Health, Physical Education and Dance*

**Garfunkel, Stanley**, B.B.A., M.B.A., Ph.D.  
*Professor Emeritus, Business*

**Geer, Frances P.**, B.A., M.A., P.D., Ed.D.  
*Professor Emerita, Student Affairs*

**Gellman, Lola**, B.A., Ph.D.  
*Professor Emerita, Art and Design*

**Gerson, Thomas J.**, B.E.E., M.E.E., Ph.D.  
*Professor Emeritus, Electrical & Computer Engineering Technology*

**Gillespie, Sheena**, B.A., M.A., Ph.D.,  
*Professor Emerita, English*

**Giudice, Gaetano**, B.E.E., M.S.E.E., P.E.  
*Professor Emeritus, Electrical & Computer Engineering Technology*

**Graham, Sylvia R.**, B.S., M.A., Ph.D.  
*Professor Emerita, Biological Sciences and Geology*

**Green, Dennis**, B.B.A., M.B.A.  
*Professor Emeritus, Business*

**Grant, Karen**, Ph.D.  
*Professor Emerita, Business*

**Green, Julianne**, B.S., M.S., R.N.  
*Professor Emerita, Nursing*

**Greenbaum, Fred**, B.A., M.A., Ph.D.  
*Professor Emeritus, History*

**Harris, Whitney S., Jr.**, B.S., M.S., Ph.D.  
*Professor Emeritus, Mathematics and Computer Science*

**Hersh, Brenda B.**, B.S., M.S., Ed.D.  
*Professor Emerita, Business*

**Highland, Esther H.**, B.A., M.A.  
*Professor Emerita, Business*

**Hosey, Joseph.**, B.A., M.A., Ph.D.  
*Professor Emeritus, Basic Educational Skills*

**Irons, Patricia**, B.S., M.A., R.N.  
*Professor Emerita, Nursing*

**Johansson, Mildred**, B.A., M.A.  
*Professor Emerita, Biological Sciences and Geology*

**Joseph, Linda**, A.A.S., B.S., M.S., Ed.D.  
*Professor Emerita, Health, Physical Education and Dance*

**Kahn, Alfred F.**, B.S., M.A.  
*Professor Emeritus, Health, Physical Education, and Dance*

**Kahn, Edwin**, B.S., M.A., Ph.D.  
*Professor Emeritus, Social Sciences*

**Kalson, Irving**, B.S., M.S., M.E., M.S., P.E.  
*Professor Emeritus, Mechanical Engineering Technology and Design Drafting*

**Kaufman, Sheldon**, A.B., M.S., Ph.D.  
*Professor Emeritus, Physics*

**Karasyk, Saul**, B.B.A., J.D., M.B.A., C.P.A.,  
*Professor Emeritus, Business*

**Karle, Irmgard F.**, B.A., M.A., Ph.D.  
*Professor Emerita, Chemistry*

**Katz, Leon**, B.E.E., M.E.E., P.E.  
*Professor Emeritus, Electrical & Computer Engineering Technology*

**Katz, Milton**, B.S., M.A., C.P.A.  
*Professor Emeritus, Business*

**Kim, Kyu Sung**, B.A., M.A., M.S., Ph.D.  
*Professor Emeritus, Library*

**Krac, Aaron**, A.A., B.S., M.S., H.S.D.  
*Professor Emeritus, Health, Physical Education, and Dance*

**Lanner, Allen H.**, A.B., A.M., Ph.D.  
*Professor Emeritus, English*

**Lapidus, Howard L.**, B.A., J.D.  
*Professor Emeritus, Business*

**LaSala, Melchior L.**, B.S., M.S.  
*Professor Emeritus, Business*

**Leff, Eugene**, B.S., M.S., Ph.D.  
*Professor Emeritus, Biological Sciences and Geology*

**Lembo, Lawrence**, B.S., M.S.  
*Professor Emeritus, Health, Physical Education and Dance*

**Levanti, Salvatore**, B.E.E., M.E.E., P.E.  
*Professor Emeritus, Electrical & Computer Engineering Technology*

**Levi, Joseph**, B.S., M.A., Ph.D.  
*Professor Emeritus, Social Sciences*

**Lum, Jackson**, B.S.E.E., M.S.E.E., P.E.  
*Professor Emeritus, Electrical & Computer Engineering Technology*

**Lum, Trinidad L.**, B.S., M.A., R.N.  
*Professor Emerita, Nursing*

**Maher, Patricia Evanoski**, A.B., M.A., Ph.D.  
*Professor Emerita, Student Affairs*

**Mancott, Anatol**, B.S., B.S., M.S., M.A., R.Ph.  
*Professor Emeritus, Chemistry*

**Martí, Eduardo J.**, B.A., M.S., Ph.D.  
*Professor Emeritus, Biological Sciences and Geology*

**Martin, Charles**, A.B., M.A., Ph.D.  
*Professor Emeritus, Basic Educational Skills*

**McLean, Robert S.**, B.A., M.A., Ph.D.  
*Professor Emeritus, English*

**Meehan, Susan**, B.S., M.A., R.N.  
*Professor Emerita, Nursing*

**Meyer, Dwight**, B.S., Ph.D.  
*Professor Emeritus, Biological Sciences and Geology*

**Meza, Pedro**, A.B., M.A., Ph.D.  
*Professor Emeritus, History*

**Miller, Michael**, B.A., M.A., Ph.D.  
*Professor Emeritus, Student Affairs*

**Mittrakos, Alexander**, B.A., M.A., Ph.D.,  
*Professor Emeritus, History*

**Monticone, Ronald C.**, B.A., M.A., Ph.D.  
*Professor Emeritus, Social Sciences*

**Muller, Elaine**, B.C., D.N., M.A., M.Ed., Ed.D., R.N.  
*Professor Emerita, Nursing*

**Mullin, Jay**, B.A., M.A., Ph.D.  
*Professor Emeritus, Social Sciences*

**Nashelsky, Louis**, B.E.E., M.E.E., Ph.D., P.E.  
*Professor Emeritus, Electrical & Computer Engineering Technology*

**Norman, Isabel H.**, B.A., M.A., Ph.D.  
*Professor Emerita, Foreign Languages and Literatures*

**Orion, Gertrude**, B.A., M.A., Ed.D.  
*Professor Emerita, Speech Communication and Theatre Arts*

**Pappalardo, Charles**, B.A., M.L.S., M.S.  
*Professor Emeritus, Library*

**Perrotto, Richard**, B.A., M.A., Ph.D.  
*Professor Emeritus, Social Sciences*

**Pipolo, Anthony**, B.A., M.A., Ph.D.  
*Professor Emeritus, English*

**Polak, Emil J.**, B.A., M.A., Ph.D.  
*Professor Emeritus, History*

**Prior, John J.**, B.A., M.S., Ed.D.  
*Professor Emeritus, Student Affairs*

**Radosh, Ronald D.**, B.A., M.A., Ph.D.  
*Professor Emeritus, History*

**Rance, Hugh**, B.S., M.S., Ph.D.  
*Professor Emeritus, Biological Sciences and Geology*

**Reid, Norton E.**, B.S., M.S., M.E., Prof. Dipl., P.E.  
*Professor Emeritus, Mechanical Engineering Technology and Design Drafting*

**Reilly, Theresa M.**, B.A., M.A., Ph.D.  
*Professor Emerita, Business*

**Renov, Israel**, B.S., M.H.I., D.H.I., Ph.D.  
*Professor Emeritus, Art and Design*

**Ritz, Arlene F.**, A.A.S., B.S., M.A., R.N.  
*Professor Emerita, Nursing*

**Rosenblum, Myron**, B.A., M.A., Ph.D.  
*Professor Emeritus, Music*

**Rusinek, Roza**, B.S., M.A., Ph.D.  
*Professor Emerita, Mathematics & Computer Science*

**Rustin, Stanley L.**, B.A., M.S., Ph.D.  
*Professor Emeritus, Student Affairs*

**Rutherford, Nancy**, B.S., M.A.,  
*Professor Emerita, Business*

**Santora, Joseph D.**, B.S., M.A.  
*Professor Emeritus, Health, Physical Education, and Dance*

**Saputo, Helen**, B.A., M.S., M.A.  
*Professor Emerita, Business*

**Sarlo, Edward**, B.S., Ph.D.  
*Professor Emeritus, Chemistry*

**Schieber, Byron G., Jr.**, B.M.E., M.M.E., P.E.,  
*Professor Emeritus, Mechanical Engineering Technology and Design Drafting*

**Schlosser, Alvin**, A.A., B.A., M.A., Prof. Dipl., Ph.D.,  
*Professor Emeritus, Basic Educational Skills*

**Schmeller, Kurt R.**, A.B., M.A., Ph.D.  
*Professor Emeritus, History*

**Schulman, Philip**, B.S., M.A., C.P.A.  
*Professor Emeritus, Business*

**Schult, Martha**, A.A., A.B., A.M., R.N.  
*Professor Emerita, Nursing*

**Schwartz, Alan H.**, B.A., A.M., Ph.D.  
*Professor Emeritus, English*

**Seeley, Valerie**, A.B., M.S., Ph.D.  
*Professor Emerita, Biological Sciences and Geology*

**Seltzer, Sandra**, B.A., M.A., Ph.D.  
*Professor Emerita, Basic Educational Skills*

**Seymour, Victor**, B.A., B.S., M.A., Ph.D.  
*Professor Emeritus, Speech Communication and Theatre Arts*

**Shaffer, Joseph**, B.S., Ph.D.  
*Professor Emeritus, Physics*

**Shanker, Sidney**, B.A., M.A., Ph.D.  
*Professor Emeritus, English*

**Shapiro, Steven L.**, B.B.A., M.B.A., Ed.D.,  
*Professor Emeritus, Business*

**Shepherd, James F.**, B.A., M.A., Ph.D.  
*Professor Emeritus, Basic Educational Skills*

**Shulman, William**, B.A., M.S.  
*Professor Emeritus, History*

**Siff, Sandy Joel**, B.S., M.S., Ph.D.  
*Professor Emeritus, Health, Physical Education, and Dance*

**Silvers, Shirley**, B.S., M.A.  
*Professor Emerita, Business*

**Singleton, Robert R.**, A.B., M.A., Ph.D.  
*Professor Emeritus, English*

**Snyder, Grace**, B.A., M.A., Ph.D.  
*Professor Emerita, Chemistry*

**Somerstein, Sheldon**, B.A., M.A., Prof. Dipl.,  
*Professor Emeritus, Business*

**Sonnen, Norman**, B.A., M.S., Ph.D.  
*Professor Emeritus, Biological Sciences and Geology*

**Specht, R. John**, B.Mus.Ed., M.A., Ch.M., Ph.D.  
*Professor Emeritus, Music*

**Spiteri, Charles**, A.A.S., A.S., B.E.E., M.S.E.E., P.E.  
*Professor Emeritus, Electrical & Computer Engineering Technology*

**Stabile, Katherine**, B.A., M.A., Ph.D.  
*Professor Emerita, Social Sciences*

**Stark, Peter**, B.S., M.E.E.  
*Professor Emeritus, Engineering Technology*

**Stoffers, Maria E.**, M.A., Ph.D.  
*Professor Emerita, Foreign Languages and Literatures*

**Sylvester, Dorothy M.**, B.S., M.S., Sc.D., R.N.  
*Professor Emerita, Nursing*

**Tauss, Vita C.**, B.A., M.S., Ed.D.  
*Professor Emerita, Student Affairs*

**Traetta, Marie**, B.S., M.A., M.Ed., Ed.D., R.N.  
*Professor Emerita, Nursing*

**Trombetta, Michael L.**, B.Ch.E., M.S., Ph.D.  
*Professor Emeritus, Business*

**Troyka, Lynn Q.**, B.A., M.A., Ph.D.  
*Professor Emerita, Basic Educational Skills*

**Tschinkel, Paul**, B.A., B.F.A., M.F.A.  
*Professor Emeritus, Art and Design*

**Tully, Nora**, B.S., M.A., M.Ed., Ed.D., R.I.  
*Professor Emerita, Nursing*

**Valentino, James**, B.S., M.S., Ph.D.  
*Professor Emeritus, Engineering Technology*

**Wallace, Maureen M.**, B.S., M.S., Ed.D., R.N.  
*Professor Emerita, Nursing*

**Walpuck, Kenneth**, B.F.A., M.F.A., Ph.D.  
*Professor Emeritus, Art and Design*

**Weiss, Paul**, B.S., M.S., H.S.D.  
*Professor Emeritus, Health, Physical Education, and Dance*

**White, Frank T.**, B.A., M.A., Ph.D.  
*Professor Emeritus, Social Sciences*

**Wieder, Benjamin**, A.A.S., B.S., M.S.  
*Professor Emeritus, Business*

**Wilson, Charles**, B.B.A., M.A.  
*Professor Emeritus, Speech Communication and Theatre Arts*

**Winkler, Bertram**, B.S., M.S., Ph.D.  
*Professor Emeritus, Biological Sciences and Geology*

**Wolfson, Hyman**, A.B., B.A., J.D., M.B.A., LL.M., C.P.A.  
*Professor Emeritus, Business*

**Workman, Harvey N.**, A.A.S., B.S., Ph.D.  
*Professor Emeritus, Biological Sciences and Geology*

**Yalof, Helen**, A.B., M.F.A., Ph.D.  
*Professor Emerita, Speech Communication and Theatre Arts*

**Yonis, Leonard**, B.S., M.A., Ed.D.  
*Professor Emeritus, Mathematics and Computer Science*

**Young, Meredith L.**, B.S., M.A., Ph.D.  
*Professor Emerita, Basic Educational Skills*

**Young, Victor**, A.B., M.S., Ph.D.  
*Professor Emeritus, Physics*

**Zanger, Henry**, B.S., M.S., P.E.  
*Professor Emeritus, Electrical & Computer Engineering Technology*

**Zinberg, Mildred**, B.A., M.S., Ph.D.  
*Professor Emerita, Speech Communication and Theatre Arts*

# POLICIES & REGULATIONS

## 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 officials, 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](mailto: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 RELIGIOUS ABSENCES

**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, sex, 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 "The City University of New York Policy on Sexual Misconduct" on page 253.

## 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.

**Part of Policies and Procedures adopted and approved effective November 27, 2012, Cal.No.4; and revised policy amended and adopted December 1, 2014, Cal. No. C., with effective date of January 1, 2015; Cal. Item C.**

## COMPLAINT PROCEDURES UNDER CUNY'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 "The City University of New York Policy on Sexual Misconduct" on page 253.
- 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 "Reasonable Accommodations and Academic Adjustments" on page 251.

### 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 with a written summary 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.

<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.

- 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.
- 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 Prevention 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.

For the full CUNY Equal Opportunity and Non-Discrimination Policy see: <http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/equal-opportunity-and-non-discrimination-policy/>

### SOME RELEVANT LAWS CONCERNING 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 federal contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities.

Vietnam Era Veterans' Readjustment Act of 1974, as amended, requires government contractors and subcontractors 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.

### **REASONABLE ACCOMMODATIONS AND ACADEMIC ADJUSTMENTS**

The City University of New York ("CUNY") is committed to providing reasonable accommodations and academic adjustments to allow qualified individuals the opportunity to participate in programs, activities and employment. CUNY recognizes that there may be times when employees and their supervisors, as well as students<sup>1</sup> and their instructors, can resolve accommodation requests informally. However, in many cases, such requests require a more formal process with the request being made to and considered by a designated decision-maker, with the opportunity for an appeal, as provided for in these procedures.

The following procedures apply to reasonable accommodations and academic adjustments in connection with:

- a disability,
- pregnancy, childbirth, or a medical condition related to pregnancy or childbirth,
- religious practices, and
- status as a victim of domestic violence, sex offense or stalking.

CUNY will thoroughly review all requests on a case-by-case basis in accordance with applicable federal, state and New York City law.

CUNY prohibits retaliation against individuals for requesting reasonable accommodations or academic adjustments, appealing decisions concerning such requests, or for making or participating in claims of discrimination.

All requests for accommodations and academic adjustments, and all supporting documentation, including but not limited to medical information, are considered confidential and will be shared with college officials only on a need-to-know basis. Such documentation will only be used to evaluate the requested accommodation. Employee and applicant accommodation documentation will be kept in a separate file in the Office for Human Resources or the Office of Recruitment and Diversity, depending on which office is evaluating the accommodation request. Student accommodation documentation will be kept in the Office for Student Disability Services, the Office of Student Affairs, or the Office of Recruitment and Diversity, depending on which office is evaluating the accommodation request.

For the full policy see: <http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/>

### **ACCOMMODATIONS BASED ON STATUS AS A VICTIM OF DOMESTIC VIOLENCE, SEX OFFENSE, OR STALKING**

Individuals requesting an accommodation based on their status as a victim of domestic violence, sex offense, or stalking should contact the Title IX Coordinator (Belinda Delgado, Esq.) located in the Administration Building Room 413, (718) 281-5755. The Title IX Coordinator, or a designee, and the individual will engage in an interactive process with the goal of finding an acceptable accommodation. The Title IX Coordinator, or a designee, in appropriate situations, may develop a workplace safety plan as described in the CUNY Domestic Violence and The Workplace Policy. Individuals may be required where appropriate to submit an intake form and/or provide appropriate documentation to support their status as a victim of domestic violence, sex offense or stalking and to help the College or unit determine a reasonable accommodation.

For the full policy see: <http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/accommodations-based-on-status/>

<sup>1</sup> For the purpose of these procedures, "students" refers to students and prospective students.

## ACCOMMODATIONS BASED ON PREGNANCY, CHILDBIRTH OR A RELATED MEDICAL CONDITION

### A. Student Accommodations and Academic Adjustments

Students requesting an accommodation or academic adjustment based on pregnancy, childbirth or a related medical condition should contact the Office of Student Disability Services. Students may be asked to complete an intake form and provide supporting documentation. The student and the Director of Student Disability Services, or a designee, will engage in an interactive process, which may include considering a number of factors, such as the student's limitations and the nature and requirements of the academic program, with the goal of finding an acceptable accommodation or academic adjustment. The Director of Student Disability Services may, when necessary, consult with appropriate college officials, such as the instructor or Provost, to determine program requirements and possible accommodations and adjustments. Reasonable accommodations or academic adjustments may include, but are not limited to, granting leaves of absence, providing take-home tests to students who are bedridden or homebound, allowing make-up tests and papers, or scheduling a meeting with the instructor for a student who had to miss class because of medical appointments or medical complications in order to make up missed content. A grant or denial of the request must be made as soon as practicable, taking into account the urgency of the request, and sent to the student in writing, either stating the accommodation, or for denials, the reason(s) the request was denied.

### B. Applicant Accommodations

Applicants for employment requesting an accommodation based on pregnancy, childbirth or a related medical condition should contact the Office of Human Resources at the College or unit where they are applying. Classified civil service candidates who are required to take an exam or attend a hiring pool and are seeking an accommodation should follow the written instructions provided on the exam application, hiring pool instructions, or contact the HR Advisory Services unit in the Office of Human Resources Management in the Central Office.

### C. Employee Accommodations

1. Employees requesting an accommodation based on pregnancy, childbirth or a related medical condition should contact the Office of Human Resources at their College or unit. Employees may be required to submit an intake form. The employee and the Director of Human Resources, or a designee, will engage in an interactive process, also called a cooperative dialogue, which may include a consideration of a number of factors, such as the employee's limitations and the job functions and requirements, with the goal of finding an acceptable accommodation. The Director of Human Resources, or a designee, will initiate a cooperative dialogue even when an employee does not make an accommodation request when the College

has (1) knowledge that the employee's performance at work has been affected or that her behavior at work could lead to an adverse employment action and (2) a reasonable basis to believe that the issue is related to pregnancy, childbirth or a related medical condition. Reasonable accommodations may include, but are not limited to, granting frequent bathroom breaks, providing the employee with a specialized chair, granting leaves of absence, changing work schedules to accommodate doctor's visits, temporary shift reassignments, providing light duties or assistance with manual labor for a period of time, or temporarily reassigning the employee to a vacant position for which she is qualified. A grant or denial of the employee's request must be made as soon as practicable, taking into account the urgency of the request, and sent to the employee in writing, either stating the accommodation, or for denials, the reason(s) the request was denied.

2. Employees may be required to submit medical documentation when requesting: (a) time away from work, including for medical appointments, other than the presumptive six (for a vaginal delivery) to eight (for a caesarian section) week period following childbirth for recovery from childbirth, or (b) to work from home, either on an intermittent or a long-term basis. This requirement does not affect medical documentation requirements related to leave taken pursuant to the Family Medical Leave Act or other disability plans or policies.

The full policy can be accessed at: <http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/v-accommodations/>

## 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, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, 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

### PREAMBLE

This Policy prohibits Sexual Misconduct at The City University of New York (“CUNY”). In addition to defining what constitutes Sexual Misconduct and explaining the resources available to those affected by Sexual Misconduct, this Policy details CUNY’s procedures for investigating and adjudicating allegations of Sexual Misconduct. CUNY’s process for addressing allegations of Sexual Misconduct is based on federal, state and local laws, including Title IX, the federal law that prohibits sex discrimination in education and New York State’s Education Law Article 129-B, also known as the “Enough is Enough” law. Each time there is a change in the law, CUNY must review and revise this Policy.

In May 2020, the United States Department of Education (“USDOE”) issued regulations that significantly limited the behavior that constitutes sexual harassment prohibited by Title IX—this behavior is now referred to as Title IX Sexual Harassment.

Title IX Sexual Harassment is defined by the USDOE to mean conduct on the basis of sex that occurs in CUNY’s education program or activity against a person in the United States and that satisfies one or more of the following: (1) a CUNY employee conditioning the provision of an aid, benefit, or service of CUNY on an individual’s participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to CUNY’s education program or activity; or (3) Sexual Assault, Dating Violence, Domestic Violence, or Stalking as defined in this Policy.

The regulations mandate a specific procedure for the investigation, resolution and adjudication of allegations of Title IX Sexual Harassment (“Title IX grievance procedure”). The regulations state that educational institutions may still prohibit sexual misconduct that falls outside of the narrow definition of Title IX Sexual Harassment and CUNY will continue to prohibit, investigate and adjudicate such conduct - for example, conduct that has a reasonable connection to CUNY but occurs outside of CUNY’s education program or activity, conduct that occurs outside the United States or unwelcome physical or verbal conduct of a sexual nature that does not meet the severe, pervasive and objectively offensive standard.

This Policy uses Sexual Misconduct as an umbrella term that covers all conduct prohibited by the Policy— regardless of whether that conduct meets the Title IX Sexual Harassment definition or not. Sexual Misconduct that falls outside the scope of Title IX Sexual Harassment will be referred to as a Non-Title IX Sexual Misconduct matter.

While the regulations specify a strict and complex Title IX grievance procedure for Title IX Sexual Harassment matters, those procedures are not required when Sexual Misconduct falls outside the scope of Title IX and CUNY determined that it would not use the Title IX grievance procedure for Non-Title IX Sexual Misconduct matters. Therefore, to ensure compliance with Title IX, as now interpreted, as well as other federal, state and local laws, this Policy provides two different sets of procedures: Title IX Sexual Harassment matters will follow the Title IX grievance procedure required by the regulations and Non-Title IX Sexual Misconduct matters will follow a different process that largely mirrors the CUNY investigation and adjudication process that existed under previous versions of this Policy, with a few changes and updates.

### I. POLICY STATEMENT

CUNY students, employees and visitors deserve the opportunity to live, learn and work free from Sexual Misconduct. Accordingly, CUNY is committed to:

1. Defining conduct that constitutes Sexual Misconduct;
2. Providing clear guidelines for students, employees and visitors on how to report incidents of Sexual Misconduct;
3. Providing ongoing assistance and support to all parties after allegations of Sexual Misconduct have been made;
4. Promptly and respectfully responding to and investigating allegations of Sexual Misconduct, pursuing disciplinary action when appropriate and taking action to investigate and address any allegations of retaliation;
5. Providing awareness and prevention information on Sexual Misconduct, including widely disseminating this Policy, as well as a “Students’ Bill of Rights” and implementing training and educational programs on Sexual Misconduct to college constituencies;
6. Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of allegations of Sexual Misconduct;
7. Distinguishing between the specific conduct defined as Title IX Sexual Harassment by the USDOE and the broader definition of Sexual Misconduct prohibited by this Policy; and
8. Ensuring compliance with the federal regulations under Title IX, and other federal, state and local laws.

This is CUNY’s sole policy to address Sexual Misconduct and it is applicable at all CUNY colleges and units.<sup>1</sup> This Policy will be interpreted in accordance with the principles of academic freedom adopted by CUNY’s Board of Trustees.

<sup>1</sup> There is a separate policy for students at the Hunter College Campus Schools, consistent with federal regulations under Title IX, state and local law.

The CUNY community should also be aware of the following CUNY policies:

1. The CUNY Policy on Equal Opportunity and Nondiscrimination<sup>2</sup> 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 Misconduct covered by this policy.
2. The CUNY Campus and Workplace Violence Prevention Policy<sup>3</sup> addresses workplace violence.
3. The CUNY Domestic Violence and the Workplace Policy<sup>4</sup> addresses domestic violence in or affecting employees in the workplace.
4. The CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments<sup>5</sup> addresses the procedures CUNY will follow when there is a request for a reasonable accommodation or academic adjustment.

In addition, campus crime statistics, including statistics relating to sexual violence, which CUNY is required to report under the Jeanne Clery Act, are available on each college's Public Safety website.

## II. SCOPE OF THIS POLICY

This Policy governs the conduct of CUNY students, employees and visitors. Visitors may report a violation of this Policy and may also be subject to restrictions for failing to comply with this Policy.

This Policy prohibits Sexual Misconduct that occurs on CUNY property and conduct that occurs off CUNY property but has a reasonable connection to CUNY.

## III. PROHIBITED CONDUCT AND DEFINITIONS

This Policy prohibits Sexual Misconduct (addressed in this section), Retaliation (addressed in Section VII-G and defined below), knowingly submitting false statements or information (defined below) and certain intimate relationships between students and faculty members/employees (addressed in Section XIV).<sup>6</sup>

<sup>2</sup> <https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/policies-and-procedures/PEONon-Discrimination12.4.2014.pdf>

<sup>3</sup> <https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/CUNY-Campus-and-Workplace-Violence-Prevention-Policy-2.28.11-and-amended-9.26.2011.pdf>

<sup>4</sup> [http://policy.cuny.edu/general-policy/article-v/#policy\\_5.061](http://policy.cuny.edu/general-policy/article-v/#policy_5.061)

<sup>5</sup> <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/>

<sup>6</sup> Sex discrimination that does not constitute Sexual Misconduct is not addressed in this Policy but is covered by CUNY's Equal Opportunity and Non-Discrimination Policy. Sex discrimination is defined as treating an individual differently or less favorably because of sex, including sexual orientation, gender or gender identity (including transgender status), as well as pregnancy, childbirth and related medical conditions. Examples of sex discrimination include giving a student a lower grade, or failing to hire or promote an employee, based on their sex.

The following behaviors constitute Sexual Misconduct prohibited under this Policy:

- a. **Dating Violence** is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. Dating violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct. Dating violence includes the threat of sexual assault or physical abuse. The existence of such a relationship is determined based on a consideration of the following factors: (1) The length of the relationship; (2) The type of relationship and (3) The frequency of interaction between the persons involved in the relationship. A relationship may be romantic or intimate regardless of whether the relationship was sexual in nature.
- b. **Domestic Violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim by a person with whom the victim shares a child, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under applicable domestic or family violence laws, or by any other person against an adult or youth victim who is protected from that person's acts under applicable domestic or family violence laws. Domestic violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct.
- c. **Sexual Assault: Contact** is any sexual contact, including sexual touching for the purpose of sexual gratification of either party or degrading or abusing such person, without a person's consent. Sexual touching includes contact under or over clothing with another person's anus, breasts, buttocks, genitals, groin or inner thigh; touching another person anywhere with any of these body parts; making another person touch any of these body parts under or over clothing; or the emission of ejaculate on the clothing or body of another person.
- d. **Sexual Assault: Penetration** is any form of vaginal, anal, or oral penetration or attempted penetration, however slight, by a penis, object, tongue, or finger without a person's consent. This term includes incest and statutory rape.
- e. **Sexual Harassment** is unwelcome verbal or physical behavior based on a person's sex (including sexual orientation, gender, gender expression and gender identity, including transgender status). Conduct is considered "unwelcome" if the individual did not request or invite it and considered the conduct to be undesirable or offensive. This includes unwelcome conduct when: (1) a CUNY employee conditions the provision of an aid, benefit, or service of CUNY on an individual's participation in unwelcome sexual conduct (quid pro quo); and/or (2) such conduct alters the conditions of, or has the effect of 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. While it is not possible to list all circumstances that might constitute Sexual Harassment, the following are some examples of conduct that might constitute such harassment:

- i. Suggestive body language or inappropriate or unwelcome physical contact that does not qualify as Sexual Assault: Contact;
- 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. Making lewd or sexual comments about an individual's appearance, body, or clothing;
- iv. Visual displays or distribution of sexually explicit drawings, pictures, or written materials;
- v. Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures; or
- vi. Offensive comments regarding a person's sexual orientation, gender identity or gender expression, such as persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

**f. Stalking** means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for their safety or the safety of others or (2) suffer substantial emotional distress. This Policy addresses stalking that is based on sex (including sexual orientation, gender, gender expression and gender identity, including transgender status). All other stalking will be addressed under other applicable policies.

**g. Title IX Sexual Harassment** is a subset of the broader definition of Sexual Harassment above. It is defined by the USDOE to mean conduct on the basis of sex<sup>7</sup> that occurs in CUNY's education program or activity against a person in the United States and that satisfies one or more of the following: (1) a CUNY employee conditioning the provision of an aid, benefit, or service of CUNY on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to CUNY's education program or activity; or (3) Sexual Assault, Dating Violence, Domestic Violence, or Stalking as defined in this Policy.

**h. Voyeurism** is unlawful surveillance and includes acts that violate a person's right to privacy in connection with their body and/or sexual activity such as:

- i. 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.
- ii. Recording images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness where that person would have a reasonable expectation of privacy, without that person's consent;
- iii. Disseminating images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness where that person would have a reasonable expectation of privacy, 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; or
- iv. Using or installing, or permitting the use or installation of a device for the purpose of recording another person's sexual activity, intimate body parts or nakedness in a place where the person would have a reasonable expectation of privacy without that person's consent.

### Other important terms and concepts addressed in this Policy:

**a. Consent** means affirmative consent.

**b. Affirmative Consent** is a knowing, voluntary and mutual decision among all participants to engage in 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 lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression.

- i. Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
- ii. In order to give consent, one must be of legal age (17 years or older in New York).
- iii. Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- iv. Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by lack of consciousness or being asleep, being involuntarily restrained, or if the individual otherwise cannot consent. 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.
- v. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

<sup>7</sup> "Based on sex" includes sexual orientation, gender, gender expression and gender identity, including transgender status.

vi. Consent may be initially given but withdrawn at any time. When consent is withdrawn or can no longer be given, sexual activity must stop.

**c. Sexual Act/Sexual Activity** is

- i. Any form of vaginal, anal, or oral penetration or attempted penetration, however slight, by a penis, object, tongue or finger.
- ii. Any sexual contact, including sexual touching. Sexual touching includes contact under or over clothing with another person's anus, breasts, buttocks, genitals, groin or inner thigh; touching another person anywhere with any of these body parts; making another person touch any of these body parts under or over clothing; or the emission of ejaculate on the clothing or body of another person.

**d. Complainant** refers to the individual who alleges that they have been the subject of Sexual Misconduct, and may be a CUNY student, employee (including all full-time and part-time faculty and staff and paid/unpaid interns) or visitor. Under this Policy, the alleged incident(s) may have been brought to the college's attention by someone other than the complainant.

**e. Confidentiality** is the commitment not to share any identifying information with others, except as required by law in emergency circumstances (such as risk of death or serious bodily harm). Confidentiality may only be offered by individuals who are not required to report known incidents of Sexual Misconduct to college officials. Licensed mental health counselors, medical providers and pastoral counselors may offer confidentiality. See additional discussion in Section VI.

**f. Day** Whenever this Policy refers to a "day," it means a calendar day other than a Saturday, Sunday or federal or state holiday.

**g. Knowingly submitting false statements or information** means knowingly making false statements or submitting false information in connection with any allegation of Sexual Misconduct (as opposed to providing information which, even if erroneous, is provided in good faith). Anyone who knowingly makes false statements or submits false information in connection with any allegation of Sexual Misconduct will be subject to disciplinary action in accordance with CUNY Bylaws, policies and collective bargaining agreements.

**h. Non-Title IX Sexual Misconduct Matter** is the term used to describe allegations of Sexual Misconduct that do not meet the definition of Title IX Sexual Harassment and therefore will be resolved, investigated and adjudicated pursuant to the procedures outlined in Section XII.

**i. Party** is a complainant or respondent.

**j. Preponderance of evidence** is the standard of evidence used during the investigation and adjudication of Sexual Misconduct allegations under this Policy. A preponderance of the evidence means whether it is more likely than not that the Sexual Misconduct occurred.

**k. Privacy** is the assurance that an individual or the college will only reveal information about allegations of Sexual Misconduct to those who need to know the information in order to carry out their duties or responsibilities or as otherwise required by law. Individuals who are unable to offer the higher standard of confidentiality under law, but who are still committed to not disclose information more than necessary, may offer privacy. See additional discussion in Section VI. l. Respondent refers to the individual who is alleged to have committed Sexual Misconduct against a CUNY student, employee, or visitor.

**m. Retaliation** is adverse treatment of an individual as a result of that individual's reporting Sexual Misconduct, assisting someone to report Sexual Misconduct, opposing in a reasonable manner an act or policy believed to constitute Sexual Misconduct, or participating in any manner (or refusing to participate) in an investigation or resolution under this Policy. Adverse treatment includes intimidation, threats, coercion or discrimination for the purpose of interfering with any right or privilege secured by this Policy. All individuals are prohibited from engaging in retaliation, including complainants, respondents and others, such as friends or relatives of the parties.

**n. Title IX Formal Complaint** is a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX Sexual Harassment against a respondent and requesting that the college investigate the allegations. The Title IX Coordinator may sign a Title IX Formal Complaint with or without a complainant's desire to participate in a grievance process.

**o. Title IX Sexual Harassment Matter** is the term used to describe allegations of Sexual Misconduct that meet the definition of Title IX Sexual Harassment and therefore must be resolved, investigated and adjudicated pursuant to the Title IX grievance procedures required by the USDOE and outlined in Section XI.

**p. Visitor** is any person other than a CUNY student or employee who interacts with the CUNY community. CUNY alumni are considered visitors under this Policy.

**q. Writing** Whenever this Policy requires a "writing," electronic mail satisfies the writing requirement.



## IV. TITLE IX COORDINATOR

Each college or unit of CUNY has an employee who has been designated as the Title IX Coordinator.<sup>8</sup> This employee is responsible for compliance with Title IX of the Education Amendments of 1972, 20 U.S.C. chapter 38, which prohibits sex discrimination in education programs (including Title IX Sexual Harassment as it is defined above), New York State Law Article 129-B (“Enough is Enough”) and other federal, state and local laws pertaining to sex discrimination and sexual misconduct. The Title IX Coordinator has overall responsibility for implementing this Policy, including overseeing the investigation of allegations of Sexual Misconduct at their college or unit (including Title IX Sexual Harassment matters and Non-Title IX Sexual Misconduct matters) and carrying out the other functions of that position set forth in this Policy. All Title IX Coordinators will receive annual training as required by Title IX, the Clery Act, Enough is Enough, and other civil rights laws. The name and contact information for all Title IX Coordinators at CUNY can be found on CUNY’s dedicated Title IX website.<sup>9</sup> Title IX Coordinator training obligations are discussed in Section XIII.

<sup>8</sup> Any reference to the Title IX Coordinator may also include their designee.

<sup>9</sup> <http://www1.cuny.edu/sites/title-ix/campus-websites/campus/university/>

## V. RESOURCES AND INFORMATION FOR INDIVIDUALS AFFECTED BY SEXUAL MISCONDUCT

CUNY is committed to providing assistance, support and resources to those affected by Sexual Misconduct. This Section discusses a complainant’s option of reporting Sexual Misconduct to outside law enforcement, the differences between CUNY’s process and procedures and those of outside law enforcement and how to obtain immediate medical attention and emotional support.

### A. Reporting to Outside Law Enforcement

Students, employees and other community members may choose to report Sexual Misconduct to local law enforcement and/or state police (“outside law enforcement”). However, CUNY does not require that a complainant report Sexual Misconduct to outside law enforcement; nor will CUNY do so without the complainant’s agreement, except in exceptional circumstances. The college may report Sexual Misconduct to outside law enforcement without the complainant’s consent when the college determines that the respondent poses a serious continuing threat to the physical safety of the complainant or another person.

If a student, employee or other community member chooses to report Sexual Misconduct to outside law enforcement, CUNY will provide assistance. Each college Public Safety office must have an appropriately trained employee available at all times to provide the complainant with information regarding options to proceed, including information regarding the criminal justice process and the preservation of evidence. Campus Public Safety officers can also assist the complainant with reporting allegations both on and off-campus and in obtaining immediate medical attention and other services.

Additional information is available on CUNY’s Title IX website.

### B. Differences between CUNY’s Process and Procedures and Those of Outside Law Enforcement

In cases where the complainant reports allegations to outside law enforcement authorities as well as to the college, the college must 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.

Students, employees and other community members should be aware that CUNY procedures and standards differ from those of criminal law. When CUNY investigates allegations of Sexual Misconduct or brings disciplinary proceedings for violations of this Policy, the issue is whether the respondent violated CUNY policy. The standard applied in making this determination is whether the preponderance of the evidence supports a finding of responsibility, or, stated another way, whether it is more likely than not that the alleged conduct occurred. An individual found to have violated this Policy may be sanctioned by the college and CUNY. In the criminal justice system, on the other hand, the issue is whether the accused violated criminal law. The standard applied is proof beyond a reasonable doubt and an individual found guilty of a crime is subject to criminal penalties, such as incarceration, probation and fines. More information about relevant criminal laws is available in “A Plain Language Explanation of Distinction Between the New York Penal Law and the College Disciplinary Processes.”<sup>10</sup>

### C. Obtaining Immediate Medical Attention and Emotional Support

CUNY encourages anyone who has experienced Sexual Assault, Domestic Violence or Dating Violence to seek medical attention as soon as possible. Medical resources can provide treatment for injuries, preventative treatment for sexually transmitted diseases, emergency contraception and other health services. They can also assist in preserving evidence or documenting any injuries. Taking these steps promptly after an incident can be helpful if an individual later decides to pursue criminal charges or a protective order.

Individuals who have experienced or witnessed Sexual Assault, Domestic Violence or Dating Violence are also encouraged to seek emotional support, either on or off-campus.

On campus resources may 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.

CUNY also maintains a list of off-campus emergency contacts and resources,<sup>11</sup> including rape crisis centers, available throughout New York City on its dedicated web page. This includes a list of local hospitals designated as SAFE (Sexual Assault Forensic Examiner) hospitals, which are specially equipped to handle sexual assaults and trained to gather evidence from such assaults.

<sup>10</sup><http://www1.cuny.edu/sites/title-ix/campus-websites/campus/university/>

<sup>11</sup><http://www1.cuny.edu/sites/title-ix/campus-websites/resources/>

## VI. IMPORTANT INFORMATION ABOUT REPORTING/CONFIDENTIALITY OBLIGATIONS OF COLLEGE AND CUNY EMPLOYEES

CUNY values the privacy of its students, employees and visitors and recognizes that they should be able to seek the assistance they need without fear that the information they provide will be shared more broadly. An individual who speaks to a college or CUNY employee about Sexual Misconduct should be aware that employees fall into three categories:

- a. **Confidential Employees** have an obligation to maintain a complainant's confidentiality regarding allegations of Sexual Misconduct and will not share any identifying information with others, except as required by law in emergency circumstances;
- b. **Responsible Employees** are required to report allegations of Sexual Misconduct to the Title IX Coordinator but will protect an individual's privacy to the greatest extent possible and share information with other staff only on a need-to-know basis; and
- c. **All other employees** are strongly encouraged, but not required to report allegations of Sexual Misconduct to the Title IX Coordinator. These employees are otherwise encouraged to protect an individual's privacy to the greatest extent possible and share information only with the Title IX Coordinator.

**Note:** Under the Clery Act, the College is required to maintain records, advise the government about reports of certain crimes and issue timely warnings when there is a serious, continuing threat to the community. Such reports and warnings do not disclose identifying information.

### A. Confidential Employees

- a. **For Students.** Students who wish to speak to someone who will keep the communications confidential should speak to one of the following:
  - i. Counselor or other staff member at their college counseling center;
  - ii. Nurse, nurse practitioner or other college health office staff member;
  - iii. Pastoral counselor (a person associated with a religious order or denomination, recognized by that order or denomination as someone who provides confidential counseling and identified by CUNY as functioning within the scope of that recognition); or
  - iv. Designated staff member, if any, in a women's or men's center, if one exists at their college.

These individuals will not report the allegations 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 of serious injury to the complainant or any other person.

If a student speaks solely to a confidential employee, the college will rarely be able to conduct an investigation into the allegations or pursue disciplinary action against the respon-

dent. Confidential employees will assist students in obtaining other necessary support.

- b. **For Employees.** Although CUNY does not directly employ individuals to whom CUNY employees can speak on a confidential basis regarding Sexual Misconduct, free confidential support services are available through CUNY's Work/Life Program,<sup>12</sup> which is administered by an outside company. Confidential community counseling resources are also available throughout New York City.<sup>13</sup>

Complainants may use these confidential resources even if they decide not to report allegations of Sexual Misconduct or participate in an investigation, CUNY resolution process or the criminal justice process. A complainant who first speaks to a confidential resource may later decide to report allegations to the college or with outside law enforcement.

<sup>12</sup><https://www.cuny.edu/about/administration/offices/hr/benefits/>.

<sup>13</sup><https://nownyc.org/womens-justice-now/get-help/>.

### B. Responsible Employees

Individuals designated as responsible employees have a duty to report allegations of Sexual Misconduct, including all relevant details, to the Title IX Coordinator. These employees are not permitted to maintain a complainant's confidentiality, but will maintain a complainant's privacy to the greatest extent possible, and information reported to them will be shared only with the Title IX Coordinator and other people responsible for handling the college's response to the report.

To the extent possible, before a complainant reveals any information to a responsible employee, the employee should 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:

- a. University Title IX Director
- b. College Title IX Coordinator and staff
- c. Office of Public Safety employees
- d. Vice President for Student Affairs or Dean of Students and all staff housed in those offices (other than staff that are designated as confidential employees)
- e. Residence Life staff in CUNY owned or operated housing, including Resident Assistants
- f. Directors and Deputy Directors of Human Resources
- g. College President, Vice Presidents and Deans
- h. Athletics Staff
- i. Department Chairpersons/Executive Officers
- j. CUNY Office of the General Counsel attorneys and College/unit attorneys
- k. College/unit labor designee
- l. Faculty and staff members at times when they are leading or supervising students on off-campus trips

- m. International Education Liaisons/Study Abroad Campus Directors and Field Directors
- n. All employees at Hunter College Campus Schools
- o. College Childcare Center staff
- p. Managers or supervisors, regarding alleged Sexual Misconduct involving people who report to them
  - i. **Managers** are employees who have authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities.
  - ii. **Supervisors** are employees who are not managers, but have a sufficient degree of control over the working conditions of one or more employees, which might include evaluating their performance and making recommendations for changes in employment status that are given particular weight.

### C. Special Rules Concerning Public Awareness and Advocacy Events

CUNY supports public awareness events that help provide its community with information about Sexual Misconduct and how it can be addressed and prevented. In order to preserve the ability to participate freely in public awareness and advocacy events, if an individual discloses information about Sexual Misconduct at such event (for example, Take Back the Night gatherings, candlelight vigils, or protests) the college will not treat the disclosure as triggering an obligation to commence an investigation based on that information. Such individuals are encouraged to report Sexual Misconduct to college officials so that the college can provide resources and assistance.

## VII. REPORTING SEXUAL MISCONDUCT TO THE COLLEGE

In order for CUNY to address allegations of Sexual Misconduct, it has to learn about the allegations. Accordingly, CUNY strongly encourages individuals who have experienced Sexual Misconduct to report allegations to a designated campus official, as set forth in “Where to Report Allegations of Sexual Misconduct on Campus” below. The designated officials are trained to receive allegations of Sexual Misconduct, to ensure they are investigated in accordance with this Policy and to help complainants get necessary assistance. Students, employees and visitors are encouraged to report allegations of Sexual Misconduct to campus officials, regardless of whether they have reported the incident to outside law enforcement authorities and regardless of where the incident took place.

### A. Complainant’s Rights

Individuals who have experienced Sexual Misconduct have the right to report allegations to the college or to decide not to do so. Students who report Sexual Misconduct have all of the rights contained in the Students’ Bill of Rights (copy attached).

Complainants also have these rights:

- a. To notify campus Public Safety and/or outside law enforcement, or to choose not to report.
- b. To have emergency access to a college official trained to interview victims of sexual assault and able to provide certain information, including reporting options and information about confidentiality and privacy. The official will, where appropriate, advise about the importance of preserving evidence and obtaining a Sexual Assault Forensic Examination (“SAFE”) as soon as possible. The official will also explain that the criminal process uses different standards of proof and evidence, and that any questions about whether an incident violated criminal law should be addressed to a law enforcement official or a district attorney’s office.
- c. To disclose the incident to a college representative who can offer confidentiality or privacy and assist in obtaining services. See Section VI, above.
- d. To describe the incident only to those campus officials who need the information in order to properly respond and to repeat the description as few times as practicable (subject to the procedures outlined in Sections XI and XII).
- e. To have allegations of Sexual Misconduct investigated in accordance with CUNY policy.
- f. To have privacy preserved to the extent possible.
- g. To receive assistance and resources on campus, including confidential and free on-campus counseling, and to be notified of other services available on and off campus, including the New York State Office of Victim Services.
- h. To disclose the incident to the college’s Human Resources Director or designee (if the respondent is a college employee) or request that a confidential or private resource assist in doing so.
- i. To disclose the incident confidentially and obtain services from state and local governments.
- j. To receive assistance from the campus or others in filing a criminal complaint, initiating legal proceedings in family court or civil court, and/or seeking an Order of Protection or the equivalent. In New York City, this assistance is provided by Family Justice Centers located in each borough.
- k. To receive assistance with effecting an arrest when an individual violates an Order of Protection, which may be provided by assisting local law enforcement in effecting such an arrest.
- l. To withdraw allegations or involvement from the process at any time.

### **B. Where to Report Allegations of Sexual Misconduct on Campus**

Students, employees and visitors who experience Sexual Misconduct and wish to report the allegations to the college/CUNY, should notify one of these campus officials/offices:

- a. Title IX Coordinator;
- b. Office of Public Safety;
- c. Office of Vice President for Student Affairs or Dean of Students;
- d. Residence Life staff in CUNY owned or operated housing; or
- e. Human Resources Director.

Contact information for these officials can be found at CUNY's Title IX Website. Complainants are encouraged, but not required, to complete the CUNY Sexual Misconduct Allegation Form. After the form is filled out, it should be brought to one of the offices listed above or submitted electronically through the college's Title IX website (where available) or by email. The college will also respond to allegations made without the form, whether oral or written.

When any of the officials or offices above is notified of allegations of Sexual Misconduct, they will provide a copy of this Policy to the complainant and coordinate with appropriate college offices to address the matter in accordance with this Policy, including providing appropriate supportive measures (addressed in Section VIII, below). These officials and offices will maintain a complainant's privacy to the greatest extent possible, and all information in connection with the allegations, including the identities of the complainant and the respondent, will be shared only with those who have a legitimate need for the information.

### **C. Request that the College Maintain a Complainant's Anonymity or Not Conduct an Investigation**

Whether a college may maintain a complainant's anonymity or request to not conduct an investigation, depends on whether the allegations will proceed as a Title IX Sexual Harassment matter or a Non-Title IX Sexual Misconduct matter (See Section X).

If the allegations will proceed as a Title IX Sexual Harassment matter, the Title IX Coordinator must inform the complainant that the complainant's identity may not be kept anonymous if the complainant wishes to proceed with a Title IX Formal Complaint, and that the notice to the respondent will reveal the complainant's identity. The complainant may choose whether to file a Title IX Formal Complaint when so informed. If the complainant chooses not to file a Title IX Formal Complaint, their identity will not be disclosed to the respondent.

If the allegations will proceed as a Non-Title IX Sexual Misconduct matter, a complainant may request: (a) that the matter be investigated only to the extent possible without further revealing their identity or revealing further details and/or (b) that no investigation into a particular incident be conducted. If a complainant makes such a request, the Title IX Coordinator will weigh the complainant's request against the college's obligation to provide a safe, non-discriminatory environment for all students, employees and visitors, including the complainant. Factors used to determine whether to honor such a request include, but are not limited to: (a) whether the respondent has a history of violent behavior or is a repeat offender; (b) whether the incident represents escalation of unlawful conduct by the accused from previously noted behavior; (c) any increased risk that the accused will commit additional acts of violence, (d) whether the accused used a weapon or force; (e) whether the complainant is a minor; (f) whether the college possesses other means to obtain evidence such as security footage and (g) whether available information reveals pattern of misconduct at a given location or by particular group.

The college's decision to maintain the complainant's anonymity does not mean that anonymity can be guaranteed in all circumstances; rather, the college will make reasonable efforts to keep information confidential consistent with law. Of course, a college's ability to meaningfully investigate the incident and pursue disciplinary action may be limited by such a request for anonymity. 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 supportive measures and accommodations set forth in Section VIII of this Policy.

### **D. Filing External Complaints**

Individuals who feel that they have been subjected to Sexual Misconduct have the right to avail themselves of any and all of their rights under law, including but not limited to filing complaints with one or more of the outside agencies listed below:

- a. U.S. Department of Education, Office for Civil Rights<sup>14</sup>
- b. U.S. Equal Employment Opportunity Commission<sup>15</sup>
- c. New York State Division of Human Rights<sup>16</sup>
- d. New York City Commission on Human Rights<sup>17</sup>

In certain circumstances, the college or unit may close an investigation upon the filing of an external complaint. When this happens, the outside agency takes over the investigation and the college or unit will cooperate with the investigation conducted by the outside agency. If a college or unit closes an investigation for this reason, the Title IX Coordinator must notify the parties in writing.

<sup>14</sup><http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>

<sup>15</sup><https://www.eeoc.gov/federal-sector/filing-formal-complaint>

<sup>16</sup><https://dhr.ny.gov/complaint>

<sup>17</sup><http://www1.nyc.gov/site/cchr/about/resources.page>

## E. Action by Bystanders

CUNY encourages employees, students and visitors to take reasonable and prudent actions to prevent or stop an act of Sexual Misconduct that they may witness, unless doing so would pose a safety risk to themselves or others. Although these strategies will depend on the circumstances, they may include direct intervention, calling law enforcement or seeking assistance from a person in authority.

In addition, CUNY encourages employees, students and visitors to report any incident of Sexual Misconduct that they observe or become aware of to the Title IX Coordinator or the offices referenced in Section VII-B, above. Individuals who take action in accordance with this paragraph will be supported by the college, and anyone who retaliates against them will be subject to discipline.

## F. Amnesty for Drug and Alcohol Use

The health and safety of every student at CUNY is of the utmost importance. CUNY recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at a time that Sexual Misconduct occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. CUNY strongly encourages students to report Sexual Misconduct to college officials. A bystander or complainant acting in good faith who discloses any incident of Sexual Misconduct to college officials or law enforcement will not be subject to discipline under CUNY's Policy on Drugs and Alcohol<sup>18</sup> for violations of alcohol and/or drug use policies occurring at or near the time of the Sexual Misconduct.

## G. Reporting Retaliation

An individual may report allegations of retaliation to the Title IX Coordinator if the individual has been subject to retaliation, as defined in Section III. All retaliation allegations will be investigated in accordance with the investigation procedures set forth in this Policy, and individuals who are found to have engaged in retaliation will be subject to disciplinary action.

<sup>18</sup><https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-procedures/Policy-Against-Drugs-and-Alcohol.pdf>

## VIII. SUPPORTIVE MEASURES AND ACCOMMODATIONS

Supportive measures and accommodations are non-disciplinary, non-punitive individualized services designed to restore or preserve equal access to education and to ensure safety, prevent retaliation and avoid an ongoing hostile environment. Supportive measures and accommodations are available to complainants, respondents and other affected parties. Supportive measures are available when a college becomes aware of allegations of Sexual Misconduct (including both Title IX Sexual Harassment matters and Non-Title IX Sexual Misconduct matters), whether or not a complainant chooses to move forward with an investigation and/or resolution. Supportive measures may be provided on an interim or continuing basis. The college may also take reasonable measures to ensure the safety of the college community at large.

The Title IX Coordinator is responsible for coordinating and ensuring the effective implementation of supportive measures and accommodations. When a college learns of allegations of Sexual Misconduct, the Title IX Coordinator will promptly contact a complainant to discuss the availability of supportive measures and accommodations, discuss the complainant's wishes with respect to supportive measures and accommodations and inform complainant that supportive measures and accommodations are available even if the complainant does not wish to proceed with an investigation and/or resolution of the allegations. Requests for supportive measures and accommodations should be made to the Title IX Coordinator.

The Title IX Coordinator will work with the Chief Student Affairs Officer<sup>19</sup> to identify a trained staff member to assist students to obtain supportive measures and accommodations. The Title IX Coordinator will work with the Human Resources Director to assist employees to obtain supportive measures and accommodations.

<sup>19</sup>Any reference to the Chief Student Affairs Officer may also include their designee.

## A. Range of Supportive Measures and Accommodations

Possible supportive measures and accommodations may include:

- a. Making appropriate changes to academic programs, including changes in class schedule, accommodations to permit students to take an incomplete or drop a course or courses without penalty, permitting students to attend a class via videoconference platform or other alternative means, providing an academic tutor, or extending deadlines for assignments;
- b. Making appropriate changes to residential housing situations or providing assistance in finding alternate housing;
- c. Changing an employee's work assignment or schedule;
- d. Providing an escort to and from class or campus work location;
- e. Arranging appropriate transportation services to ensure safety;
- f. Offering counseling services through the college Counseling Center or other appropriate office, or referral to an off-campus agency;
- g. Enforcing an Order of Protection issued by a court;
- h. Issuing a No Contact Order whereby continued intentional contact would be a violation of CUNY Policy and subject to disciplinary action (see discussion below); and
- i. Emergency removal of a respondent when they pose an imminent threat to the physical health or safety of any person (see discussion below).

## B. No Contact Orders

A No Contact Order is a directive issued by a college prohibiting intentional contact or communication between specified parties. An individual who intentionally violates a No Contact Order is in violation of CUNY Policy and will be subject to disciplinary action. No Contact Orders may be issued for both complainants and respondents, as well as other individuals as appropriate. No Contact Orders are issued by the Chief Student Affairs Officer (for students) and the Director of Human Resources (for employees).

## C. Emergency Removal

In exceptional circumstances, where a respondent presents an immediate threat to the physical health or safety of any student or other individual arising from a report of Sexual Misconduct, the college may effectuate an emergency removal of a student or take similar emergency measures against an employee, consistent with applicable CUNY Bylaws and policies.

Prior to emergency removal under this Section, the President or their designee will, in cooperation with the appropriate campus officials, conduct an individualized safety and risk analysis to determine whether a respondent presents an immediate threat to the physical health or safety of any person arising from a report of Sexual Misconduct. The college will give the student respondent notice and an opportunity to challenge the decision immediately following the removal (see Section VIII-D, below). Both parties will be notified at the same time and in the same manner of the emergency removal and if or when the emergency removal is lifted.

## D. Process for Review of Supportive Measures and Accommodations, Including No Contact Orders and Emergency Removal

Parties may request a prompt review of the need for and terms of supportive measures that directly affect them, including No Contact Orders and emergency removal. Issues that may be raised include possible modification or discontinuance of a No Contact Order.

If either party is a student, a request for review must be made to the college's Chief Student Affairs Officer. If neither party is a student, a request for review must be made to the college's Human Resources Director. If a case involves both a student and an employee, the Chief Student Affairs Officer will consult with the Human Resources Director before making a decision. Requests for review must be in writing and parties may submit evidence to support their request. All requests will be reviewed within seven (7) days after receipt.

## IX. EVALUATION OF INITIAL ALLEGATIONS OF SEXUAL MISCONDUCT

Upon learning of allegations of Sexual Misconduct, the Title IX Coordinator will evaluate whether the alleged behavior falls within the scope of Title IX Sexual Harassment. If the alleged Sexual Misconduct meets these criteria, it must proceed as a Title IX Sexual Harassment matter:

- a. the allegations, if true, meet the definition of Title IX Sexual Harassment as defined above in Section III; and
- b. at the time the allegations are made, the complainant is participating in, or attempting to participate in an education program or activity at CUNY.

If the alleged Sexual Misconduct does not meet the above criteria, the allegations will proceed as a Non-Title IX Sexual Misconduct matter. For allegations that involve multiple incidents of Sexual Misconduct, some of which qualify as a Title IX Sexual Harassment matter and some of which qualify as a Non-Title IX Sexual Misconduct matter, the allegations will proceed as a Title IX Sexual Harassment matter. Allegations of discrimination covered by CUNY's Equal Opportunity and Non-Discrimination Policy will

continue to be referred to the Chief Diversity Officer and handled pursuant to separate procedures outlined in that policy.

Rights and procedures that apply to all Sexual Misconduct matters are addressed in Section X. Procedures for the investigation, resolution and/or adjudication of Title IX Sexual Harassment matters are addressed in Section XI. Procedures for the investigation, resolution and/or adjudication of Non-Title IX Sexual Misconduct matters are addressed in Section XII.

## X. RIGHTS AND PROCEDURES THAT APPLY TO ALL SEXUAL MISCONDUCT MATTERS

The following rights and procedures apply to all allegations of Sexual Misconduct, regardless of whether the allegations will proceed as a Title IX Sexual Harassment matter or a Non-Title IX Sexual Misconduct matter.

### A. Rights of Parties during any Investigation and Resolution

Parties will have the following rights when an investigation or resolution is initiated under either Section XI or XII of this Policy:

- a. To an investigation and process that is fair, impartial, timely, thorough and provides a meaningful opportunity to be heard;
- b. To have the allegations investigated and/or adjudicated by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, and the rights of the respondent, including the right to a presumption that the respondent is "not responsible" until any finding of responsibility;
- c. To have the allegations investigated, resolved and/or adjudicated by individuals who are free from a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent;
- d. To have the college's judicial or conduct process run concurrently with any criminal justice investigation and proceeding, except for temporary delays requested by external municipal entities while law enforcement gathers evidence. Temporary delays should not last more than ten (10) days except when law enforcement specifically requests and justifies a longer delay;
- e. To an investigation process where the burden of proof and burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the college and not on the parties;
- f. To receive reasonable advance written notice of any meeting they are required to or eligible to attend;
- g. To exclude their own prior sexual history with persons other than the other party in the investigation or conduct process and their own mental health diagnosis and/or treatment, subject to certain exceptions described in Sections XI and XII;
- h. To offer evidence during the investigation;
- i. To have irrelevant evidence excluded from any hearing;
- j. To review documents and tangible evidence, consistent with the Family Educational Rights and Privacy Act ("FERPA") and other laws (see Sections XI or XII for additional details);

- k. To be accompanied by an advisor of their choice (who may be an attorney), who may assist and advise throughout the process, including during all related meetings and hearings. Advisors must comply with applicable CUNY policies and procedures;<sup>20</sup>
- l. To simultaneous notice of the outcome of proceedings, including written notice of findings of fact, decisions and sanctions if any, as well as the rationale for the decision and any sanction;
- m. To access to a full and fair record of any hearing;
- n. To protection against retaliation as defined in Section III; and
- o. To protection against the provision of false statements and evidence, as defined in Section III.

<sup>20</sup> For Title IX Sexual Harassment matters, CUNY will provide an advisor to any party who does not have one, for the limited purpose of conducting cross examination at a hearing. See Section XI-E-c-ii for more information.

### B. Informal Resolution

Informal Resolution is an alternative to the formal investigation and adjudication procedures outlined in Sections XI and XII and may include administrative resolution (such as a mutual agreement to abide by a No Contact Order), acceptance of responsibility and penalty, mediation or other alternative dispute resolution. In some cases, informal resolution may represent a beneficial outcome for both parties by providing an alternative to the formal investigation and adjudication process.

This informal resolution process is available in matters proceeding as Title IX Sexual Harassment matters and Non-Title IX Sexual Misconduct matters, except in cases involving Title IX Sexual Harassment allegations by a student against an employee.

Informal resolution may take place at any point prior to a determination of responsibility. For Title IX Sexual Harassment matters, informal resolution is available after a Title IX Formal Complaint is filed. The Title IX Coordinator must consider every eligible case for informal resolution. When the Title IX Coordinator determines that it is appropriate to refer a matter for informal resolution, the Title IX Coordinator will provide the parties with written notice that an informal resolution is being offered to resolve the allegations. This written notice will include:

- a. A description of the allegations;
- b. The requirements of the informal resolution process, including the circumstances under which an informal resolution will preclude the parties from resuming an investigation and formal resolution arising from the same allegations;
- c. Potential consequences resulting from participating in the informal resolution process, including what records will be maintained or could be shared with the other party; and
- d. Notice that either party has the right to withdraw from the informal resolution process and resume an investigation and formal resolution process at any time prior to agreeing to an informal resolution.

Both parties must agree to begin the informal resolution process. The time frame for investigations will be tolled while the parties engage in the informal resolution process. The Title IX Coordinator must reevaluate the parties' progress towards informal resolution every thirty (30) days and has the discretion to terminate the informal resolution process and resume the investigation at any time.

Upon referral by the Title IX Coordinator, the informal resolution process is conducted by a qualified staff or faculty member designated by the Title IX Coordinator, in coordination with the Chief Student Affairs Officer or a designated Human Resources representative, as applicable. Either party has the right to end the informal resolution process at any time prior to finalizing an informal resolution agreement.

Any agreement reached through informal resolution must be acceptable to both parties and the college. If a resolution is reached, the parties will be notified in writing, and a written memorandum will memorialize the agreed upon resolution. Both parties must provide their voluntary, written consent before an informal resolution agreement is finalized. Once finalized, the obligations in the agreement will be binding and the allegations of Sexual Misconduct (and for Title IX Sexual Harassment matters, the Title IX Formal Complaint) will be deemed resolved. Once finalized, this memorandum will be maintained for seven (7) years, in compliance with recordkeeping requirements outlined in Section X-J.

Information learned as a direct result of the informal resolution process will not be documented in an investigatory report or subsequent adjudication. However, information learned from another source will not be excluded from an investigatory report or subsequent adjudication merely because it was discussed or raised during the informal resolution process. The staff or faculty member conducting the informal resolution process is precluded from participating as a witness in the investigation or participating as a witness or presenter in a subsequent adjudication. Violations of informal resolution agreements will be referred for discipline or other appropriate action in accordance with CUNY Bylaws, policies and collective bargaining agreements.

### C. CUNY-wide Sexual Misconduct Panel and Committee Structure

CUNY will constitute a CUNY-wide Sexual Misconduct Panel ("the Panel") comprised of faculty members, Higher Education Officer series employees ("HEO"), and students from its constituent campuses, from which members will be drawn to serve as the decision-maker at hearings (Adjudication Committee) and the decision-maker of appeals (Appeal Committee) for both Title IX Sexual Harassment matters and Non-Title IX Sexual Misconduct matters. CUNY will consult with each College President to help constitute the Panel. When selecting faculty members, the President shall consult with the faculty member who is the head of the appropriate campus governance body or where the President is the head of the governance body, the faculty members of its executive committee. Each Panel member should be specially trained annually on the relevant law and this Policy.

Each Adjudication and Appeal Committee shall be comprised of three members of the Panel. Panel members will be selected on a rotation basis and will serve CUNY-wide, but will not serve on cases from their home campus. For cases in which the respondent is a student, each Committee will consist of one (1) faculty member or one (1) HEO, one (1) student member and a chairperson, who will be a faculty member or HEO. For cases in which the respondent is a faculty member, each committee will consist of two (2) faculty members and a chairperson, who may be a faculty member or HEO. For cases in which the respondent is an HEO, each committee will consist of two (2) HEOs and a chairperson, who may be a faculty member or HEO. For all other cases in which the respondent is an employee, each committee will consist of two (2) faculty members or one (1) faculty member and one (1) HEO and a chairperson, who may be either a faculty member or HEO.

The chairperson of each Committee will preside at all meetings and decide and make all procedural rulings for the Committee. The Committee will collectively decide by majority vote whether the respondent is responsible for the alleged Policy violation(s). Hearings will be scheduled promptly (including during the summers) at a convenient time and efforts must be made to ensure full student and faculty representation.

In the event that any Committee member, including the chairperson, cannot continue, the University Title IX Director will appoint another Committee member from the Panel to fill the vacant seat.

Panel members will not participate in a case if they have been involved in the investigation, will be participating in the hearing as a witness or if they have a direct interest in the outcome of the matter. Panel members will not serve on a Committee if they have previously participated in a case involving the same parties.

### **D. Conflict/Bias**

If a party believes that any individual involved in the investigation, resolution, adjudication or appeals process has a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, either party may make a request to have that conflicted or biased individual removed from the process. Requests for removal must be made in writing within five (5) days of the notification that the individual is to be involved and include a detailed description of the conflict or bias. Requests for removal of a member of the Adjudication Committee must be made at least one (1) day before a hearing. All requests for removal must be directed to the University Title IX Director. After receiving a request for removal, the University Title IX Director will ask the individual with the alleged conflict or bias to provide a short, written response to the request for removal and consider that response before making a determination. If a conflict or bias exists, the University Title IX Director will take immediate steps to replace that investigator, informal resolution facilitator or Committee member to ensure an impartial and fair process.

If any administrator designated by this Policy to participate in the investigation or resolution of Sexual Misconduct allegations 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 Director or designee. In other appropriate cases in which a high-level administrator is the respondent, the investigation may be referred for investigation to the University Title IX Director or designee.

### **E. Appeals From the Adjudication Committee's Determination of Responsibility**

A party may appeal the Adjudication Committee's determination of responsibility and/or the penalty imposed on the following grounds:

- a. Procedural irregularity that affected the outcome of the matter
- b. New evidence that was not reasonably available at the time of the hearing, which could affect the outcome of the matter
- c. The Title IX Coordinator, investigator or Adjudication Committee had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter,<sup>21</sup> or
- d. The disproportionate nature of the penalty.

The Appeal Committee may modify the penalty or remand the matter for a new hearing.

Parties intending to appeal under this section must send a written Notice of Appeal to the University Title IX Director within fifteen (15) days after the delivery of the written determination of responsibility. The University Title IX Director will notify the non-appealing party in writing within five (5) days of receipt of the Notice of Appeal and will instruct the college to provide the hearing recording to the parties. The college will provide the hearing recording to the parties in a timely manner.

The appealing party must submit their written appeal to the University Title IX Director within fifteen (15) days after the delivery of the hearing recording. The University Title IX Director will provide the appealing party's submission to the non-appealing party within five (5) days of submission. The non-appealing party will have the opportunity to submit a written response to the appeal, due within fifteen (15) days after the delivery of the appealing party's submission.

The University Title IX Director will facilitate the composition and scheduling of the Appeal Committee, which will be comprised of members of the CUNY-wide Sexual Misconduct Panel. The composition of the Appeal Committee is described above in Section X-C. Panel members that served on the Adjudication Committee will not serve on the Appeal Committee for the same matter.

The Appeal Committee will review the hearing materials and written submissions of the parties. The Appeal Committee will issue a written decision that indicates the final outcome and rationale for that decision within fifteen (15) days of receipt of the non-appealing party's written submission or failure to provide a submission. The written decision will be provided simultaneously to both parties.

<sup>21</sup> *Allegations of conflict or bias will be considered waived unless they are raised in a timely manner, pursuant to Section X-D, above.*



## F. Hearing Recording

The college shall make a recording of each hearing by some means such as a stenographic transcript, an audio recording or the equivalent. No other recording of the proceedings is permitted. A respondent who has been found responsible 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 advisor. In the event of an appeal, the parties will be provided a copy of such a record without cost, upon the condition that it is not to be disseminated except to their advisors.

## G. Prohibition on Unauthorized Copying or Recording

The parties are prohibited from recording any part of the investigation and grievance process and from unauthorized copying of documents or materials. Copying includes but is not limited to: audio or video recording, streaming, photographing, scanning, transcribing, or any other form that conflicts with the spirit of this directive. Allegations of non-compliance will be reviewed by the Office of Student Affairs, or Human Resources, as appropriate, and may result in disciplinary action.

## H. Student Respondent Withdrawal Before Allegations are Resolved

A student who withdraws from CUNY shall not be exempt from a Sexual Misconduct investigation or adjudication that commenced prior to withdrawal. When a student respondent withdraws from CUNY with a Sexual Misconduct investigation or adjudication pending, the respondent will be barred from attending any other college, school, or unit of CUNY until the investigation and/or adjudication is complete or the allegations are otherwise resolved. If the respondent fails to appear at a subsequent hearing, the college may proceed in absentia, and any decision and sanction shall be binding, pending appeal.

When a college is notified of a respondent's withdrawal, the college must place a notation on the respondent's transcript that the respondent "withdrew with conduct charges pending." If the respondent is subsequently found not responsible at a hearing, the transcript notation will be removed. If the respondent is subsequently found responsible at a hearing and the penalty is either suspension or expulsion, the transcript notation will be adjusted in accordance with Section X-I, below.

When a student respondent transfers colleges within CUNY while an investigation is pending, the college that instituted the investigation must complete the investigation before transferring the matter to the respondent's new institution for adjudication.

## I. Transcript Notations

When a student respondent is found responsible and the penalty is either suspension or expulsion, the college must place a notation on the respondent's transcript stating that respondent "was suspended [or expelled] after a finding of responsibility for a code of conduct violation."

For all other cases, after four years from the date of the conclusion of the disciplinary proceeding, or one year after the conclusion of any suspension, whichever is later, the respondent has the right to request that a transcript notation from a finding of responsibility be removed. In cases where a student respondent was expelled as a result of a Clery Act crime of violence,<sup>22</sup> including but not limited to sexual assault, the notation will not be removed. If a finding of responsibility is vacated for any reason, the notation must be removed.

<sup>22</sup> See 20 U.S.C. 1092(f)(1)(F)(i)(I)-(VIII).

## J. Recordkeeping

All records related to a college's response to allegations of Sexual Misconduct must be maintained by the college for 7 years from the last action on a matter, unless such records must be maintained for a longer period of time pursuant to CUNY's Records Retention and Disposition Schedule. These records include: records of any actions, including any supportive measures or accommodations taken in response to allegations of Sexual Misconduct; investigation records, materials, and documents; determinations regarding responsibility and disciplinary sanctions; remedies provided to a complainant designed to restore or preserve equal access to CUNY's education program or activity; any appeals and the result; any informal resolution and the result; and any recordings or transcripts of hearings.

CUNY's Records Retention and Disposition Schedule requires that student disciplinary records be maintained permanently.

## XI. PROCEDURES FOR TITLE IX SEXUAL HARASSMENT MATTERS

The following procedures apply only to Title IX Sexual Harassment matters.

### A. Requirement of a Title IX Formal Complaint

The Title IX Coordinator will determine if the manner in which the initial allegations were reported meets the criteria of a Title IX Formal Complaint, which is required to initiate a grievance process or resolution.

A Title IX Formal Complaint is a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX Sexual Harassment (as defined in Section III) against a respondent and requesting that the college investigate the allegations. The Title IX Coordinator may sign a Title IX Formal Complaint with or without a complainant's desire to participate in a grievance process. A Title IX Formal Complaint may be a physical document, email or electronic submission through a campus online form, so long as it contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the complaint.

If the manner in which the initial allegations were reported does not meet the criteria of a Title IX Formal Complaint, the Title IX Coordinator will contact the complainant to explain how to file a Title IX Formal Complaint and notify them that a Title IX Formal Complaint is required to resolve the allegations.

If no Title IX Formal Complaint is received within a reasonable time, the Title IX Coordinator may administratively close the matter. A complainant may file a Title IX Formal Complaint at any time thereafter.

## **B. Initiation of Title IX Grievance Procedure**

Upon receipt of a Title IX Formal Complaint, the Title IX Coordinator will notify the known parties that the college is commencing a Title IX grievance procedure. The notice will be in writing and will include the following:

- a. CUNY's Policy on Sexual Misconduct;
- b. Notice of the allegations, including sufficient details known at the time notice is sent, including the date, time and location of the alleged behavior, the identity of the parties and the specific act or acts that are alleged to violate the Policy's prohibition of Title IX Sexual Harassment, defined in Section III;
- c. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- d. A statement that the allegations outlined in the notice may not be the final allegations considered by the college, and notice that if the college decides to investigate additional allegations, the college will provide notice of the additional allegations in a timely manner and with sufficient time for the parties to prepare for any hearing;
- e. Notice that the parties may have an advisor of their choice, who may be an attorney;
- f. Notice that parties may inspect and review evidence, as outlined in Section XI-E-b;
- g. Notice that the parties are entitled to written notice of the date, time, location, participants and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate in any hearing, investigative interview or meeting;
- h. Notice that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the college and not on the parties;
- i. CUNY's prohibition on knowingly making false statements or knowingly submitting false information during the grievance process, as defined in Section III; and
- j. CUNY's prohibition on retaliation, as defined in Section III.

This notice will be provided at least five (5) days before any initial interview unless a party consents to a shorter period.

## **C. Informal Resolution**

A Title IX Formal Complaint may be resolved through an informal resolution process (Section X-B).

## **D. Dismissal of Title IX Formal Complaint Prior to Resolution**

- a. Mandatory Dismissals** - If, at any time after receipt of a Title IX Formal Complaint, it becomes clear that the allegations, if true, do not meet the definition of Title IX Sexual Harassment, the Title IX Coordinator must dismiss the Title IX Formal Complaint.
- b. Discretionary Dismissals** - The Title IX Coordinator may dismiss a Title IX Formal Complaint, or any allegations therein, if:
  - i. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the Title IX Formal Complaint or any allegations therein;
  - ii. The respondent is no longer enrolled or employed by CUNY; or
  - iii. Specific circumstances exist that prevent the college from gathering evidence sufficient to reach a determination as to the Title IX Formal Complaint or allegations therein.
- c. Process following dismissal of Title IX Formal Complaint** - Upon mandatory or discretionary dismissal of a Title IX Formal Complaint, the Title IX Coordinator must determine whether the allegations will proceed as a Non-Title IX Sexual Misconduct matter. The parties will be notified of the dismissal in writing and provided an opportunity to appeal, as discussed in Section XI-D-d. This notice will include:
  - i. The basis for the dismissal;
  - ii. Whether the allegations will proceed as a Non-Title IX Sexual Misconduct matter; and
  - iii. The parties' right to appeal the dismissal and the procedures to do so.
- d. Appeal - Either party may appeal the dismissal of a Title IX Formal Complaint on the following grounds:**
  - i. A procedural irregularity affected the outcome of the matter;
  - ii. New evidence that was not reasonably available at the time the dismissal was made, that could affect the outcome of the matter; and/or
  - iii. The Title IX Coordinator had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent, that affected the outcome of the matter.

Appeals under this section must be directed to the University Title IX Director in writing within five (5) days after the delivery of the written dismissal notice.

The University Title IX Director will notify the non-appealing party in writing within five (5) days of the receipt of any appeal under this section, and will notify the non-appealing party of their opportunity to submit a written statement in support of, or challenging the dismissal of the Title IX Formal Complaint, due within five (5) days after the delivery of written notice from the University Title IX Director. The University Title IX Director will issue a written decision

describing the result of the appeal and the rationale for the result within fifteen (15) days of the receipt of the appeal or within fifteen (15) days of the receipt of the opposing party's submission, whichever is longer. The University Title IX Director will provide the written decision simultaneously to both parties.

A Title IX Coordinator must wait until an appeal under this section is decided by the University Title IX Director before taking any further action as a Non-Title IX Sexual Misconduct matter.

### E. Formal Resolution and Investigation

#### a. Rights of the Parties

When a Title IX Formal Complaint proceeds to formal resolution and investigation, the parties have the following rights in addition to those outlined in Section X-A:

- i. To have the Title IX Formal Complaint investigated, resolved and/or adjudicated by individuals who receive training as required by federal regulation;
- ii. To an evaluation of all relevant evidence, including both inculpatory and exculpatory evidence and credibility determinations that are not based on a person's status as a complainant, respondent or witness;
- iii. To receive reasonable advance written or electronic notice of allegations, including the date, time, location and general description of the allegations, as well as the specific conduct rule or law violated and the possible sanction;
- iv. To exclude questions and evidence about their own sexual predisposition or prior sexual behavior, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent (complainant only);
- v. To exclusion (including the college's access, consideration, disclosure or other use) of a party's records that are made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional, and which are made and maintained in connection with the provision of treatment to the party, unless the college obtains the party's voluntary, written consent;
- vi. To offer evidence during the investigation, including both fact and expert witnesses and other inculpatory and exculpatory evidence;
- vii. To an investigative report that fairly summarizes relevant evidence;
- viii. To inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a Title IX Formal Complaint, including inculpatory or exculpatory evidence whether obtained from a party or other source, consistent with FERPA

and other law; and to submit a written response within ten (10) days of receiving said evidence and to have that written response considered by the Title IX Coordinator prior to the investigative report being finalized;

- ix. To review the investigative report at least ten (10) days prior to any hearing and to respond in writing prior to a hearing or other time of determination regarding responsibility; and
- x. To a live hearing and cross examination; CUNY will provide an advisor to any party who does not have one, for the limited purpose of conducting cross examination at a hearing.

#### b. Investigation

The Title IX Coordinator is responsible for conducting investigations in a prompt, thorough, and impartial manner. Whenever an investigation is conducted, the Title IX Coordinator must:

- i. Inform the parties that a Title IX grievance procedure and investigation is being commenced and their rights during such investigation, as outlined in Sections X-A and XI-E-a;
- ii. Coordinate investigative efforts with other appropriate offices;
- iii. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the college and not on the parties; and
- iv. Interview witnesses who might reasonably be expected to provide information relevant to the allegations, and review relevant documents and evidence.

The college must make reasonable efforts to ensure that the investigation is carried out within a reasonably prompt time-frame. While some allegations may require more extensive investigation, when possible, the investigation of a Title IX Formal Complaint must be completed within one hundred-twenty (120) days of receipt of the Title IX Formal Complaint (including the evidence review process, completion of the investigative report and report review process, as discussed below).

If there is a delay in completing the investigation, the Title IX Coordinator must notify the parties in writing and indicate the reason for the delay. The Title IX Coordinator should also note the reason for delay and projected timeline for completing the investigation in their case file. The reason for extension of the time frame of an investigation may include, but is not limited to: compliance with a request by law enforcement; a limited accommodation for the availability of parties, their advisors and witnesses; students on leave; exam periods, school breaks or vacations; and accounting for the complexities of a specific investigation, including the number of witnesses and volume of information provided by the parties.

## **i. Post Investigation Review of Relevant Documents and Materials**

Prior to the completion of the investigative report (discussed below), the Title IX Coordinator will send the parties (either in hard copy or electronic form) all of the relevant documents and materials gathered during the investigation that are directly related to the allegations raised in the Title IX Formal Complaint. These materials include any evidence upon which the Title IX Coordinator does not intend to rely when making a determination regarding responsibility and inculpatory or exculpatory evidence, whether obtained from a party or another source. The parties may submit a written response, due within ten (10) days after the materials are provided, which will be considered by the Title IX Coordinator prior to finalizing the investigative report.

The parties and their advisors must sign an agreement not to disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the Title IX grievance process.

The parties will have access to use and refer to these documents and materials during a hearing.

## **ii. Investigative Report**

Upon completion of the investigation, the Title IX Coordinator must prepare an investigative report, which will fairly summarize all relevant evidence gathered during the investigation. The investigative report must include:

1. Procedural history of the case;
2. Alleged Policy violations;
3. A list of individuals interviewed;
4. A list of exhibits;
5. A list of additional documents and materials (not included as an exhibit) obtained as part of the investigation and directly related to the allegations, including inculpatory or exculpatory evidence; and
6. A summary of party and witness statements and other relevant evidence, including a summary of relevant evidence pertaining to each allegation.

## **iii. Review of Investigative Report**

Upon completion of the investigative report, and at least ten (10) days prior to any hearing, the Title IX Coordinator will send the report to each party (and the party's advisor, if applicable) for their review and written response. A party's written response to the report is due within ten (10) days after the report is provided, and will be shared with the Adjudication Committee and other party prior to a hearing.

## **c. Live Hearing**

Following the completion of the investigation and investigative report, as outlined above in Section XI-E-b, all Title IX Sexual Harassment matters will proceed to a live hearing. The same process and procedures will apply regardless of whether

the respondent is a student or employee, although specific information regarding employee penalties is included in Section XI-E-c-ii-3 and Section XI-E-f.

When possible, the live hearing must be completed within sixty (60) days after completion of the investigation.

Live hearings pursuant to this section may be conducted with all parties physically present in the same geographic location or, at the college's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants to see and hear each other simultaneously.

## **i. Pre-hearing procedures**

### **1. Referral for Hearing**

Following the conclusion of the investigative process, the Title IX Coordinator will notify the following parties that the matter is ready for a hearing before the Adjudication Committee:

- A. For student respondents: University Title IX Director and college Office of Student Affairs.
- B. For employee respondents: University Title IX Director; college Office of Human Resources and college Labor Designee.

The University Title IX Director will facilitate the selection and scheduling of the Adjudication Committee, which will be comprised of members of the CUNY-wide Sexual Misconduct Panel (See Section X-C). The University Title IX Director will determine an appropriate physical location for the hearing on a case by case basis. After the Adjudication Committee is selected and the hearing is scheduled, the college Office of Student Affairs or college Office of Human Resources will coordinate the hearing, including, for example, providing a location, facilitating a remote platform, recording the hearing and arranging for presenters and advisors, as needed.

### **2. Issuance of Notice of Hearing**

The college Office of Student Affairs or Office of Human Resources/Labor Relations will issue the Notice of Hearing to both parties, which will include the date, time and location of the hearing and notice of the allegations identified in the investigative report. The Notice of Hearing must be sent by both first-class mail (or overnight mail) to the physical address or P.O. box address appearing on the records of the college and email using the party's CUNY email address, and any other email address known to the college. Notice of at least seven (7) days will be provided.

The parties are permitted one adjournment each, for a reasonable amount of time under the circumstances, without specifying a reason. Additional requests for an adjournment must be made at least

five (5) days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the Adjudication Committee. If either party fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed without their presence, and any determinations of responsibility will be final, subject to appeal.

The Notice of Hearing must contain the following:

- A. A complete and itemized statement of the allegations against the respondent, including the policy the respondent is charged with violating, and the possible penalties for such violation; and
- B. A statement that the parties have the right to attend and participate fully in the hearing including the right:
  - a. To present their side of the story;
  - b. To present witnesses and evidence on their behalf;
  - c. To be represented by an advisor (who may be an attorney, at their own expense) and if the respondent or the complainant does not have an advisor at the hearing, the college must provide an advisor for the limited purpose of cross examination.
  - d. For their advisor to cross-examine witnesses presenting evidence;
  - e. For the respondent to remain silent without assumption of responsibility; and
  - f. A warning that anything said may be used at a non-college hearing.

### 3. Review of Evidence before Hearing

At least five (5) days prior to the commencement of a hearing, the college will provide the parties and their advisors:

- A. A list of documents or other tangible evidence that the college intends to use at the hearing. In the event the college intends to use documents or other tangible evidence at the hearing that was not provided to the parties during the investigation phase, the college must provide those materials to the parties and their advisors at least five (5) days prior to commencement of a hearing; and
- B. A copy of the other party's written response to the investigative report.

At least five (5) days prior to the commencement of a hearing, the college will provide the members of the Adjudication Committee the following:

- A. The investigative report, including exhibits; and
- B. The parties' written responses to the investigative report.

## ii. Hearing Procedures

All hearings pursuant to this Policy are closed hearings, meaning that participation and observation is limited to the parties, their advisors, witnesses, the Adjudication Committee, the college presenter and any college or CUNY staff required to coordinate the hearing.

### 1. Roles and Responsibilities

The participants at the hearing are the college, the respondent and the complainant.

#### Adjudication Committee

The Adjudication Committee, discussed in Section X-C, serves as the decision-maker at the hearing. Prior to the hearing, the Adjudication Committee will review the investigative report, exhibits and the parties' written responses to the investigative report. During the hearing, the Adjudication Committee will listen to the testimony, review and consider evidence and ask questions of the witnesses. After the hearing, the Adjudication Committee will consider all of the information and evidence reviewed, make a decision as to responsibility and penalty (if applicable) and issue a written determination of responsibility.

#### Adjudication Committee Chairperson

The chairperson must preside at all hearing sessions and meetings. At the commencement of the hearing, the chairperson must inform the parties of the charges, the hearing procedures, and their rights. The chairperson must then ask the respondent to state whether they are responsible or not responsible for the conduct. The chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.

The chairperson must rule on the admissibility of evidence and must exclude irrelevant questioning, testimony and evidence.

#### College Presenter

The college will be represented by a presenter. Each academic year, the Chief Student Affairs Officer of each campus, must appoint/identify one or more campus college employees to serve as presenters for hearings against student respondents involving their campuses. Similarly, the College Labor Designee, Director of Human Resources or a designee must appoint/designate one or more campus college employees to serve as presenters against employee respondents involving their campuses. This list should be forwarded to the University Title IX Director and the Office of the Vice Chancellor for Student Affairs prior to the first day of the academic year.

## **Advisors**

The parties may be accompanied by an advisor of their choice (who may be an attorney) who may fully participate at the hearing, including advising and representing a party. In the event a party does not have an advisor present at the hearing, the college must provide an advisor for the limited purpose of conducting cross-examination on behalf of that party.

Advisors must treat all hearing participants, including the Adjudication Committee, parties and witnesses, with respect. Advisors must also abide by the Rules of Decorum promulgated by CUNY. Any party intending to appear with an attorney must give the college five (5) days' notice of the attorney's name and contact information.

## **2. Responsibility Phase**

The college bears the burden of proving the allegations by a preponderance of the evidence.

### **Presentation of Evidence**

Evidence will be presented in the following order: college, complainant and respondent. The parties have an equal opportunity to present relevant evidence, including fact and expert witnesses and other inculpatory and exculpatory evidence to the Adjudication Committee. If a party submits documentary evidence during a hearing that was not previously shared during the investigation, the chairperson may, at the request of any other party grant and adjournment of the hearing as necessary in the interest of fairness, to permit the requesting party time to review the newly produced evidence.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Questions and evidence of the mental health diagnosis and/or treatment of any party may not be introduced, unless that party provided their voluntary and written consent for such materials to be made part of the investigation and the information is directly related to the allegations raised in the Title IX Formal Complaint.

### **Cross Examination**

Each party's advisor will be permitted to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. A party may not conduct cross-

examination personally, but must do so through their advisor. In the event a party does not have an advisor and the case proceeds to a hearing, the college must provide an advisor for the limited purpose of conducting cross-examination on behalf of that party.

Before a complainant, respondent, or witness answers a cross-examination or other question, the Adjudication Committee Chairperson must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. If a party or witness does not submit to cross examination at the live hearing, the Adjudication Committee must not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the Adjudication Committee cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross examination or other questions.

## **3. Penalty Phase**

If a respondent is found responsible for violating the Policy, the Adjudication Committee will determine the penalty to be imposed; except that if the respondent is a represented employee whose discipline is subject to a collective bargaining agreement with CUNY or an employee with disciplinary rights under the New York State Civil Service Law, there will be no penalty phase, and a determination that the respondent is responsible will be referred for discipline under the applicable collective bargaining agreement or Civil Service Law.

Following the responsibility phase of the hearing, the complainant, respondent, and college, will have the opportunity to introduce evidence and make arguments related to what the appropriate penalty should be, in the event the respondent is found responsible for violating the Policy. The complainant, respondent and college will also have the opportunity to introduce evidence of and comment on the respondent's character, including any past findings of responsibility for Domestic Violence, Stalking, Sexual Assault or any other Sexual Misconduct, and submit a statement regarding the impact of the conduct.

The college may also introduce a copy of the respondent's previous disciplinary records, if any, from any CUNY institution the respondent has attended, provided the respondent was shown a copy of the records prior to the commencement of the hearing.

The Adjudication Committee will consider the disciplinary records, as well as any documents or

character evidence introduced by the respondent, the complainant, or the college, in determining an appropriate penalty.

If either party chose not to participate in the responsibility phase of hearing, they still have the opportunity to introduce evidence and make arguments related to what the appropriate penalty should be and to provide or make an impact statement.

#### **d. Determination of Responsibility**

Following the hearing, the Adjudication Committee will determine whether there is a preponderance of evidence that the respondent violated the Policy, which may be based on information contained in the investigative report and the testimony and evidence presented at the hearing.

The Committee will issue a written Determination of Responsibility, which must include the following:

- i. Identification of the allegations potentially constituting Sexual Misconduct;
- ii. A description of the procedural steps taken from the receipt of the Title IX Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- iii. Findings of fact supporting the determination;
- iv. Conclusions regarding the application of this Policy to the facts;
- v. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility;
- vi. If a student respondent is found responsible, any disciplinary sanctions that will be imposed on the respondent or, if an employee is found responsible, a statement that the matter will be referred for discipline under the applicable collective bargaining agreement or Civil Service Law, as applicable;
- vii. A statement of whether remedies designed to restore or preserve equal access to CUNY's education program or activity will be provided to the complainant; and
- viii. Procedures and permissible bases for the parties to appeal.

The college will send the written determination of responsibility to the parties simultaneously, within fifteen (15) days of the conclusion of the hearing. The determination of responsibility will be sent by both first-class mail (or overnight mail) to the physical address or P.O. box address appearing on the records of the college and email using the party's CUNY email address, and any other email address known to the college. In cases involving two or more complainants or respondents, the college has twenty (20) days from the conclusion of the hearing to send the decision. The decision is final subject to any appeal.

#### **e. Remedies for Complainants**

In the event the respondent is found responsible for violating the Policy, the Title IX Coordinator will implement remedies for the complainant, designed to restore or preserve equal access to the recipient's education program or activity. Such remedies may include a continuation of the same supportive measures and accommodations described in Section VIII, but need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

#### **f. Sanctions for Respondents**

##### **Range of Sanctions for Student Respondents**

Sanctions for student respondents range from a warning to suspension or expulsion from CUNY. When a disciplinary hearing results in a penalty of expulsion or suspension for one term or more, the respondent must be barred from admission to, or attendance at, any other unit of CUNY while the penalty is being served.

Students may also be subject to CUNY's policy on transcript notations which is discussed in Section X-I.

##### **Range of Sanctions for Employees**

As discussed above in Section XI-E-c-ii-3, there will be no penalty phase for employees who is subject to a disciplinary process contained in a collective bargaining agreement with CUNY or an employee with disciplinary rights under the New York State Civil Service Law; instead, a determination that the respondent is responsible will be referred for discipline under the applicable collective bargaining agreement or Civil Service Law. For all other employees, sanctions range from a reprimand to suspension to termination of employment.

## **XII. PROCEDURES FOR NON-TITLE IX SEXUAL MISCONDUCT MATTERS**

The following procedures will apply to Non-Title IX Sexual Misconduct matters.

When the college becomes aware that Sexual Misconduct may have been committed by or against a student, employee or visitor, the college must conduct an investigation unless the information provided is insufficient to permit an investigation or the complainant has requested that the college refrain from such an investigation and the college has determined that refraining from an investigation will not result in a continuing threat to the college community. See Section VII-C.

#### **A. Rights of the Parties**

Whenever an investigation of Non-Title IX Sexual Misconduct takes place, the parties have the rights described in Section X-A.

#### **B. Informal Resolution**

A Non-Title IX Sexual Misconduct matter may be resolved through an informal resolution process (Section X-B).

#### **C. Investigation**

The Title IX Coordinator is responsible for conducting any investigation in a prompt, thorough, and impartial manner.

Whenever an investigation is conducted, the Title IX Coordinator must:

- a. Coordinate investigative efforts with other appropriate offices;
- b. Provide the parties written notice that an investigation is being commenced, including notice of the allegations and sufficient details known at the time notice is sent, including the date, time and location of the alleged behavior and the specific act or acts that are alleged to violate the Policy's prohibition on Sexual Misconduct;
- c. Interview witnesses who might reasonably be expected to provide information relevant to the allegations, and review relevant documents and evidence. Both the complainant and respondent must be informed that they have the right to provide relevant documents and to propose witnesses whom they reasonably believe can provide relevant information. A respondent employee who is covered by a collective bargaining agreement may consult with and have a union representative present at any interview of that employee conducted as part of such investigation; and
- d. Create an investigative report that fairly summarizes relevant evidence and makes findings as to whether, in the investigator's opinion, there is a preponderance of evidence that the respondent is responsible for the allegation(s).

The college must make reasonable efforts to ensure that the investigation and resolution of allegations of Sexual Misconduct are carried out within reasonably prompt timeframes. While some allegations may require more extensive investigation, when possible, the investigation of allegations of Sexual Misconduct (including completion of the investigative report) must be completed within one hundred-twenty (120) days of the receipt of the allegations.

If there is a delay in completing the investigation, the Title IX Coordinator must notify the parties in writing and indicate the reason for the delay. The Title IX Coordinator should also note the reason for delay and projected timeline for completing the investigation in their case file. The reason for extension of the time frame of an investigation may include, but is not limited to: compliance with a request by law enforcement; a limited accommodation for the availability of parties, their advisors and witnesses; students on leave; exam periods, school breaks or vacations; and accounting for the complexities of a specific investigation, including the number of witnesses and volume of information provided by the parties.

Upon completion of the investigation, the Title IX Coordinator must prepare an investigative report, which will fairly summarize and evaluate relevant evidence gathered during the investigation. The investigative report will include:

- a. Procedural history of the case;
- b. Alleged Policy violations;
- c. A list of individuals interviewed;

- d. A list of exhibits;
- e. Summary of party and witness statements and other relevant evidence;
- f. Analysis of evidence, including credibility assessments; and
- g. Factual findings regarding whether, in the investigator's opinion, there is a preponderance of evidence that the respondent is responsible for the allegation(s).

### **D. Action Following the Investigation or Termination of an Investigation**

#### **a. Students**

If the complainant is a student, the Title IX Coordinator must provide the investigative report to both parties within five (5) days of the completion of the report. If the allegations are unsubstantiated, in whole or in part, the student complainant has the right to appeal the Title IX Coordinator's determination to an Appeal Committee. Appeals may be based on the following grounds:

- i. Procedural irregularity that affected the outcome of the matter
- ii. New evidence that was not reasonably available at the time of the investigation, which could affect the outcome of the matter; or
- iii. The Title IX Coordinator had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The complainant must submit their written appeal to the University Title IX Director within fifteen (15) days after the delivery of the investigative report. The University Title IX Director will provide the complainant's appeal to the respondent within five (5) days of submission. The respondent will have the opportunity to submit a written response to the appeal, due within fifteen (15) days after the delivery of the complainant's appeal.

The University Title IX Director will facilitate the composition and scheduling of the Appeal Committee, which will be comprised of members of the CUNY-wide Sexual Misconduct Panel, as outlined in Section X-C. The Appeal Committee will review the investigative report, the complainant's appeal and the respondent's response, if any. The Appeal Committee will issue a written decision within fifteen (15) days of receipt of the respondent's written submission or failure to provide a submission. The written decision will be provided simultaneously to both parties.

If the Appeal Committee grants the appeal, it may remand the matter for appropriate action, which may include, but is not limited to, the evaluation of new evidence or a new investigation.



Following the appeal, if any, the Title IX Coordinator shall send the investigative report, as well as any decision on appeal, to the College President. If either party is a student, the investigative report must also be sent to the Chief Student Affairs Officer. A copy of the report and any decision on appeal must be maintained in the files of the Title IX Coordinator.

Following receipt of the investigative report, the College President must, when warranted by the facts, authorize such action as they deem necessary, including action to correct the effects of the conduct investigated or prevent further harm to an affected party or others similarly situated. This may include a recommendation that disciplinary action be commenced against a respondent, as set forth in Section XII-E below, or for unsubstantiated findings, authorization to close the matter.

Within thirty (30) days following the termination of an investigation (for example, because it was resolved by informal resolution or the complainant withdrew cooperation); the Title IX Coordinator will summarize for the file the actions taken in response to the allegations and the basis on which the investigation was closed.

### **b. Employees**

The Title IX Coordinator must provide the investigative report to the College President. Following receipt of the investigative report, the College President must, when warranted by the facts, authorize such action as they deem necessary, including action to correct the effects of the conduct investigated or prevent further harm to an affected party or others similarly situated. This may include a recommendation that disciplinary action be commenced against a respondent, as set forth in Section XII-E below, or for unsubstantiated findings, authorization to close the matter.

Within thirty (30) days following the termination of an investigation (for example, because it was resolved by informal resolution or the complainant withdrew cooperation); the Title IX Coordinator will summarize for the file the actions taken in response to the allegations and the basis on which the investigation was closed.

## **E. Disciplinary Process and Procedures**

### **a. Disciplinary Action**

The following procedures apply when the College President recommends that disciplinary action be commenced against a respondent student or employee for violations of this Policy:

#### **i. Discipline Against Students**

When a College President recommends discipline against a student for violations of this Policy, the matter is referred to the college Office of Student Affairs and action must be taken in accordance with Section XI-E-b/c, below.

Sanctions for student respondents following a disciplinary hearing range from a warning to suspension or expulsion from CUNY. When a disciplinary hearing results in a penalty of expulsion or suspension for one term or more, the respondent must be barred from admission to, or attendance at, any other unit CUNY while the penalty is being served. Students may also be subject to CUNY's policy on transcript notations, discussed in Section X-I.

In addition to the rights described in Section X-A, the parties have the following rights at a disciplinary hearing:

1. To receive notice of the charges, including the date, time, location and factual allegations, concerning alleged violation of this Policy;
2. To receive notice of the specific provisions alleged to have been violated and possible sanctions;
3. To make an impact statement at the point when the Adjudication Committee is deliberating on appropriate sanctions;
4. To choose whether to disclose or discuss the outcome of a conduct or judicial process;
5. To appeal a determination of responsibility before a panel that is fair and impartial and does not include individuals with conflicts of interest;
6. To have all information obtained during the conduct process protected from public release until a decision-maker on appeal makes a final determination, unless otherwise required by law.

#### **ii. Discipline Against Employees**

In cases where the College President recommends discipline against an employee, the matter is referred for disciplinary action in accordance with the applicable CUNY policies, rules and collective bargaining agreements. Penalties for employees include, depending on the employee's title, reprimand, suspension, demotion, fine, 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 the applicable collective bargaining agreement.

For additional information on the disciplinary process in specific cases, parties should consult their campus Title IX Coordinator, who will work with campus Human Resources Director or Labor Designee to provide information. Respondents may also consult with their union representative, if any.

### iii. Action Against Visitors

In cases where the person accused of Sexual Misconduct is not a CUNY student or employee, the college's ability to take action against the respondent is usually limited. However, the college will take appropriate actions within its control, such as restricting the visitor's access to campus.

### iv. No Disciplinary Action

In cases where the College President decides not to bring disciplinary action, the Title IX Coordinator must inform the parties of that decision at the same time, in writing, and must offer any appropriate support services, including counseling, to both.

## b. Student Discipline – Pre Hearing Procedures

### i. Referral of Violation for Disciplinary Action

If the College President decides that discipline is warranted, the President will refer the matter to the Chief Student Affairs Officer for further action. The Chief Student Affairs officer may rely on the investigation and determination of the Title IX Coordinator and prefer disciplinary charges.

In instances where a respondent is alleged to have violated this Policy as well as other CUNY policies, rules or bylaws, the entire matter will be heard before the Adjudication Committee and will follow the rules and procedures outlined in this Policy.

### ii. Issuance of Notice of Charges and Hearing

Notice of the charge(s) and of the time and place of the hearing must be sent by both first-class mail (or overnight mail) to the physical address or P.O. box address appearing on the records of the college and email using the party's CUNY email address, and any other email address known to the college.

The hearing must be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) days must be given to the parties in advance of the hearing unless the respondent consents to an earlier hearing. The parties are permitted one adjournment each, for a reasonable amount of time under the circumstances, without specifying a reason. Additional requests for an adjournment must be made at least five (5) days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the Adjudication Committee. If either party fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed without that party present, and any determination of responsibility or sanction will be binding.

The Notice of Charges and Hearing must contain the following:

1. A complete and itemized statement of the charge(s) being brought against the respondent including the policy, rule and/or bylaw the respondent is charged with violating, and the possible penalties for such violation; and
2. A statement that the parties have the right to attend and participate fully in the hearing including the right:
  - a. To present their side of the story;
  - b. To present witnesses and evidence on their behalf;
  - c. To cross-examine witnesses presenting evidence, the exception being that the complainant and respondent may not cross-examine each other as discussed below;
  - d. For the respondent to remain silent without assumption of responsibility;
  - e. To be represented by an advisor or legal counsel at their expense; if the respondent or the complainant requests it, the college shall assist in finding a legal counsel or advisor; and
3. A warning that anything said may be used at a non-college hearing.

### iii. Review of Evidence before Hearing

At least five (5) days prior to the commencement of a hearing, the college must provide the parties (and their advisors, if applicable), with similar and timely access to review documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by FERPA. If a party submits documentary evidence during the hearing, the chairperson may, at the request of any other party, adjourn the hearing as necessary in the interest of fairness, to permit the requesting party time to review the newly produced evidence.

### iv. Admission & Acceptance of Penalty

After the charges have been preferred by the Chief Student Affairs Officer, but prior to the commencement of a hearing, the respondent may admit to the charges and accept the penalty that the Chief Student Affairs Officer determines to be appropriate to address the misconduct. Before resolving allegations in this manner, the Chief Student Affairs Officer, or designee, must first consult with the complainant and provide the complainant with an opportunity to object to the proposed resolution, orally and/or in writing. If a resolution is reached over the complainant's objection, the Chief Student Affairs Officer must provide the complainant with

a statement of the reasons supporting such resolution, and the complainant may appeal the resolution to the Appeal Committee.

### c. Student Discipline - Hearing Procedures

The participants at the hearing are the college, the respondent and the complainant. All hearings pursuant to this Policy are closed hearings, meaning that participation and observation is limited to the parties, their advisors, witnesses, the Adjudication Committee, the college presenter and any college or CUNY staff required to coordinate the hearing.

#### i. Roles and Responsibilities

##### Adjudication Committee

The Adjudication Committee serves as the decision-maker at the hearing and is comprised of members of the CUNY-wide Sexual Misconduct Panel. The role of the Adjudication 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 make a decision as to responsibility.

In the event the respondent is found responsible for the conduct, the committee must then determine the penalty to be imposed.

##### Adjudication Committee Chairperson

The chairperson must preside at the hearing. At the commencement of the hearing, the chairperson must inform the parties of the charges, the hearing procedures, and their rights. The chairperson must then ask the respondent to state whether they are responsible or not responsible for the conduct. Prior to accepting testimony at the hearing, the chairperson must rule on any motions regarding the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson must rule on any motions regarding the admissibility of evidence and must exclude irrelevant, unreliable or unduly repetitive evidence. The chairperson must exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.

The chairperson must preside at all hearing sessions and meetings and make all procedural rulings for the panel. The chairperson has discretion to limit the number of witnesses and the length of testimony for the presentations by any party and/or their representative.

##### College Presenter

The college will be represented by a presenter. Each academic year, the Chief Student Affairs Officer of each campus, must appoint/identify one or more campus college employees to serve as presenters for hearings against student respondents

involving their campuses. This list must be forwarded to the University Title IX Director and the Office of the Vice Chancellor for Student Affairs prior to the first day of the academic year.

##### Advisors

The parties may be accompanied by an advisor of their choice (who may be an attorney) who may fully participate at a hearing, including advising and representing a party. Advisors may not give testimony as a witness at the hearing. Any party intending to appear with an attorney must give the college five (5) days' notice of the attorney's name and contact information. Advisors must treat all hearing participants, including the Adjudication Committee, parties and witnesses, with respect. Advisors must also abide by the Rules of Decorum promulgated by CUNY.

#### ii. Responsibility Phase

The college bears the burden of proving the charge(s) by a preponderance of the evidence.

The parties will present evidence in the following order: college, complainant and respondent. At the conclusion of the college's presentation, the respondent may move to dismiss the charges. If a party submits documentary evidence during a hearing that was not previously shared during the investigation, the chairperson may, at the request of any other party, adjourn the hearing as necessary in the interest of fairness, to permit the requesting party time to review the newly produced evidence.

Evidence of the mental health diagnosis and/or treatment of a complainant, respondent, or witness may not be introduced. Evidence of either party's prior sexual history may not be introduced except that evidence of prior sexual history between complainant and respondent is admissible at any stage of the hearing to prove consent.

A party may not conduct cross-examination personally, but must do so through their advisor. In the event a party does not have an advisor and the case proceeds to a hearing, the college may assist them to find an advisor for the purpose of conducting cross-examination on behalf of that party.

#### iii. Penalty Phase

If the panel finds the respondent responsible for the conduct, then the complainant, respondent, and college, will have the opportunity to introduce evidence and make arguments related what the appropriate penalty should be. The complainant, respondent and college will also have the opportunity to introduce evidence of and comment on the respondent's character, including any past findings of a respondent's responsibility for Domestic Violence, Stalking, Sexual Assault or any other

Sexual Misconduct, and submit a statement regarding the impact of the conduct.

The College may also introduce a copy of the respondent's previous disciplinary records, if any, from any CUNY institution the respondent has attended, provided the respondent was shown a copy of the records prior to the commencement of the hearing. The previous disciplinary record must be submitted to the panel in a sealed envelope, bearing the respondent's signature across the seal, and must only be opened if the respondent has been found responsible for the conduct charged. The Adjudication Committee, to determine an appropriate penalty, must use the disciplinary records, as well as any documents or character evidence introduced by the respondent, the complainant, or the college.

If either party chose not to participate in the hearing, they still have the opportunity to introduce evidence and make arguments related what the appropriate penalty should be and to provide or make an impact statement.

#### iv. Decision

The Adjudication Committee must issue a written decision, which must be based solely on the testimony and evidence presented at the hearing, including the penalty phase. The college must send the written decision to the parties within seven (7) days of the conclusion of the hearing, by regular mail (or overnight mail) and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the college has fourteen (14) days of the conclusion of the hearing to send the panel's decision. The decision is final subject to any appeal.

### XIII. COLLEGE OBLIGATIONS UNDER THIS POLICY

In addition to addressing allegations of Sexual Misconduct, colleges/units of CUNY have the following obligations:

#### A. Dissemination of Policies, Procedures, and Notices

The 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 their 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 includes posting the documents and information on the college website, and including it in residence life materials and training and educational materials.

The Students' Bill of Rights, which is appended to and made a part of this Policy, must be distributed to any individual reporting an incident of Sexual Misconduct at the time the report is made. It must also be distributed annually to all

students, made available on the college's website and posted in college campus centers and in CUNY owned and operated housing.

#### B. Training and Educational Programming

CUNY is responsible for providing training to Title IX Coordinators, investigators, CUNY-wide Sexual Misconduct Panel members and anyone who facilitates informal resolutions.

The Title IX Coordinator, in coordination with other applicable offices, including Public Safety, Human Resources and Student Affairs, is responsible for ensuring that the college provides training to college employees on their obligations under this Policy; provides education on this Policy and on Sexual Misconduct (including Domestic Violence, Dating Violence, Stalking and Sexual Assault) to new and continuing students; and promotes awareness and prevention of Sexual Misconduct among all students and employees. Specific required trainings include the following:

##### a. Training For Responsible and Confidential Employees

The college must provide training to all employees who are required to report incidents of Sexual Misconduct under this Policy, as well as those employees who have been designated as confidential employees.

##### b. Training For Title IX Coordinators, investigators, CUNY-wide Sexual Misconduct Panel members, and any person who facilitates an informal resolution

CUNY will provide training on the topics below to Title IX Coordinators, investigators, CUNY-wide Sexual Misconduct Panel members, and any person who facilitates an informal resolution process. Training for Title IX Coordinators and investigators will be at least annual.

- i. The definition of Sexual Misconduct, including Sexual Harassment, Title IX Sexual Harassment, Dating Violence, Domestic Violence and Stalking;
- ii. How to conduct an investigation;
- iii. How to create an investigative report that fairly summarizes relevant evidence;
- iv. The grievance process, including hearings, appeals and informal resolution processes, as applicable;
- v. Impartiality, including avoiding prejudgment of the facts, conflicts of interest, and bias;
- vi. Relevance of questions and evidence, including the fact that sexual predisposition or prior sexual acts with individuals other than the parties are generally not relevant, the rights of the respondent, including the right to a presumption that the respondent is "not responsible" until a determination regarding responsibility is made at the conclusion of the applicable processes;
- vii. The scope of the college's education programs and activities;
- viii. The effects of trauma;

- ix. Other relevant CUNY policies and procedures; and
- x. Any technology to be used at a live hearing.

### c. Student Onboarding and Ongoing Education

Each college must adopt a comprehensive student onboarding and ongoing education campaign to educate students about Sexual Misconduct, including Domestic Violence, Dating Violence, Stalking, and Sexual Assault. During the student onboarding process, all new first-year and transfer students must receive training on this Policy and on a variety of topics relating to Sexual Misconduct. In addition, each college shall offer and administer appropriate educational programming to residence hall students, athletes, and student leaders. Each college must also provide such educational programming to any other student groups which the college determines could benefit from education in the area of Sexual Misconduct. The college must also share information on Domestic Violence, Dating Violence, Stalking and Sexual Assault prevention with parents of enrolling students. This may be done by linking to <http://www1.cuny.edu/sites/title-ix/information-for-parents-and-families/campus/university/>.

### C. Campus Climate Assessments

Each college of CUNY must conduct, no less than every other year, a climate assessment using an assessment instrument provided by CUNY's central office, to ascertain its students' general awareness and knowledge of CUNY's Policy and procedures regarding sexual misconduct, including but not limited to student experiences with and knowledge of reporting, investigation and disciplinary processes. The assessment instrument must include all topics required to be included under applicable law, including Section 129-B of the New York State Education Law. CUNY will publish the results of the surveys on its Title IX web page. The published results will not contain any information which would enable a reader to identify any individual who responded to the climate assessment.

## XIV. RULES REGARDING INTIMATE RELATIONSHIPS BETWEEN EMPLOYEES AND STUDENTS

### A. Relationships Between Faculty or Employees and Students

Sexual activity or amorous or dating relationships ("intimate relationships"), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom they have 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 they are having an intimate relationship.

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 any 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 must 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.

## XV. IMPLEMENTATION

This Policy will become effective on August 14, 2020 and will apply to Sexual Misconduct that allegedly occurred on or after August 14, 2020. Sexual Misconduct that allegedly took place before the effective date of this Policy will be handled in accordance with the CUNY Policy on Sexual Misconduct that was in effect at the time the behavior occurred.

Should any portion of the 2020 Title IX Regulations be stayed or held invalid by a court of law, or should the Title IX Final Regulations be withdrawn or modified to not require the elements of this Policy, the invalidated elements of this Policy (including, but not limited to Sections IX and XI), will be deemed revoked as of the publication date of the opinion or order. Should this Policy's Title IX-specific procedures be revoked in this manner, any Sexual Misconduct covered under Section XI, including any elements of the process that occur after the revocation date if a case is not complete by that date of revocation, shall be investigated, resolved and/or adjudicated under Section XII without further action by CUNY..

## THE CITY UNIVERSITY OF NEW YORK STUDENTS' BILL OF RIGHTS

For CUNY students who experience Sexual Violence, including sexual assault; domestic, dating or, intimate partner violence, stalking or voyeurism

All students have the right to

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institutional representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Have access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

This *Student Bill of Rights* was established by the “Enough is Enough” Law, New York State Education Law Article 129-B, effective October 7, 2015.

For more information about preventing and addressing Sexual Violence at CUNY see <http://www1.cuny.edu/sites/title-ix/campus-websites>.

Information about filing a report, seeking a response, and options for confidential disclosure is available also available CUNY’s Title IX web page ( <http://www1.cuny.edu/sites/title-ix/campus-websites/campus/university/> ).

Questions about CUNY’s Sexual Misconduct policy and procedures may be directed to your campus Title IX Coordinator. See below.

## FOR FURTHER INFORMATION CONTACT:

**Title IX Coordinator:** Belinda Delgado, Esq., Administration Building, Room 413 (718) 281-5755 [bdelgado@qcc.cuny.edu](mailto:bdelgado@qcc.cuny.edu)

**Public Safety Director:** John M. Triolo, Library, 3rd Floor (718) 631-6320 [jtriolo@qcc.cuny.edu](mailto:jtriolo@qcc.cuny.edu)

**Chief Student Affairs Officer:** V.P. Brian Kerr, Library Building, Room 412 (718) 631-6351 [bkerr@qcc.cuny.edu](mailto:bkerr@qcc.cuny.edu)

**Human Resources Dean:** Liza Larios, Administration Building, Room 505 (718) 631-6356 [llarios@qcc.cuny.edu](mailto:llarios@qcc.cuny.edu)

**Chief Diversity Officer:** Josephine Pantaleo, Administration Building, Room 309 (718) 631-6391 [jpantaleo@qcc.cuny.edu](mailto: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](mailto: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 College’s Campus Safety guide also has important safety information on sexual assault and acquaintance rape <http://www.qcc.cuny.edu/publicSafety/docs/Campus-Safety-Guideline.pdf>.

## 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 [www2.cuny.edu/about/administration/offices/ovsa/policies/](http://www2.cuny.edu/about/administration/offices/ovsa/policies/).*

## 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 sup-

porting 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***

## 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.

*Approved by the Board of Trustees on April 26, 2010, effective May 1, 2010.*

# 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. [http://policy.cuny.edu/policyimport/manual\\_of\\_general\\_policy/article\\_iv\\_facilities\\_planning\\_and\\_management/policy\\_4.06\\_tobacco/document.pdf](http://policy.cuny.edu/policyimport/manual_of_general_policy/article_iv_facilities_planning_and_management/policy_4.06_tobacco/document.pdf)

## 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 TigerCard 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 TigerCard.

Funds may be deposited to students' accounts at the TigerCard stations in the following locations: Administration Building, first floor; Library Building, 2nd floor; Student Union, Lower Level. Funds can also be deposited online at: <https://www.qcc.cuny.edu/tigercard/index.html>

### 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: <https://ope.ed.gov/campusafety/#/institution/search>.

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 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.
- 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.

<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.*

- 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.



# INDEX

- A.A. (Associate in Arts) Programs, 6
- A.A./B.A. Dual/Joint Program with Queens College in Liberal Arts and Sciences and Education, 106
- A.A.S. (Associate in Applied Science) Programs, 6
- A.A.S./B.S. Dual/Joint Programs, 6; in Nursing, 97
- A.S. (Associate in Science) Programs, 6
- A.S./B.S. Dual/Joint Programs, 6; with John Jay College of Criminal Justice in Accounting for Forensic Accounting, 85; with York College in Biotechnology, 116; with York College in Chemistry for Pharmaceutical Sciences, 117; with John Jay College of Criminal Justice in Computer Science and Information Security, 114; with John Jay College of Criminal Justice in Criminal Justice, 105; with John Jay College of Criminal Justice in Science for Forensics, 115
- Academic advisement, see Academy Advisement
- Academic Calendar, 7-9
- Academic Computing Center, 22
- Academic Departments, 141 - 221
- Academic dismissal, 47
- Academic Fresh Start, 32
- Academic integrity, 41 - 43
- Academic probation, 47
- Academic requirements: for holding office in student government, 66; for intercollegiate athletics, 183; for transfer students, 28
- Academic Service-Learning, see High Impact Learning Experiences, 23
- Academic standing, 44 - 50
- Academic Success Program, 64
- Academic Support, Center for Tutoring and (CTAS), 20
- Academies, 71; see Queensborough Academies; Academy for Business, see Business Academy; Academy for Health Related Sciences, see Health Related Sciences Academy; Academy for Liberal Arts, see Liberal Arts Academy; Academy for Science, Technology, Engineering and Mathematics (STEM), see Science, Technology, Engineering and Mathematics Academy; Academy for Visual and Performing Arts (VAPA), see Visual and Performing Arts Academy
- Academy Advisement, 39, 71
- Accelerated Learning Program (ALP), 36, 172, 197, 198
- Accelerated Study in Associate Programs (ASAP), 20
- Accessible facilities for people with Disabilities, 301
- Accounting, A.A.S. degree program in, 87; dual/joint degree program for Forensic Accounting with John Jay College, 85; Accounting /Office Administration certificate option, 93; courses in, see Business Courses, 155
- Accreditation of programs, 3
- Acting, see A.S. degree program in Theatre, 139
- Activities, student, 66, 67
- Admissions, of degree students, 26, 28; of non-degree students, 26, 30; readmission, 31; of transfer students, 27, 28, of International Students with foreign credentials 27
- Admissions Faculty Committee, 30
- Admissions, Office of, 26
- Adult Education, see Continuing Education and Workforce Development
- Advanced Placement (AP) Exams, 49
- Advisory Boards: Art & Design Department Gallery & Museum Studies, 142; Business Department, 155; Clinical Nursing, 204; Engineering Technology, 163; Massage Therapy, 181
- Affirmative Action policy, 2, 247 - 253
- Aid for Part-time Students (APTS), 60
- Alcohol regulations, 286 - 287, 294
- Allied Health Programs, 148; Health Sciences, 98; Health Care Office Administration Assistant Certificate, 93; Health Care Office Administration: Managing, Coding, and Billing Certificate, 92; Massage Therapy, 100; Medical Assistant, 102; Medical Office Assistant Certificate, 103; Public Health, 99
- Alpha Beta Gamma, 51
- Alpha Sigma Lambda, 51
- Alumni Association, 15
- American Studies, see Liberal Arts and Sciences A.A. degree program, 108
- Anthropology, courses in, 211
- Appeals, admissions, see readmission; academic, 31, disciplinary, 283; Emergency Suspension, 281; Sexual Misconduct, Adjudication Committee finding, 264; Title IX formal complaint, 266
- Appeals, grades 46
- Application, 28
- Application deadlines, 27
- Arabic, courses in, 177
- Architectural Technology; A.A.S. degree program in, 125; courses in, 164
- Art, A.S. degree 132
- Art and Design Department, 142; courses in, 143; see also A.S. degree program in Art, 132; Digital Art and Design, 135; Gallery and Museum Studies, 137; art internships, 145
- Art Gallery, see OCC Art Gallery, 13
- Art History, courses in, 145; concentration in, see A.S. degree program in Art, 133
- ASAP, see Accelerated Study in Associate Programs
- Associate in Applied Science (A.A.S.) degree programs, 6; in Accounting, 87; Architectural Technology, 125; Computer Engineering Technology, 123; Computer Information Systems, 88; Electronic Engineering Technology, 126; Internet and Information Technology, 128; Management, 89; Massage Therapy, 100; Mechanical Engineering Technology, 129; Medical Assistant, 102; Music Production, 140; Nursing, 97; dual/Joint programs in Nursing with Hunter-Bellevue, School of Professional Studies and York, 97; Office Administration & Technology, 90; Telecommunications Technology, 130
- Associate in Arts (A.A.) degree programs, 6; dual/joint program with Queens College in Liberal Arts and Sciences and Education, 106; in Liberal Arts and Sciences, 108
- Associate in Science (A.S.) degree programs, 6; in Art 132; dual/joint program with John Jay in Accounting for Forensic Accounting, 85; in Biology, 118; dual/joint program with York in Biotechnology, 116; in Business Administration, 86; dual/joint program with York in Chemistry for Pharmaceutical Sciences, 117; dual/joint program with John Jay in Computer Science & Information Security, 114; dual/joint program with John Jay in Criminal Justice, 105; in Dance, 134; in Digital Art and Design, 135; in Engineering Science, 119; in Environmental Science, 120; in Film and Media Production, 136; Gallery & Museum Studies, 137; Health Sciences, 98; Liberal Arts & Sciences (Mathematics & Science), 121; in Music, 138; in Psychology, 122; in Public Health 99; dual/joint program with John Jay in Science for Forensics, 115; in Theatre, 139
- Aurora yearbook, 67
- Awards, see Honors and Awards, 51
- Band, Queens Symphonic, 202
- Biological Sciences and Geology Department, 147; courses in, 149
- Biology, A.S. degree program, 118
- Biotechnology, Dual/Joint A.S./B.S.(with York College), 116
- Board of Trustees, CUNY, 222
- Bookstore, 68
- Bullying, see Expectation of Civility, 2
- Business Academy, 71; degree programs in, 84-93; see also Accounting, Business Administration, Computer Information Systems, Management (Marketing, Real Estate-Insurance), Office Administration and Technology, Medical Assistant
- Business Administration, A.S. degree program, 86
- Business Department, 154; courses in, 155
- Business Technology Early College High School (BTECH), 22
- Calendar, 7 - 9
- Campus: description, 12; how to reach, 302; map of, 303
- Cancelled registration, 50
- Career Curricula 29
- Career Programs 6, 29
- Career Services, 64
- Center for Excellence in Teaching and Learning (CETL), 11
- Center for International Affairs, Immigration and Study Abroad, 65
- Center for Tutoring and Academic Support (CTAS), 20
- Certificate Programs, 6, 30; requirements for second Certificate, 50; also see Certificates in: Computer Information Systems, 91; Health Care Office Administration: Managing, Coding and Billing, 92; Internet and Information Technology, 130; Medical Office Assistant, 103; Office Administration Assistant (Corporate, Legal, Accounting & Health Care options), 93
- Certification of Attendance, 39
- Change: to catalog, 2; of curriculum, 48; Program Change Fees, 56
- Chemistry, Dual/Joint A.S./B.S. in Pharmaceutical Sciences with York College, 117
- Chemistry Department, 159; courses in, 160
- Chinese, courses in, 177
- Chorus, Queensborough, 202
- CIS, see Computer Information Systems
- City University of New York, see CUNY
- CLIP, see CUNY Language Immersion Program
- Clubs and organizations, 67
- Codes, HEGIS codes (New York State registration codes), 6
- Collaborative Assignments and Projects, see High Impact Learning Experiences, 23
- College Calendar, 7 - 9
- College Discovery Program, 21
- College Now, 25; courses offered by, 221
- Collegiate Science and Technology Entry Program (CSTEP), 22

- Committee on Course and Standing, 47
- Common Core, see Pathways Common Core, 75
- Common Intellectual Experience, see High Impact Learning Experiences, 23
- Common Read, see High Impact Learning Experiences, 23
- Communications, see Speech Communication and Theatre Arts Department
- Communique student newspaper, 67
- Complaint: procedures regarding equal opportunity and non-discrimination, 248; regarding faculty conduct, 291; regarding sexual misconduct, 259
- Computer Engineering Technology, A.A.S. degree program in, 123
- Computer Graphics, see Digital Art and Design, 135; courses, 144
- Computer Information Systems (CIS), A.A.S. degree program in, 88; Certificate in, 91; courses in, 157
- Computer Science, courses in, 197
- Computer User Responsibilities, 295
- Consolidated fee, see CUNY Consolidated Fee
- Construction Management, courses in, 165
- Continuing Education and Workforce Development, 17
- Conversion days, 7, 9
- Cooperative Education, 24; offered in: Chemical Instrumental Analysis, 162; Engineering Technology, 168, 170; Journalism, 175; Laser and Fiber Optics Technology, 209; Health Professions, 153; Mathematics and Computer Science, 199; see Internships
- Corequisite, 81
- Corporate Office Administration Assistant option, see Office Administration Assistant Certificate program, 93
- Counseling Center 65
- Course Descriptions 143 - 221
- Credit Hours Guidelines and Definitions, 141
- Credits: from other institutions, 50; graduation requirements, 44; credit load, 53; transfer credit, 28, 36; for military veterans, 29; by exam, 48
- Crime statistics, access to, 295
- Criminal Justice, courses in, 211
- Criminal Justice, Dual/Joint A.S./B.S. (with John Jay College), 105
- CSTEP, see Collegiate Science and Technology Entry Program
- Cultural resources, 12 - 13
- CUNY: Board of Trustees/Officers, 222; Baccalaureate Program of, 24; Summer Immersion Program, 15; CUNY EPermit, 49; transferring to other units of, 40; University policies, 247 - 292; Policy on Academic Integrity, 41
- CUNY Alert, 16
- CUNY Center for Higher Education, 14
- CUNY Consolidated fee, 55
- CUNY EDGE (Educate-Develop-Graduate-Empower), 21
- CUNY Language Immersion Program (CLIP), 21, 36
- CUNY Start, 25, 35
- Curriculum (pl. curricula), definition, 29
- Dance, A.S. degree 134
- Dance, courses in, 189
- Dean's List, 51
- Deferring admission, 28
- Degree programs, 6
- Degree requirements, see Graduation Requirements, 44; Understanding Program Requirements, 74; courses from other institutions credited toward, 50; for second degree, 50
- Degree Student, 26; applying as, 26
- Department proficiency examinations for credit, 49
- Developmental Courses, equated credits for, 57
- Developmental needs, 35; for ESL students, see CUNY Language Immersion Program, 36; ENGL-90, 36
- Digital Art and Design, A.S. degree program in, 135; courses in, 144
- Direct Loans (formerly Federal Family Education Loan Program, Stafford Loans), 62
- Directions to campus, 302
- Disabilities, Services for Students with, 23, 65; in testing, 38; attendance requirements for TAP program, 60
- Dismissal, academic, 47
- Distribution requirements, credits, 31
- Drama, see A.S. degree in Theatre 139; Visual and Performing Arts Academy 73; Department of Speech Communication and Theatre Arts 216; QPAC Professional Performing Arts Series 12
- Drug policy: CUNY, 286; Queensborough, 294
- Dual/Joint Programs, A.A./B.A. Liberal Arts and Sciences in Childhood Education with Queens College, 106; A.A.S./B.S. Nursing with Hunter-Bellevue School of Nursing, 97; A.A.S./B.S. Nursing with York College, 97; A.A.S./B.S. Nursing with the School of Professional Studies, 97; A.S./B.S. Accounting for Forensic Accounting with John Jay College, 85; A.S./B.S. Biotechnology with York College, 116; A.S./B.S. Chemistry/Pharmaceutical Sciences with York College, 117; A.S./B.S. Criminal Justice with John Jay College, 105; A.S./B.S. Science for Forensics with John Jay College, 115
- Economics, courses in, 212
- Education, Childhood, A.A./B.A. Dual/Joint Program with Queens College in, 106
- Education: courses in, 212; concentration in, see Liberal Arts and Sciences A.A. degree program, 108
- Educational Goals and Objectives at Queensborough, 10
- Educational Opportunity Grants (PELL), 62
- eLearning, 14
- Electrical & Computer Engineering Technology, courses in, 165
- Electrical Engineering, courses in, 165
- Electronic Engineering Technology, A.A.S. degree program, 126
- Emergency Medical Education, courses in, 186
- Employment: work-study, 62; see Career Services, 64
- Engineering Science, A.S. degree program, 119; see also A.A.S. programs in Computer Engineering Technology, 123; Electronic Engineering Technology, 126; Internet & Information Technology, 128; Mechanical Engineering Technology, 129; Telecommunications Technology, 130
- Engineering Technology Department, 163; courses in, 164
- English Composition, required core, 75; courses in, 172
- English concentration, see Liberal Arts and Sciences A.A. degree program, 108
- English Department, 171; courses in, 173; developmental courses in, 175
- English proficiency, 34; for ESL students, 34
- Enrollment options 14
- Entrance requirements, see Admissions, 26
- Environmental Science, A.S. degree program in, 120
- Equivalency diploma 30
- Evening and weekend study, 14
- Examinations; advanced placement 49; CUNY policies on testing, 34; CUNY ESL Placement Assessment, 34; credit by examination, 48; make-up of final exams, 48; medical, 65; SAT/ACT/NYS Regents Exams, 34
- Excelsior College Examinations, 48
- Excelsior Scholarship, 61
- Exercise Science, concentration in; see Liberal Arts and Sciences A.A. degree program, 108
- Expectation of Civility, 2
- Faculty, 11; Admissions Committee, 30; listing of, 228 - 243
- Faculty Coordinator, 71
- FAFSA (Free Application for Federal Student Aid), 62
- Federal: Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans, Direct Loans, Parent Direct Loans, work-study, 62
- Fees, 55
- FERPA, student rights, 246
- Film and Media Production, A.S. degree program in, 136
- Final examinations, make-up of, 48
- Financial Aid, see Financial Services, 58
- Financial Services, Student, 58
- Flexible Core, 75, 77
- Food Services, 68
- Foreign Languages and Literatures Department, 176; courses in, 177; see also Arabic, Chinese, French, German, Italian and Spanish
- Foreign language placement, 38, 176
- Foreign student applicants, 27
- Forensic Accounting, dual/joint A.S./B.S. program with John Jay College of Criminal Justice, 85
- Forensics, see Science for Forensics
- Freedom of Information Law, 2
- French, courses in, 178
- Freshman Application, 26
- Fresh Start, see Academic Fresh Start, 32
- Full-time Student, 53
- Gallery and Museum Studies, A.S. degree program in, 137; courses in, 146
- GED, see High School equivalency
- GPA, see Grade-point average
- Gender Studies concentration, see Liberal Arts and Sciences A.A. degree program, 108
- Geology, courses in, 149
- German, courses in, 178
- Global and Diversity Learning, see High Impact Learning Experiences, 23
- Government and Public Affairs, Rogowsky Internship, 24
- Grade Point Average (GPA), 46
- Grades, 45; appeal of, 46
- Graduation information, 15; requirements, 44
- Gymnasium facilities, 182
- Health Care Office Administration: Managing, Coding, and Billing, Certificate in, 92; Health Care Office Administration Assistant option, see Office Administration Assistant, 93; Medical Office Assistant, Certificate in, 103
- Health Education, courses in, 185
- Health, Physical Education and Dance Department, 181; courses in, 184

- Health requirements for all students, see Health, Physical Education and Dance; medical examination requirements, 182; immunization requirements, 33; Medical Examination requirements, 65
- Health Related Sciences Academy, 72; degree programs in, 94 - 103; see also Health Sciences, Massage Therapy, Medical Office Assistant, Nursing, and Public Health
- Health Sciences, A.S. degree program in, 98
- Health Services, 65
- HEGIS codes (New York State registration codes), 6
- HI SET, see High School equivalency
- High Impact Learning Experiences, 23
- High School equivalency diploma (GED), 26
- History Department, 191; courses in, 192
- Holocaust Center, see Kupferberg Holocaust Center, 13
- Honor Societies, 51
- Honors and Awards, 51
- Honors Courses, 51
- Hours, definition of, 141; remedial contact hours, 57
- Humanities electives, 80
- Immigration, see International Affairs, Immigration and Study Abroad, Center for, 65
- Immunization requirements, 33
- Independent study, 24
- Intercollegiate athletics, 183, 188
- Interdisciplinary courses, 221
- International Affairs, Immigration and Study Abroad, Center for, 65
- International Students, 27, 65
- International Studies concentration, see Liberal Arts and Sciences A.A. degree program, 108
- Internet and Information Technology, A.A.S. degree program in, 128; certificate in 130
- Internships, 23; in art, 145; in Business, 156; in Gallery studies, 146; in Health Sciences, 152; in Mathematics Teaching, 199; in Research Laboratory, 152; in Urban Studies, 215; see Cooperative Education
- Italian, courses in, 179
- Jazz ensemble, 202
- Journalism, courses in, 174, 175
- Kappa Delta Pi, 52
- Kupferberg Holocaust Center, 13
- Laboratory science requirements for degrees, 79
- Languages, see Foreign Languages and Literatures, 176
- Laser and Fiber Optics Technology, courses in, see Physics Department
- Learning Center, Student, see Center for Tutoring and Academic Support, 20
- Legal Office Administration Assistant option, see Office Administration Assistant Certificate program, 93
- Liberal Arts Academy, 72; degree programs in, 104 - 112; see also Criminal Justice and Liberal Arts and Sciences degree programs
- Liberal Arts and Sciences, NY State requirements, 79; degree programs: A.A./B.A. Dual/Joint Program with Queens College in Liberal Arts and Sciences in Childhood Education, 106; A.A. degree program, concentrations in American Studies, Education, English, Exercise Science, Gender Studies, Health and Behavior, Health Promotion & Disease Prevention, International Studies, Nutrition, Personal Training, Physical Education, Psychology, Sociology and Urban Studies, 108; A.S. (Mathematics and Science) program, 121
- Liberal Studies, see Liberal Arts and Sciences A.A. degree program, 108
- Liberty Partnerships/Project PRIZE, 18
- Library, 69
- Life and Physical Sciences, required core, 75
- Literature, courses in, 173, 174
- Loans, see Financial Services, 58
- Management, A.A.S. degree program in, 89; courses in, see Business Department, courses in, 155
- Map of campus, 303; how to reach, 302
- Marketing, see A.A.S. degree program in Management, 89; courses in, see Business Department, courses in, 155
- Massage Therapy, A.A.S. degree program in, 100; courses in, 184
- Mathematical and Quantitative Reasoning, required core, 75
- Mathematics proficiency, 34
- Mathematics and Computer Science Department, 196; courses in, 197
- Matriculation, 26
- Mechanical Engineering Technology, A.A.S. degree program in, 129; courses in, 169
- Medical, related courses in, see Biological Sciences and Geology Department, 147
- Medical Assistant, A.A.S. degree program in, 102
- Medical Examination Requirements, 65
- Medical Office Assistant, certificate in, 103; also see Office Administration Assistant Certificate, Health Care option, 93; Health Care Office Administration: Managing, Coding and Billing Certificate, 92; Medical Assistant, A.A.S. degree program, 102
- Medical requirements for physical education, 182
- Medical Withdrawal and Reentry, 287, 48
- Military and Veterans Services, Office of, 33
- Military service refunds, 57
- Military veterans transfer credit, 29
- Mission of the College, 10
- Music, A.S. degree program, 138
- Music Department, 200; courses in, 201; placement test, 200; performance ensembles, 202
- Music Production, A.A.S. degree program in, 140; courses in, 203
- New York State Tuition Assistance Programs, 58
- Non-degree status, 26, 30; change of status, 31
- Non-discrimination, statement of, 2
- Non-discrimination, University policy, 247
- Nursing Department, 204; A.A.S. degree program, 97; dual/joint degree programs with Hunter-Bellevue School of Nursing, with School of Professional Studies, with York College, 97; courses in, 205
- Nutrition concentration, see Liberal Arts and Sciences A.A. degree program, 108
- Office Administration and Technology, A.A.S. degree program, 90
- Office Administration Assistant, certificate program (options Corporate, Legal, Accounting, Health Care), 93
- Online courses, about, 14
- Online services: advisement, 39; Registrar, 39; withdrawal, 48
- Orientation, freshman course for, 39
- Other Colleges, permits to attend, 49; transfer to, 40
- Out-of-state students, fees for, 54
- Parking regulations, 294
- Part-time study, see Admissions, Academic Standing, Honors and Awards, Tuition and Fees
- Pathways Common Core, 75
- Pathways Gateway Courses into Majors, 82
- Payment policy, 56
- PELL grants, 62
- Permits, CUNY E-Permit, 49
- Personal Training concentration, see Liberal Arts and Sciences A.A. degree program, 108
- Pharmaceutical Sciences, see Chemistry, Dual/Joint A.S./B.S. with York College, 117
- Phi Theta Kappa, 51
- Philosophy, courses in, 215
- Photography, courses in, 144
- Physical Education, see Health, Physical Education and Dance Department, 181; concentration in, Liberal Arts and Sciences A.A. degree program, 108
- Physical Science, see Life and Physical Sciences, required core, 75
- Physics Department, 206; courses in, 206
- Placement and Testing, 34
- Policies and regulations, 246 - 296
- Political Science, courses in, 213
- Port of Entry Program, 18
- Pre-College study, 25
- Prerequisite, 81
- President of the College, 4, 11, 223
- Probation, see Academic Probation, 47
- Professional Performing Arts Series, 12
- Proficiency in Math and English, 34
- Profile of the College, 10
- Program changes, fees for, 56; see also college calendar, 7
- Program requirements, 74; see also individual degree and certificate programs
- Programs of Study, 6, 10, 71; in Business, 84; in Health Related Sciences, 94; in Liberal Arts, 104; in Science, Technology, Engineering and Mathematics (STEM), 113; in Visual and Performing Arts (VAPA), 131
- Project PRIZE, 18
- Psi Beta, 52
- Psychology, A.S. degree program in, 122; courses in, 214
- Public Health, A.S. degree program in, 99
- Public Safety Services, Department of, 16, 295
- Pursuit of Program, academic rate of for TAP, 59
- QCC Art Gallery, 13
- QCC Literacy Program, 14
- Queensborough Academies, 71; Academy Advisement, 39, 71; Academy for Business, 71, 84; Academy for Health Related Sciences, 72, 94; Academy for Liberal Arts, 72, 104; Academy for Science, Technology, Engineering and Mathematics (STEM), 73, 113; Academy for Visual and Performing Arts (VAPA), 73, 131
- Queensborough Administration, 223
- Queensborough Community College Student Auxiliary Enterprises Association, Inc., 68
- Queensborough Community College Student Activities Association, Inc., 67
- Queensborough Performing Arts Center (QPAC), 12

- Readmission, 31; see Academic Fresh Start, 32
- Recreation program, 183
- Re-entry from Medical Withdrawal, 290
- Refund policy, 57
- Registrar, Office of, 39
- Registration, 39; registration and tuition, 53
- Reinstatement from cancelled Registration, 50
- Religious holidays/observances student rights concerning, 246
- Remediation (College Preparatory Coursework), see Satisfying Developmental need in English and Math, 35; equated credits for 57
- Repeat of courses, 47
- Required Core, 76
- Requirements for matriculation, see Admissions
- Residence requirements for tuition, 53
- Rogowsky Internship, 24
- Sabbatical teachers, 30
- Satisfactory academic progress, 47; for New York State tuition assistance, 59; see also Financial Services, Academic Standing; graduation requirements, 46
- Scheduling courses, 141
- Scholarship Awards, 52; see also Financial Services and individual departments
- Science courses: see Biological Sciences and Geology Department, 149; Chemistry Department, 160; Engineering Technology Department, 164; Health Physical Education & Dance Department, 184; Physics Department, 207; Social Sciences Department, 211; requirements in Pathways Common Core, 75
- Science requirements for degrees, 79; in Pathways Common Core, 75
- Science for Forensics, Dual/Joint A.S./B.S. (with John Jay College), 115
- Science, Technology, Engineering and Technology Academy (STEM), 73; degree programs in, 113 - 130; see also Biotechnology, Science for Forensics, Engineering Science, Liberal Arts & Sciences (Mathematics & Science), Computer Engineering Technology, Computerized Architectural & Industrial Design, Electronic Engineering Technology, Internet Technology, Mechanical Engineering Technology and Telecommunications Technology
- Second-degree requirements, 31, 50
- Senior citizens, fees for, 55
- Service learning, Academic Service-Learning, see High Impact Learning Experiences, 23
- Services for Students with Disabilities, 23, 65; attendance requirements for TAP program, 60
- Sexual Assault CUNY (Title IX) policy, 253
- Sexual Misconduct (sexual harassment, gender-based harassment and sexual violence) policy & procedure, 253
- Single Stop, 68
- Social Science electives, 79
- Social Sciences Department, 210; courses in, 211; see also, Anthropology, Criminal Justice, Economics, Education, Philosophy, Political Science, Psychology, Sociology and Urban Studies
- Sociology, courses in, 213; concentration in Liberal Arts and Sciences A.A. degree program, 108
- Spanish, courses in, 180
- Special Learning Opportunities, 20
- Speech Communication and Theatre Arts Department, 216; courses in, 217; speech evaluation placement tests, 38, 217
- Sports, see Health, Physical Education and Dance Department
- Status, change in, 31
- STEM, see Science Technology, Engineering and Mathematics Academy, 73, 113
- Student activities, 66, 67; participation in student government, 66, 279
- Student Affairs, office of, 64, 226; courses offered by, 220
- Student Association, 67
- Student complaint (concerning faculty conduct) procedure, CUNY, 291
- Student conduct: University regulations governing, 278
- Student Conduct Office, 66
- Student fees, 55
- Student Financial Services (Aid), see Financial Services, 58
- Student Learning Center, see Center for Tutoring and Academic Support, 20
- Student Life, 64
- Student organizations, 67, 279
- Student publications, 67
- Student, policies and regulations pertaining to: 66, 246; regarding Academic Integrity, 41
- Student responsibility for Catalog information, 2
- Students with Disabilities, Services for, 23, 65
- Studio Art, courses in, 143
- Study Abroad, 24; see also International Affairs, Immigration and Study Abroad, Center for, 65
- Summer Session, 15
- Support & Enrichment programs, 20
- Suspension, 281, 285
- Symphonic Band, 202
- TAP (Tuition Assistance Program), 58; requirements for maintaining eligibility, 59; Aid for Part-time Study (APTS), 60
- TASC, see High School equivalency
- Tau Alpha Pi, 52
- Teacher Education, see A.A./B.A. Dual/Joint Program with Queens College in Liberal Arts and Sciences and Education program, 106; and Education concentration in Liberal Arts and Sciences A.A. degree program, 108
- Technical Theatre, see A.S. degree program in Theatre, 139
- Technology degree programs, see Science, Technology, Engineering and Mathematics Academy, 113
- Telecommunications Technology, A.A.S. degree program in, 130
- Telephone numbers, 304
- Testing Center, 34
- Testing requirements, see proficiency requirements for incoming students, 34; Foreign Language placement testing, 38, 176; Speech Department placement testing, 38, 217
- Theatre, A.S. degree program, 139
- Theatre, see QPAC Professional Performing Arts Series, 12; Speech Communication and Theatre Arts Department, 216
- Theatre Arts, courses in, 219
- Title IX (sexual assault) CUNY policy, 253; coordinator, 2, 278
- TOEFL (Test of English as a Foreign Language), 27; see also Port of Entry Program, 18
- Transcripts, 39, 50; fee for, 55
- Transfer, counseling, 40
- Transfer credit, math and English placement, 36; for veterans, 29
- Transfer Explore, Transfer What-if, 40
- Transfer Programs, 6, 29; see Transfer Options for individual departments: Department of Art and Design, 142; Department of Biological Sciences and Geology, 148; Department of Business, 154; Department of Chemistry, 159; Department of Engineering Technology, 163; Department of English, 171; Department of Health, Physical Education and Dance, 181; Department of History, 191; Department of Mathematics and Computer Science, 196; Department of Music, 200; Department of Nursing, 204; Department of Physics, 206; Department of Social Sciences, 210; Department of Speech Communication and Theatre Arts, 216
- Transfer Resource Center, 40
- Transfer Students, 27, 28; placement for CUNY students, 37; placement for non-CUNY students, 36
- Tuition and fees, 53
- Tuition Assistance Program, see TAP, 58
- Tutoring, 20, 23, 196
- Undergraduate Research, see High Impact Learning Experiences, 23
- Understanding Program Requirements, 74
- University Skills Immersion Program, 15, 35
- Urban Studies, courses in, 215; concentration in Liberal Arts and Sciences A.A. degree program, 108; internship program, 24, 215
- Veterans, admission of, and benefits, 33; physical education waiver for, 183; occupational programs, 17; transfer credit, 29
- Veterans Services, see Military and Veterans Services, 33
- Visa regulations for foreign students, 27
- Visual and Performing Arts Academy, 73; degree programs in, 131 - 140
- Vocal ensemble, 202
- Waivers, of program change fees, 56; of physical education requirements for veterans, 183
- Weekend Program in Liberal Arts and Sciences, 14
- Winter Session, 15; 2021, 8
- Withdrawal from course or college, 48
- Work Study Program, Federal, 62
- Workforce Development, see Continuing Education and Workforce Development, 17
- Writing Center, Campus, see Center for Tutoring and Academic Support, 20
- Writing Intensive (WI) requirement, 81; see High Impact Learning Experiences, 23

# ACCESSIBLE FACILITIES FOR PEOPLE WITH DISABILITIES

---

## THE FOLLOWING IS A LISTING OF **Accessible Facilities & Amenities for People with Disabilities**

### **DRINKING FOUNTAINS**

Administration Building	First, Third, Fourth and Fifth Floor
C-Building	First Floor
Humanities Building	First, Second, Third and Fourth Floor
Kennedy Hall (Gym) Building	None
Library Building	None
Medical Arts Building	Cellar, First, Second, Third and Fourth Floor
Science Building	First, Second, Third and Fourth Floor
Student Union Building	Cellar and First Floor
Technology Building	First Floor
W Building	First Floor
Y2 Building	First Floor
Z Building	First Floor

### **MEN'S & LADIES RESTROOMS - ACCESSIBLE**

Administration Building	First Floor
Y2	First Floor
Library Building	Basement
Science Building	First Floor
Medical Arts Building	Lower Level

### **MEN'S & LADIES RESTROOMS - PARTIALLY ACCESSIBLE**

Administration Building	Third Floor
Humanities Building	Basement, 1st, 2nd, 3rd & 4th Floors
Kennedy Hall (Gym) Building	Lower Mezzanine
Library Building	Second and Fourth Floor
Medical Arts Building	Second, Third and Fourth Floor
Science Building	Second, Third and Fourth Floor
Student Union Building	Basement & Main Floor
Technology Building	First Floor
Z Building	First 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.

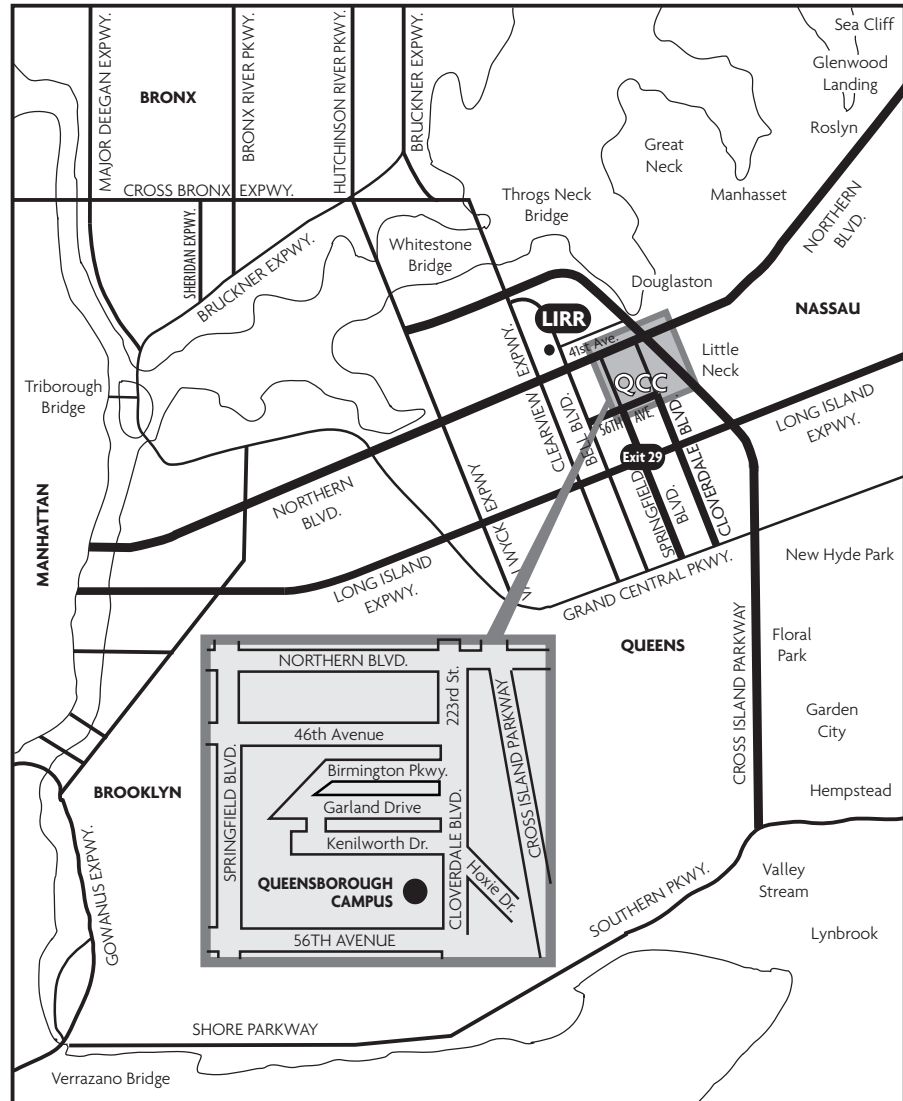
**From Jamaica:** Take the F train to 169th Street and Hillside Ave then the Q30 bus via Horace Harding Blvd. to 56th Ave. and 223rd Street

(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.

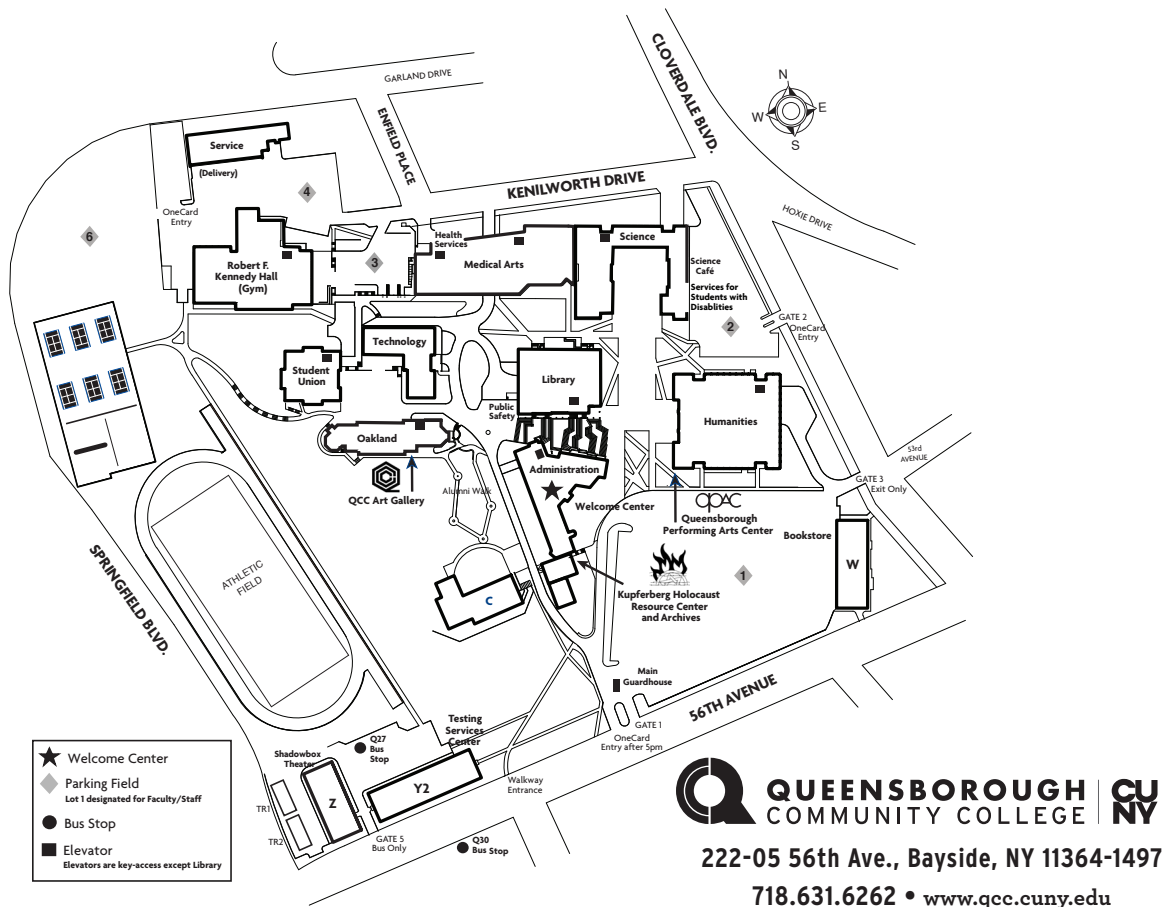
**From the Bronx:** Take the Q44 bus to Flushing Main Street. Transfer to the Q27\* bus to campus.

**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



## Academy Advisement

Admissions  
 Alumni  
 Art and Design  
 ASAP  
 Athletics  
 Biological Sciences and Geology  
 Bookstore  
 Business  
 Bursar  
 Campus Writing Center  
 Career Services  
 Chemistry  
 CLIP (College Language Immersion Prgm)  
 College Discovery  
 College ID (TigerCard)  
 Continuing Education and Workforce Development  
 CUNY EDGE  
 Counseling Center  
 CSTEP  
 Engineering Technology  
 English  
 Financial Aid  
 Foreign Languages and Literatures  
 Health, Physical Education, and Dance  
 Health Services  
 History

## Library 434

Administration 210  
 Administration 508  
 "C" Building 106  
 W Building  
 RFK (Gym) 206C  
 Medical Arts 213  
 W Building  
 Administration 405  
 Administration 118  
 Library 118  
 Library 429  
 Science 445  
 Y2 Building  
 Science 124  
 Library 23  
 Library 118P  
 Library 432A  
 Library 422  
 Science 124  
 Technology 20  
 Humanities 428  
 Library 409  
 Humanities 217  
 RFK (Gym) 216  
 Medical Arts C-02  
 Medical Arts 408

## Information Technology

International Affairs, Immigration and Study Abroad, Center for  
 Kuperferberg Holocaust Center  
 Library  
 Mathematics and Computer Science  
 Math Learning Center  
 Military and Veterans Services  
 Music  
 New Student Engagement  
 Nursing  
 Performing Arts Center (QPAC) Box Office  
 Physics  
 Public Safety  
 QCC Art Gallery  
 Registrar  
 Science Café  
 Services for Students with Disabilities  
 Shadowbox Theater  
 Social Sciences  
 Speech Communication and Theatre Arts  
 Student Activities  
 Student Affairs  
 Student Learning Center  
 Testing  
 Title IX Office  
 Transfer Resource Center

## Administration 303

Library 431  
 Administration 202  
 Library 2nd Floor  
 Science 245  
 Science 216  
 Library 421  
 Humanities 140  
 Administration 214  
 Medical Arts 302  
 Library 101  
 Science 340  
 Library 308  
 Oakland Bldg.  
 Administration 104  
 Science Bldg., 1st Flr.  
 Science 132  
 Z Building  
 Medical Arts 104  
 Humanities 125  
 Student Union, LL  
 Library 412  
 Library 125  
 Y2 Building  
 Administration 413  
 Library 434

# IMPORTANT TELEPHONE NUMBERS (AREA CODE: 718)

## ADMINISTRATIVE OFFICES

Academic Affairs .....	631-6344
Academic Computing Center.....	631-6624
Academic Success Program .....	281-5498
Academy Advisement .....	281-5649
Business Academy .....	281-5120
Health Related Sciences Academy .....	631-6342
Liberal Arts Academy .....	631-6342
STEM Academy.....	281-5350
VAPA Academy .....	631-6677
Accounting & Related Entities .....	631-6388
Admissions .....	281-5000
Adjunct Services .....	281-5768
Affirmative Action.....	631-6391
Alumni Relations .....	281-5144
ASAP .....	631-6680
Bookstore.....	631-4200
Budget Administration .....	631-6325
Buildings and Grounds .....	631-6231
Bursar .....	631-6265
Cafeteria - Science Building .....	281-5207
Cafeteria - Oakland .....	281-5221
Campus Facilities.....	631-6228
Career Services .....	631-6297
Center for Tutoring and Academic Support.....	631-6660
Central Receiving .....	281-5321
CETL.....	281-5161
College Discovery .....	281-5138
College I.D. Office .....	631-6626
College Now/College Focus .....	631-6605
Communiqué.....	631-6302
Continuing Education and Workforce Development .....	631-6343
Counseling Center .....	631-6370
CSTEP Program.....	631-6036
CUNY EDGE.....	281-5194
CUNY Language Immersion Program (CLIP).....	281-5460
Educational Technology Office (CETL).....	281-5540
Environmental Health and Safety.....	281-5148
Faculty and Staff Relations.....	631-6243
Finance and Administration .....	631-6244
Financial Services (Financial Aid).....	631-6367
Grants and Sponsored Programs.....	631-6357
Health Services .....	631-6375
Information Technology .....	631-6273
Institutional Advancement .....	281-5144
Institutional Records, Planning.....	631-6310
Institutional Research and Assessment .....	631-6279
International Affairs, Immigration and Study Abroad, Center for .....	631-6611
Kupferberg Holocaust Center .....	281-5770
Library .....	631-6227

Mailroom .....	281-5429
Marketing and Communications.....	631-6327
Military & Veterans Services.....	281-5767
New Student Engagement.....	281-5130
Payroll Office.....	631-6318
Personnel .....	631-6269
Port of Entry Program .....	281-5410
President, Office of the .....	631-6222
Printing Services.....	631-6606
Project PRIZE .....	281-5331
Public Safety .....	631-6320
Purchasing .....	631-6697
QCC Art Gallery .....	631-6396
Queensborough Performing Arts Center (QPAC) .....	631-6311
Registrar:	
General Information.....	631-6262
Transcripts .....	631-6212
Graduation Audit .....	281-5049
Course and Standing.....	281-5307
Room Reservation .....	631-6390
Services for Students with Disabilities .....	631-6257
Single Stop .....	631-6347
Student Activities .....	631-6233
Student Affairs.....	631-6351
Student Athletics .....	281-5779
Student Conduct Office .....	631-6314
Student Government .....	631-6239
Telecommunications .....	281-5700
Testing Services Center.....	631-6358
Title IX Office .....	281-5755
Transfer Resource Center .....	631-6670
Transportation .....	281-5429
Welcome Desk.....	281-5853

## ACADEMIC DEPARTMENTS

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 .....	631-6324
Social Sciences.....	631-6251
Speech Communication and Theatre Arts .....	631-6633



# ADDENDUM TO NURSING A.A.S. DEGREE PROGRAM AND NURSING COURSES EFFECTIVE SPRING 2021

The Nursing A.A.S. Degree Program to which this Addendum refers is available in the 2020-2021 College Catalog "Programs of Study in Health Related Sciences" section, p. 97  
The Nursing Courses to which this Addendum refers are available in the 2020-2021 College Catalog, p. 205.

## Nursing - A.A.S. Degree Program

ACCREDITED BY ACCREDITATION COMMISSION FOR  
EDUCATION IN NURSING (ACEN)

### 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
FLEXIBLE CORE 2A, 2B, 2C or 2D: Liberal Arts Elective.....	3
Sub-total	22

### REQUIREMENTS FOR THE MAJOR

NU-101 Safe & Effective Nursing Care Level I .....	6.5
NU-102 Safe & Effective Nursing Care Level II .....	8.5
NU-201 <sup>2</sup> Safe & Effective Nursing Care Level III <sup>2</sup> ...	8.5
NU-202 Safe & Effective Nursing Care Level IV.....	8.5
NU-204 <sup>2</sup> Nursing & Societal Forces <sup>2</sup> .....	3
Sub-total	35

### ADDITIONAL MAJOR REQUIREMENTS

BI-302 Anatomy & Physiology II.....	4
BI-311 Microbiology.....	4
Sub-total	8

**Total Credits Required 65**

<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.

## NURSING COURSES

### NU-101 Safe and Effective Nursing Care Level I<sup>3</sup>

3 class hours 10.5 clinical laboratory hours 6.5 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) completion of speech remediation if required; and (c) completion of the Pre-Admission RN PAX exam.

**Corequisite:** BI-302, PSYC-220, BCLS Certification. (Proof of current BCLS certification and health clearance is required on the first day of clinical laboratory for NU-101, NU-102, NU-201 and NU-202.)

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>4</sup>

**Note: Admission to evening clinical sequence (NU-101) will be in the Fall semester only.**

NU 101 establishes the foundation for evidence-based practice by providing an introduction to the professional nursing role and responsibilities. The eight core competencies used as a framework that is congruent with the national health care goals are: professionalism, safety, assessment, patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement and informatics. Students will be introduced to the nursing process which will guide them in the development of the knowledge, skills and attitudes necessary to perform the role of a professional nurse, with an emphasis on the aging population. Significant components of the course include effective communication; basic physical assessment; basic pharmacology; nutrition; peri-operative care; principles of teaching/learning and infection control; and health promotion. A variety of teaching methodologies are used to facilitate the diverse learning needs of nursing students utilizing classroom and clinical experiences.

### NU-102 Safe and Effective Nursing Care Level II<sup>3</sup>

5 class hours 10.5 clinical laboratory hours 8.5 credits

**Prerequisite:** NU-101 and BI-302, (both completed with C or better), and PSYC-220

**Corequisite:** BI-311, BCLS Certification. (Proof of current BCLS certification and health clearance is required on the first day of clinical laboratory for NU-101, NU-102, NU-201 and NU-202.)

NU 102 is designed to augment the fundamental principles for developing and implementing plans of care that improve outcomes for adult patients. The patient history, assessment, socio-cultural factors and best practices will be incorporated into the treatment plan. Utilizing the nursing process, students will integrate foundational knowledge and skills into the clinical practice. Practicum experiences will expose students to electronic documentation, collaborative care, medication administration and a variety of disease processes in a diverse patient population. Significant components of the course include care of the patient with sepsis, alterations in fluids and electrolytes, as well as cardiac, endocrine, gastro-intestinal and respiratory systems. Pharmacological and nutritional interventions will be integrated into the coursework. Various methodologies will be used to support the development of the eight core competencies.

### NU-201 Safe and Effective Nursing Care Level III<sup>3</sup> Writing Intensive

5 class hours 10.5 clinical laboratory hours 8.5 credits

**Prerequisite:** NU-102 and BI-311 (both completed with C or better)

**Corequisite:** BCLS Certification (Proof of current BCLS certification and health clearance is required on the first day of clinical laboratory for NU-101, NU-102, NU-201 and NU-202.)

NU 201 prepares students to provide comprehensive care to the child-bearing family with an emphasis on men's, women's and children's health care needs. The student will utilize evidence-based knowledge and critical thinking skills to apply concepts of family dynamics, socioeconomic issues, health and wellness, and cultural implications of health care. Risk reduction and disease prevention will be incorporated into nursing care. Significant components of the course include complex cardiac, oncological, genitourinary and gynecological disorders. Assessment and intervention in child and partner abuse will be addressed. Development of professional accountability continues, with an emphasis on writing, evidence-based research and leadership skills. The role of the nurse as a patient advocate and collaborative member of the interdisciplinary team continues. Students will continue to enhance the application of the eight core competencies in a variety of clinical health care settings. This course fulfills a Writing Intensive requirement.

### NU-202 Safe and Effective Nursing Care Level IV<sup>3</sup>

5 class hours 10.5 clinical laboratory hours 8.5 credits

**Prerequisite:** NU-201 (completed with grade of C or better)

**Corequisite:** NU-204, BCLS Certification. (Proof of current BCLS certification and health clearance is required on the first day of clinical laboratory for NU-101, NU-102, NU-201 and NU-202.)

NU 202 provides the student with the knowledge and skills needed to manage patients with complex physiological and psychosocial needs. Opportunity is provided for increased self-direction in the management of care for groups of patients in acute care and community settings utilizing evidence-based research. Emphasis is on advanced assessment and critical thinking strategies to promote effective clinical decision making. Collaboration and interdisciplinary communication continue to be emphasized. Professional behaviors related to healthcare policy, financial regulations, and policy formation are discussed. Significant components of the course include multisystem failure, autoimmune and immune disorders, eating and childhood disorders, major psychiatric disorders, disaster preparedness, and population health. Advanced application of the eight core competencies are integrated into nursing practice.

### 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>3</sup> Students in NU-101, NU-102, NU-201 and NU-202 must pay a special supplies and services fee of \$191.00.

<sup>4</sup> For Repeat Policy, see page 96 of the College Catalog.

# ADDENDUM TO THE GRADING POLICY FOR FALL 2020'

---

## Special COVID-19 Flexible Grading Policy for the Fall 2020 Semester

1. During the Fall 2020 semester, all Queensborough Community College students enrolled in courses with the credit/no credit (CR/NC) policy shall have the option to convert some or all of the (B+ through F) letter grades they earn in these classes to Credit/No Credit grading.
2. The following courses are excluded from Credit/No Credit grading at Queensborough Community College. Students are not able to choose Credit/No Credit grading for these courses.
  - BU-102 Principles of Accounting II
  - HA-100 Therapeutic Massage
  - HA-102 Western Massage I
  - HA-103 Eastern Massage II
  - HA-202 Western Massage III
  - HA-203 Massage Practicum I
  - HA-209 Thai Massage
  - HA-220 Pathology for Massage Therapy
  - MP-101 Introduction to the Recording Studio and MIDI
  - MP-102 Digital Music Sequencing
  - MP-103 Recording Techniques I: Studio Equipment
  - MP-204 Digital Sound Design
  - MP-205 Recording Techniques II: Studio Operation
  - MUS-111 Musicianship I
  - MUS-112 Musicianship II
  - MUS-121 Music Theory I
  - MUS-132 Class Instruction in Piano II
  - MUS-221 Music Theory III
  - MUS-223 Sight Reading and Ear Training III
  - MUS-225 Jazz Theory and Improvisation I
  - MUS-231 Class Instruction Piano III
  - NU-101 Safe and Effective Nursing Care Level I
  - NU-102 Safe and Effective Nursing Care Level II
  - NU-201 Safe and Effective Nursing Care Level III
  - NU-202 Safe and Effective Nursing Care Level IV
  - NU-204 Nursing and Societal Forces
  - PH-201 General Physics I
  - PH-301 College Physics I
  - PH-421 General Calculus Physics A
3. The Nursing and Massage Therapy programs at Queensborough Community College require a grade of C or above for entry. Students who are enrolled in or intend to apply for these programs are strongly advised against selecting the CR option for the following courses as it could impact eligibility.
  - BI-301 Anatomy and Physiology I
  - BI-302 Anatomy and Physiology II
  - BI-311 Microbiology
  - BI-330 Myology
  - ENGL-101 English Composition I
  - MA-119 College Algebra
  - MA-336 Statistics
  - PSYC-101 Psychology
4. Students will be able to make this decision for eligible courses between December 24, 2020 and January 12, 2021. Once selected, the CR/NC option cannot be reversed.
5. If a student chooses to exercise this option for an eligible course, a passing letter grade (B+ through D-) will convert to 'CR' with credit for the class being awarded, while a failing grade (F) will convert to 'NC', with no credit awarded. Credit/No Credit grades will not impact the student's GPA.

6. Courses taken for a letter grade will continue to be included in the semester and general GPA, while courses taken for a Credit/No Credit grade will be excluded.
7. If a student exercises the option of Credit/No Credit, the Credit (CR) grade will not negatively impact the student's progress toward degree completion.
8. Students with Credit/No Credit grades will be able to transfer those courses across colleges within CUNY, per current CUNY policy.
9. The Fall 2020 CR/NC Policy shall apply to coursework completed on Permit and will not affect Board of Trustees Policy 1.14 – *Policy on Coursework Completed on Permit*.
10. Students placed on academic probation at the start of the Fall 2020 semester who choose Credit/No Credit grades shall not be penalized with academic dismissal based upon their grades earned during the Fall 2020 semester.
11. The Fall 2020 CR/NC Policy shall not affect the University standards of student retention and progress in accordance with Board of Trustees Policy 1.26.
12. Before choosing this grading option for one or more of their classes, students are strongly recommended to consult with their academic and financial aid advisers regarding potential impact to their financial aid, licensure requirements, and graduate school admissions.
13. Except for courses explicitly excluded above, the policy shall supersede and override all grading policies currently in effect at Queensborough Community College, including those related to required and elective courses within the major, minor, general education (Pathways), pre-requisite courses, honors courses, and courses taken on permit.
14. The grade glossary, attached to each transcript, will be updated to include a notation denoting that all Fall 2020 grades, including CR or NC, were earned during a major disruption to instruction as a result of the COVID-19 pandemic.

<sup>1</sup> *The Queensborough Community College Grading Policy to which this Addendum refers to is available in the 2020-2021 College Catalog "Academic Standing" section, pp. 44-50.*