

QUEENSBOROUGH COMMUNITY COLLEGE

2018-2019 COLLEGE CATALOG



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

ONE COMMUNITY. INFINITE POSSIBILITIES.

718.281.5000 • 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 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/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/policies-and-procedures/CUNYPolicy-Equal-Opportunity-and-Non-Discrimination-010115-procedures.pdf>

<http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/POLICY-ON-SEXUAL-MISCONDUCT-10.1.2015-with-links.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 accredited by the Middle States Commission on Higher Education. The programs in Computer Engineering Technology, Electronic Engineering Technology and Mechanical Engineering Technology are accredited by ETAC of ABET (Engineering Technology Accreditation Commission of ABET). The program in Nursing is accredited by the National League for Nursing Accrediting Commission. The Business Department programs are accredited by the Accreditation Council for Collegiate Business Schools and Programs. The program in Theatre is accredited by the National Association of Schools of Theatre.

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

National Association of Schools of Art and Design
(NASAD)
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190-5248
Email: Info@arts-accredit.org
<https://nasad.arts-accredit.org>

A MESSAGE FROM THE INTERIM PRESIDENT



Dear Students,

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

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

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

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

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

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

Features of the initiative include re-structured academic advisement; extended outreach and intervention strategies; and expanded High Impact Practices such as service learning, writing intensive courses, internships, and educational opportunities at the College's three cultural resource centers: The Kupferberg Holocaust 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.

Another hallmark of the college is research. With 81% holding doctoral degrees, our faculty is actively engaged in community college pedagogical research to study and improve the teaching methodologies to further benefit our students. They also conduct research in their academic disciplines, publish their findings and compete internationally in academic forums. The faculty is equally dedicated to the success of their students and encourages them to pursue their own intellectual development.

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

Warmly,

A handwritten signature in black ink that reads "Timothy G. Lynch". The signature is written in a cursive, flowing style.

Dr. Timothy G. Lynch

Interim President of Queensborough Community College

TABLE OF CONTENTS

A Message From The Interim President	4	Department of English.	165
Programs of Study Table of Contents	6	English Courses	167
College Calendar 2018-2019	7	English Developmental Courses	170
Profile of the College	10	Department of Foreign Languages and Literatures	171
Pre-College, Continuing Education, Workforce Development and Grants/Sponsored Programs .	17	Foreign Languages and Literatures Courses. .	172
Special Learning Opportunities	20	Department of Health, Physical Education and Dance	176
Admissions	26	Health, Physical Education and Dance Courses .	179
Testing and Placement.	34	Department of History.	186
Academic Advisement by Academy & Registration	38	History Courses.	186
Academic Standing	40	Department of Mathematics and Computer Science.	190
Honors and Awards	50	Mathematics and Computer Science Courses .	191
Tuition and Fees.	52	Department of Music	194
Financial Services.	57	Music Courses	194
Student Life.	63	Department of Nursing	199
Library	68	Nursing Courses	200
Academies & Programs of Study	70	Department of Physics.	201
Academy for Business Programs of Study. . . .	83	Physics Courses.	201
Academy for Health Related Sciences Programs of Study.	93	Department of Social Sciences	205
Academy For Liberal Arts and Sciences Programs of Study.	102	Social Sciences Courses	206
Academy for Science, Technology, Engineering & Mathematics (STEM) Programs of Study .	111	Department of Speech Communication and Theatre Arts	210
Academy for Visual and Performing Arts (VAPA) Programs of Study.	126	Speech Communication and Theatre Arts Courses.	211
Academic Departments & Course Descriptions	135	Student Affairs Courses	214
Department of Art and Design	136	Interdisciplinary Courses • College Now Courses .	215
Art and Design Courses	137	CUNY Administration	216
Department of Biological Sciences and Geology.	141	Queensborough Administration	217
Biological Sciences and Geology Courses . . .	143	Current Faculty & Instructional Staff.	222
Department of Business	147	Faculty & Instructional Staff • Professors Emeriti .	238
Business Courses	148	Policies & Regulations	240
Department of Chemistry	152	Index.	283
Chemistry Courses	153	Accessible Facilities for People with Disabilities .	287
Department of Engineering Technology	156	How to Reach Queensborough	288
Engineering Technology Courses.	157	Campus Map	289
		Important Telephone Numbers (Area Code: 718)	290

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 ¹ Code	HEGIS ¹ Code	Degree Awarded	Page
DUAL/JOINT TRANSFER DEGREE PROGRAMS				
QCC/John Jay Dual/Joint Accounting for Forensic Accounting/ Fraud Examination and Financial Forensics	35361	0502	A.S./B.S.	84
QCC/York Dual/Joint Biotechnology	33990	5604.00	A.S./B.S.	114
QCC/York Dual/Joint Chemistry/Pharmaceutical Sciences	37292	5619.00	A.S./B.S.	115
QCC/John Jay Dual/Joint Computer Science and Information Security	38822	5105	A.S./B.S.	112
QCC/QC Dual/Joint Liberal Arts & Sciences/Childhood Education (Grades 1-6)	26404	5649	A.A./B.A.	104
QCC/John Jay Dual/Joint Criminal Justice	32344	5505.00	A.S./B.S.	103
QCC/Hunter-Bellevue Dual/Joint Nursing	34693	5208.10	A.A.S./B.S.	96
QCC/York Dual/Joint Nursing	36043	5208.10	A.A.S./B.S.	96
QCC/School of Professional Studies Dual/Joint Nursing	37062	5208.10	A.A.S./B.S.	96
QCC/John Jay Dual/Joint Science for Forensics/Forensic Science	32347	5619	A.S./B.S.	113
TRANSFER DEGREE PROGRAMS				
Art (Concentrations: Art, Art History)	38008	5610	A.S.	127
Business Administration	01520	5004	A.S.	85
Dance	38010	5610	A.S.	129
Digital Art and Design	26677	5012	A.S.	130
Engineering Science	01521	5609	A.S.	116
Environmental Science	37858	5408	A.S.	117
Gallery and Museum Studies	32248	5610	A.S.	131
Health Sciences	20509	5299	A.S.	97
Liberal Arts and Sciences	01522	5649	A.A.	106
Liberal Arts & Sciences (Mathematics & Science)	01523	5649	A.S.	118
Music	38011	5610	A.S.	132
Public Health	38115	1214	A.S.	98
Theatre (Concentrations: Acting, Technical Theatre)	38009	5610	A.S.	133
CAREER DEGREE PROGRAMS				
Accounting	01524	5002	A.A.S.	86
Architectural Technology	01531	5303	A.A.S.	120
Computer Engineering Technology	01528	5105	A.A.S.	118
Computer Information Systems	01527	5101	A.A.S.	87
Electronic Engineering Technology	01532	5310	A.A.S.	121
Internet and Information Technology	25539	5105	A.A.S.	123
Management (Concentration: Marketing)	01525	5004	A.A.S.	88
Massage Therapy	27307	5299	A.A.S.	99
Mechanical Engineering Technology	01533	5315	A.A.S.	124
Medical Assistant	32494	5214	A.A.S.	100
Music Production	83188	5399	A.A.S.	134
Nursing	01513	5208.1	A.A.S.	96
Office Administration & Technology	01526	5005	A.A.S.	89
Telecommunications Technology	21057	5310	A.A.S.	125
CERTIFICATE PROGRAMS				
Computer Information Systems	79418	5101		90
Health Care Office Administration: Managing, Coding and Billing	27290	5214		91
Medical Office Assistant	81316	5214		101
Internet and Information Technology	25538	5105		125
Office Administration Assistant (Options: Corporate Office Administration, Legal Office Administration, Accounting/Office Administration, Health Care Office Administration)	81027	5005		92

¹ 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 2018-2019

Fall Semester 2018

AUGUST 26, SUNDAY

Last day to drop for 100% tuition refund Fall 2017.
Use CUNYFIRST account to withdraw from classes.

AUGUST 27, MONDAY

Fall 2018 semester begins.

SEPTEMBER 1-2, SATURDAY-SUNDAY

College closed - No classes scheduled.

SEPTEMBER 2, SUNDAY

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

SEPTEMBER 3, MONDAY

College closed - No classes scheduled.

SEPTEMBER 5, WEDNESDAY

Classes follow a **MONDAY** Schedule.

SEPTEMBER 9, SUNDAY

Last day for 50% refund.

SEPTEMBER 10-11, MONDAY-TUESDAY

No classes scheduled.

SEPTEMBER 16, SUNDAY

Last day to drop for 25% tuition refund
Last day to drop classes without a **W¹** grade
Use CUNYFIRST account to withdraw from classes
Last day to file plan/curriculum change for fall 2018.

SEPTEMBER 17, MONDAY

Withdrawal period begins **W¹** grade issued.
Use CUNYFIRST account to withdraw from classes.

SEPTEMBER 18-19, TUESDAY-WEDNESDAY

No classes scheduled.

OCTOBER 8, MONDAY

College closed - No classes scheduled.

NOVEMBER 6, TUESDAY

Last day to **WITHDRAW** from classes with **W¹** grade.
Use CUNYFIRST account to withdraw from classes.

NOVEMBER 22-25, THURSDAY-SUNDAY

College closed - No classes scheduled.

DECEMBER 12, WEDNESDAY

Last day of classes.

DECEMBER 13-14, THURSDAY-FRIDAY

Departmental Uniform Finals Days

DECEMBER 15-21, SATURDAY-FRIDAY

Final Exams - Day, Evening & Weekend classes

DECEMBER 21, FRIDAY

Last day for removal of **INC¹** grades from
the Spring 2018 term.

End of Fall 2018 term.

DECEMBER 24-25, MONDAY-TUESDAY

College closed.

DECEMBER 31, MONDAY

College closed.

JANUARY 1, TUESDAY

College closed.

There is one (1) conversion day in Fall 2018. Monday classes will meet on Wednesday, September 5, 2018

¹ 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

Winter Session 2019

JANUARY 1, TUESDAY

Last day to drop for 100% tuition refund Winter 2019.
Last day to file ePermit request for Winter Session.
Students **MUST** use CUNYFIRST account to withdraw from classes.
College Closed

JANUARY 2, WEDNESDAY

Classes Begin – Winter 2019.
Last day to add a class.
Last day for 50% tuition refund.

JANUARY 4, FRIDAY

Last day to drop without a W grade.
Last day for 25% tuition refund.

JANUARY 5, SATURDAY

Withdrawal period begins **W¹** grade issued.
Use CUNYFIRST account to withdraw from classes.

JANUARY 16, WEDNESDAY

Last day to **WITHDRAW** from classes with a **W¹** grade.
Use CUNYFIRST account to withdraw from classes.

JANUARY 21, MONDAY

College closed – no classes scheduled.

JANUARY 23, WEDNESDAY

Final Exams during scheduled class time.
Last day of classes. **End of Winter 2019 term.**

¹ 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

Spring Semester 2019

JANUARY 24, THURSDAY

Last day to drop for 100% tuition refund.
Last day to file an ePermit request for Spring 2019.

JANUARY 25, FRIDAY

Spring 2019 semester begins.

JANUARY 31, THURSDAY

Last day to **ADD** a class.
Last day to drop for 75% tuition refund.
Last day to drop classes without a **WD**¹ grade

FEBRUARY 1, FRIDAY

Course Withdrawal Drop period begins, grade of **WD**¹ assigned.

FEBRUARY 7, THURSDAY

Last day for 50% refund.

FEBRUARY 12, TUESDAY

College is closed – No classes scheduled.

FEBRUARY 14, THURSDAY

Last day to drop for 25% tuition refund
Last day to drop classes without a **W**¹ grade
Use CUNYFIRST account to withdraw from classes
Last day to file Plan/Curriculum Change for Spring 2019.

FEBRUARY 15, FRIDAY

Course Withdrawal period begins – grade of **W**¹ grade issued.
Use CUNYFIRST account to withdraw from classes

FEBRUARY 18, MONDAY

College is closed— No classes scheduled.

APRIL 1, MONDAY

Last day to withdraw from classes with a **W**¹ grade
Use CUNYFIRST account to withdraw from classes

APRIL 19–APRIL 28, FRIDAY–SUNDAY

Spring Recess - No classes scheduled

MAY 14, TUESDAY

Last day of classes.

MAY 15, WEDNESDAY

Departmental Uniform Finals Day

MAY 16–22, THURSDAY–WEDNESDAY

Final Exams – Day, Evening & Weekend classes

MAY 22, WEDNESDAY

Last day for removal of **INC**¹ grades - Fall 2018
End of Spring 2019 Term.

MAY 27, MONDAY

Memorial Day - College is closed

JUNE 1, SATURDAY

Commencement

There are no conversion days in Spring 2019.

¹ 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

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

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

EDUCATIONAL GOALS

Students graduating with an Associate degree will:

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

EDUCATIONAL OBJECTIVES

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

1. Communicate effectively through reading, writing, listening and speaking
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
3. Reason quantitatively and mathematically as required in their fields of interest and in everyday life
4. Use information management and technology skills effectively for academic research and lifelong learning
5. Integrate knowledge and skills in their program of study
6. Differentiate and make informed decisions about issues based on multiple value systems
7. Work collaboratively in diverse groups directed at accomplishing learning objectives

8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes
9. Employ concepts and methods of the natural and physical sciences to make informed judgments
10. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts

At Queensborough Community College, we:

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

Programs of Study

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

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

The College President

**Timothy G. Lynch, Ph.D., Interim President,
Queensborough Community College**

Dr. Timothy G. Lynch has been appointed to serve as Interim President of Queensborough Community College. His tenure began on September 1, 2018.

Dr. Lynch succeeds Dr. Diane B. Call, who retired as President at the end of August, capping a distinguished 47-year career at Queensborough Community College where she served the last eight years as its first woman President.

Dr. Lynch, who was the College's Provost and Senior Vice President for Academic Affairs, joined Queensborough in 2017. In this role, he worked closely with faculty from seventeen academic departments and oversaw campus efforts related to various University initiatives, including strategic planning for the Connected CUNY pillars of access and completion, college readiness, and knowledge creation.

As an award-winning scholar and seasoned administrator, Dr. Lynch's broad scope of experience in public higher education includes that of faculty member, department chairperson, and chief academic officer at public universities in California and New York. Before joining Queensborough he served as Provost and Vice President of Academic Affairs at SUNY Maritime College, with prior teaching and administrative experience at the California Maritime Academy, a specialized campus of the California State University system.

While at Maritime, Dr. Lynch oversaw the efforts that led to the creation and funding of the institution's first Center for Teaching and Learning, which improved retention, persistence and graduation rates while also providing important faculty development opportunities for individuals interested in the scholarship of teaching and learning.

A native New Yorker and first-generation college student, Dr. Lynch earned degrees from Brooklyn College and the CUNY Graduate School and University Center, all in History. His professional associations include American Irish Historical Society, National Maritime Historical Society and North American Society for Oceanic History. His research interests focus on immigration and ethnicity, and on America's relationship with the sea.

The Faculty

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

*Source: American Association of Community Colleges

Center for Excellence in Teaching and Learning (CETL)

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

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. Those needing assistance with ePortfolios should contact 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 and a day care center for children of QCC students.

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

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

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

Cultural & Community Connections

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

QUEENSBOROUGH PERFORMING ARTS CENTER (QPAC)

*Humanities Building
Box Office, Library Building, 1st floor,
718-631-6311,
www.visitQPAC.org*

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). Tickets for upcoming performances can be purchased on-line 24 hours a day, seven days a week at www.visitQPAC.org

QCC ART GALLERY

**Oakland Building,
718-631-6620, www.qcc.cuny.edu/artgallery
Dr. Faustino Quintanilla, Executive Director**

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**

The Harriet and Kenneth Kupferberg Holocaust Center (KHC) is an educational resource for Queensborough Community College, the broader New York and Long Island communities, and our global community. The KHC uses the lessons of the Holocaust, and other mass atrocities, to teach and empower others to become agents of positive social change in their own lives as well as in their communities. Through annual programmatic offerings to the students

and greater community, its library and archives, and two galleries that feature rotating original exhibitions, the KHC serves roughly 20,000 visitors each year. Since 2012, the National Endowment for the Humanities has recognized the KHC as a national demonstration site for community colleges for its work incorporating its resources into the college's humanities curriculum.

The diversity of Queens mandates that the KHC reach out to multiple communities to achieve its broad mission of educating future generations about the ramifications of prejudice, racism, and stereotyping, and encourages an awareness of the value of diversity in a pluralistic society. Thus, the KHC teaches the Holocaust within the larger context of genocide, not merely as an extreme outcome but as part of a continuum that begins with everyday acts of bigotry and oppression.

In its 9,000-square-foot building, the KHC houses an extensive and expanding collection of books, documents, and audio-visual materials for use by students, teachers, scholars, community groups, and other interested parties. The core exhibit tells the story of the Holocaust beginning in pre-World War II Germany and continuing to the present. Here is a mixture of artifacts and archival materials from the KHC collection, audio and film clips, and video testimony of Holocaust survivors and QCC students reflecting on their experience interviewing survivors. The kiosks are movable and are designed to fit together creating a timeline of Holocaust history that can be set up along one wall of the space, thereby opening 2,000 square feet for lectures, panels, performances, and other presentations. Each year the rotating gallery displays 2-3 original exhibits curated and carefully researched by scholars. Displayed at the Center and then shared nationally with other museums and educational centers, the exhibits add to the global discussion and the body of knowledge on the Holocaust and genocide. The combination of historical facts and the ability to explore and develop new research topics allows the Center to use the lessons of the Holocaust to address contemporary social issues. The KHC also offers extensive public programming each semester featuring films, lectures, and panel discussions that complement each exhibit topic.

Each semester, the KHC offers three fellowship opportunities to QCC students and community members interested in learning more about the Holocaust, genocide, and human rights engagement and action. Students study the history and context of an atrocity; gain skills in research, interviewing, and public speaking; meet a survivor of the historical atrocity; and, finally present on their experiences to peers and the community. As the final element of graduating the program, each student pledges to remember and retell "their survivor's" story to help ensure that "never again" becomes a reality in their lifetime.

CUNY CENTER FOR HIGHER EDUCATION

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

A mainstay of the CUNY Center is the availability of English language instruction. The Port-of-Entry program offers an intensive 180-hour per semester program for international students and immigrants planning to move on to future academic or professional pursuits. The Queens Civics Collaboration of CUNY, funded by the State of New York, Department of Education, provides English language courses with an emphasis on the history, government and culture of the United States.

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

IMMIGRATION SERVICES

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

QCC LITERACY PROGRAM

Kitty Bateman, Director

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

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/).

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 to satisfy remedial needs prior to the beginning of classes in the following semester. Supplemented by an array of tutoring services, this program offers a full complement of remedial courses and workshops in reading and writing (including ESL), as well as college algebra and quantitative reasoning. Although the Winter and Summer program is free, students are responsible for any expenses related to travel and textbooks. All remedial classes meet four days a week. Some evening classes are available. Selection of specific sections of Summer and Winter offerings will be made on the basis of availability and enrollment.

Graduation Information

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

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

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 complementary 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/, 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/. Also join us on Facebook at Queensborough Community College.

Department of Public Safety

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

OVERVIEW

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

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

HOW TO REPORT A CRIME OR OTHER EMERGENCY

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

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

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

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

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

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

DEPARTMENT OF PUBLIC SAFETY SERVICES

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

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

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

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

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

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

PRE-COLLEGE, CONTINUING EDUCATION, WORKFORCE DEVELOPMENT AND GRANTS/SPONSORED PROGRAMS

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

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

Grant and contract provided programs for occupational Training include:

- The NYC Small Business Services agency has contracted with our office to provide occupational training for adults to become certified Home Health Aides and Certified Recovery Peer Advocates.
- The 1199 SEIU Training and Upgrading Fund has contracted with us to provide occupational training for their members to become Certified Clinical Medical Assistants.
- The NYC Department of Youth and Community Development has contracted with our office to provide occupational training for the out-of-school youth to become certified Hemodialysis Technicians.

Our immigrant population is served through ESL and language arts programming to improve their oral and written communication skills. We also serve over 500 children year round in our Chinese Academy through Mandarin and Pynchon language classes including Chinese cultural programs.

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

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

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

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

PROGRAMS FOR VETERANS

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

Pre-College Study

CUNY START/MATH START/SUMMER READING & WRITING START

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

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

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

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 scores on the CUNY Assessment Test, 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 an 8 week summer course designed for students who need to improve their reading and writing skills, based on their scores on the CUNY Assessment Tests, before beginning credit courses. Students who successfully complete the Summer Reading & Writing Start course will satisfy the Reading and Writing 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

PRE-COLLEGE, CONTINUING EDUCATION & WORKFORCE DEVELOPMENT

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

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

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

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

CUNY LANGUAGE IMMERSION PROGRAM (CLIP)

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

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

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

The following categories of students are eligible to attend CLIP:

- Entering freshmen who have been accepted by any branch of CUNY.

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

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

COLLEGE NOW

Library Building, Room 221, 718-631-6605

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

COLLEGE FOCUS

Library Building, Room 221, 718-631-6605

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

CONNECT2COLLEGE

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

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

PORT OF ENTRY LANGUAGE DEVELOPMENT PROGRAM

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

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

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

The intensive program consists of:

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

The non-intensive program consists of:

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

BUSINESS TECHNOLOGY EARLY COLLEGE HIGH SCHOOL (BTECH)

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

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

CUNY EXPLORERS

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

Under the Mayor's Equity and Excellence agenda, NYCDOE and CUNY are partnering 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. Starting in the fall of 2017, Queensborough will host 90 seventh grade students per week with a 2.5 hour visit to campus including a tour and college-ready workshops.

LIBERTY PARTNERSHIPS/PROJECT PRIZE

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

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

SPECIAL LEARNING OPPORTUNITIES

Support and Enrichment Programs

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

ACCELERATED STUDY IN ASSOCIATE PROGRAMS (ASAP)

**"W" Building, 718-631-6680,
www.qcc.cuny.edu/ASAP**

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

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

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

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

Some of the many benefits of the ASAP program include:

- Free semester MetroCards during the academic year
- A yearly textbook voucher
- Possible free summer and/or winter classes

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

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

STUDENT LEARNING CENTER

**Library Building, First Floor, Room L-125 - 718-631-6660
www.qcc.cuny.edu/slc**

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

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

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

SPECIAL LEARNING OPPORTUNITIES

Services offered by the Student Learning Center include.

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

Arts and Humanities

Courses in Art History (ARTH), Foreign Languages (LA, LC, LF, LG, LH, LI, LS), Music (MU, MP), and Speech (SP)

Business

Courses in Business (BU)

Social Sciences, Education, and History

Courses in Criminal Justice (CRIM), Social Sciences (SOCY), Education (EDUC), and History (HI)

Biology, Health Sciences and Nursing

Courses in Biology (BI), Chemistry (CH), Geology (GE), Health Sciences (HE), Massage Therapy (HA), and Nursing (NU)

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

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

THE CAMPUS WRITING CENTER (CWC)

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

www.qcc.cuny.edu/write

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

The Writing Center's friendly staff of highly trained tutors and workshop facilitators all receive a minimum of eight hours of in-service training each semester in such techniques as facilitating learning styles strategies, critical thinking skills, study skills, group dynamics, composition theory, and the use of educational technology as both a teaching and learning tool. They work throughout the semester to create individualized learning plans for each of their students based on students' learning strengths and preferences. The high degree of professionalism between

tutors and facilitators fosters an atmosphere in which students can become more independent, self-regulated learners.

Services offered by the Writing Center include:

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

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

THE COLLEGE DISCOVERY PROGRAM

Library Building, Room 440, 718-631-6210

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

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

Students will be required to 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. All students must also complete the CD-100 (College Discovery Seminar) and CD-101 (Strategies for Success) course in the fall.

College Discovery students who graduate from the college are eligible to transfer to SEEK programs at The City University of New York's senior colleges 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 432A, 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.

ACADEMIC COMPUTING CENTER (ACC)

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

The Academic Computing Center provides support for a wide array of instructional technologies including classroom podia systems, student computer labs, laptops, tablets, instructional devices, such as iClickers, as well as, technical consulting to the Queensborough academic community.

The Center's facilities consist of a large student computer lab with Windows and Mac OS machines and two multimedia classrooms. In the computer lab, students will find industry standard and instructor-specified software applications, high speed internet access and printing. Further, the ACC provides podia training workshops for faculty and staff; technical consulting with equipment specification, purchasing assistance, installation, repair, and related support. The multimedia classrooms support college workshops and provide venues for teachers to introduce their classes to various educational technologies. Additionally, the ACC includes the Media Services department, which provides audio-visual equipment setup and support for many classroom presentations and technical assistance for a variety of campus special events.

The ACC installs, maintains and oversees the operation of 140 instructional presentation podia throughout the campus. These podia systems provide a computer, Blu-Ray or VHS/DVD player, projector, speakers, and a touch panel control system. For more information please visit our web page at www.qcc.cuny.edu/acc/ and for any assistance, please contact us at ACCSupport@qcc.cuny.edu.

COLLEGIATE SCIENCE AND TECHNOLOGY ENTRY PROGRAM (CSTEP)

Library Building, Room 440, 718-631-6036

www.qcc.cuny.edu/cstep

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

PURPOSE

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

CSTEP promotes student involvement through various year round activities including:

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

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

BENEFITS OFFERED BY CSTEP INCLUDE:

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

- Laptop loans
- Biology models
- Scientific calculators (first come, first serve basis)
- Lab coats
- Flash drives

ELIGIBILITY

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

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

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

SERVICES FOR STUDENTS WITH DISABILITIES

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

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

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

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

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

Academic Achievement and Learning Modalities

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 Undergraduate Research, Global and Diversity Learning, Writing Intensive classes, Academic Service-Learning, Collaborative Assignments and Projects, and Common Intellectual Experiences.

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.

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

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

Academic Service-Learning (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 2018-2019 Common Read text is *The Good Food Revolution* by Will Allen.

INTERNSHIPS

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

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

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

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

ROGOWSKY INTERNSHIP PROGRAM

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

URBAN STUDIES INTERNSHIP

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

COOPERATIVE EDUCATION

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

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

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

INDEPENDENT STUDY

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

STUDY ABROAD PROGRAM

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

Study abroad programs offer students the opportunity for personal growth and global understanding. Students gain insights into other cultures, develop new perspectives, and learn to reflect on their own culture. Working with universities worldwide, CUNY provides high quality, 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 Salzburg Global Seminar should come to the Center of International Affairs, Immigration and Study Abroad in the Library Building, Room 431 for further information.

CUNY BACCALAUREATE FOR UNIQUE AND INTERDISCIPLINARY STUDIES

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

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

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

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

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 diploma¹ 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, including placement test requirements, as degree students at Queensborough Community College.

PLEASE NOTE:

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

¹ 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. 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.

* 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 for information concerning the TOEFL examinations.

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 for information and instructions.

COMMITMENT DEPOSIT

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

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

This non-refundable deposit will be credited towards the student's tuition if they enroll at Queensborough.

DEFERRING ADMISSION

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

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

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

HOW TO APPLY AS A DEGREE STUDENT

Candidates for admission as Freshman or Transfer are urged to begin the admissions process online at 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 359023

Brooklyn NY 11235-9023

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

Academic Requirements for Transfer Students

1. Successful Transfer applicants will be in good academic standing at their current or former institution and will have achieved a minimum cumulative GPA of 2.0 or better on a 4.0 scale.
2. Transfer students who have earned less than a 2.0 GPA may be considered for admission on an individual basis.
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.
4. Students taking courses at other institutions who have not yet earned college credit will be admitted on the same basis as beginning freshmen. Transcripts will be reviewed when final grades are received and a determination on the admissions status will then be made.
5. Students attending 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.
6. College credit for courses taken elsewhere will be granted **ONLY** for courses that are:
 - a. applicable toward the student’s chosen curriculum at Queensborough, and
 - b. completed at the undergraduate¹ level at an accredited degree-granting institution with a minimum grade of C. (D grades are accepted from other CUNY colleges.)
7. Transfer of International Credits: Upon acceptance for admission, students seeking transfer credit for courses completed at a college or university outside of the United States must contact the academic chairperson of each department at Queensborough for a decision on the award of college credit. An English translation of the course syllabi or descriptions must be submitted for college-level work taken abroad. Only grades of ‘C’ or better (or their equivalent) are accepted.
8. Credit for courses accepted for transfer may be found on a student’s CUNYfirst account.
9. Transfer students pursuing an Associate degree may NOT receive more than a total of 30 transfer credits from institutions previously attended; no more than 15 credits are accepted toward a certificate program at Queensborough.
10. Transfer students must also meet requirements for the CUNY Assessment Tests. (Refer to the Testing section.)
11. All degree transfer students admitted as of fall 2005 will be required to successfully complete two (2) credit-bearing Writing Intensive (WI) courses in order to receive the Associate degree.²

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.

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

¹ Students seeking to transfer credits for advanced level courses should consult Department chairpersons.

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

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

PROGRAM CODES FOR ADMISSION

Freshmen, and transfer students with foreign credentials and International Student applicants are asked to indicate on their applications the program they wish to enroll in at Queensborough Community College. The code numbers for Queensborough's programs are noted below.

TRANSFER CURRICULA

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

DUAL/JOINT DEGREE PROGRAMS

	QCC Program Abbreviation
Dual/Joint A.S./B.S. Accounting for Forensic Accounting ¹ /Fraud Examination and Financial Forensics	AF-AS
Dual/Joint A.S./B.S. Biotechnology ²	BY-AS
Dual/Joint A.S./B.A. Criminal Justice ¹	CJ-AS
Dual/Joint A.A./B.A. Liberal Arts and Sciences/Childhood Education (Grades 1-6) ³	LE-AA
Dual/Joint A.A.S./B.S. Nursing ⁴	NS-AAS
Dual/Joint A.S./B.S. Chemistry/Pharmaceutical Sciences ²	CHY-AS
Dual/Joint A.S./B.S. Computer Science and Information Security ¹	CSS-AS
Dual/Joint A.S./B.S. Science for Forensics ¹ /Forensic Science	SF-AS

ASSOCIATE IN ARTS (A.A.)

	QCC Program Abbreviation
Liberal Arts and Sciences	LA-AA
Weekend Program Liberal Arts and Sciences	WE-AA

ASSOCIATE IN SCIENCE (A.S.)

	QCC Program Abbreviation
Art (Concentrations: Art, Art History)	ART-AS
Business Administration	BT-AS
Dance	DAN-AS
Digital Art and Design	DA-AS
Engineering Science	PE-AS
Environmental Science	ES-AS
Gallery and Museum Studies	AM-AS
Health Sciences	HS-AS
Liberal Arts and Sciences (Mathematics and Science)	LS-AS
Music	MUS-AS
Public Health	PBH-AS
Theatre (Concentrations: Acting, Technical Theatre)	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
Accounting	BA-AAS
Architectural Technology	ARC-AAS
Computer Engineering Technology	CT-AAS
Computer Information Systems	DP-AAS
Electronic Engineering Technology	ET-AAS
Management	BM-AAS
Mechanical Engineering Technology	MT-AAS
Massage Therapy	TM-AAS
Medical Assistant	MA-AAS
Music Production	ME-AAS
Internet and Information Technology	EM-AAS
Nursing (pre-Clinical)	NP-AAS
Office Administration and Technology	BS-AAS
Telecommunications Technology	TC-AAS

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

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

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

⁴ 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.

	QCC Program Abbreviation
Computer Information Systems	BD-CERT
Health Care Office Administration: Managing, Coding & Billing	BH-CERT
Medical Office Assistant	MO-CERT
Internet and Information Technology	EN-CERT
Office Administration Assistant (Options: Corporate, Legal, Accounting, Health Care)	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, 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 the CUNY Assessment tests in reading, writing, 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:

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

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

DISTRIBUTION REQUIREMENTS

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

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 and/or the Vice President of Student Affairs 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. Some applicants may be required to pay the \$70 application fee.

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

See requirements for a Second Degree or Certificate.

READMISSION TO QUEENSBOROUGH

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

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

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.

The Next Step to Registration

TESTING REQUIREMENTS FOR ENTERING STUDENTS

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

REQUIRED IMMUNIZATIONS

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

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

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

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

Students must also sign a **Meningitis Acknowledgement Form**, which must be on file with the Health Services Office, before they can register. According to Public Health Law 2167, established by the New York State Department of Health, students at all post-secondary colleges and institutions 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 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 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 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 29.

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

TESTING AND PLACEMENT

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

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

Placement for New Students

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

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

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

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

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

EXEMPTIONS TO THE CUNY ASSESSMENT TESTS

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

- **Satisfactory SAT/ACT scores**

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

A score of 500 or above on the Mathematics section of the SAT (for SAT exam date March 2016 and thereafter, a score of 530 or higher) or 21 or above on the math section of the ACT exempts students from the pre-algebra and algebra sections of the CUNY Assessment Test in Mathematics. Students exempted from these two sections (pre-algebra and algebra) are still required to complete the advanced math (college algebra and trigonometry) sections of the math test.

- **Satisfactory Scores on New York State Regents Examinations**

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

For information on exemptions in Mathematics and additional exemptions criteria, please visit www.cuny.edu/testing.

EXEMPTIONS FOR TRANSFER STUDENTS

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

1. TRANSFER OF COLLEGE CREDIT

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

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

2. PRIOR COMPLETION OF A BACHELOR'S DEGREE

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

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

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

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

For additional information of exemptions, please visit www.cuny.edu/testing.

TESTING REQUIREMENTS FOR ENTERING CUNY TRANSFER STUDENTS

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

OTHER PLACEMENT SCREENING FOR ENTERING STUDENTS

SPEECH PLACEMENT

1. Speech evaluation may be required of students entering programs in the Health Sciences. Students will be referred by their advisor 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.

FOREIGN LANGUAGE PLACEMENT

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

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

NOTE: The Foreign Language questionnaire is available in the Department of Foreign Languages office, H-217, or in your respective Queensborough Academy.

Students who have already taken a foreign language class may register online for the next course in the foreign language sequence. Students with prior studies in foreign languages not taught at Queensborough Community College should contact the chairperson of the Department. For specific instructions about the placement process please contact the Department office in room H-217 of the Humanities Building.

For more information regarding the CUNY Placement Tests, including resources for preparation please contact the Testing Office at 718-631-6358, Testing@qcc.cuny.edu or the Office of New Student Engagement at 718-631-6075, NewStudents@qcc.cuny.edu.

College Preparatory Coursework

UNDERSTANDING THE SEQUENCE OF COLLEGE PREPARATORY COURSEWORK

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

DEVELOPMENTAL READING AND WRITING COURSES

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

ESL STUDENT:

- **Reading:** BE-225 leads to BE-226.
- **Writing:** BE-203 leads to BE-205.

NON-ESL STUDENT:

- **Reading:** BE-121 leads to BE-122.
- **Writing:** BE-111 leads to BE-112.

Upon completion of the Reading and Writing Developmental Courses, students take ENGL-101.

PLEASE NOTE:

- Once a student is placed into developmental courses, the student must complete the sequence. If there are special circumstances, the student may consult with the chair of the English Department.
- Beginning Spring 2014, if students receive a grade of "R" two times in BE-112, BE-122, BE-205 or BE-226, they cannot enroll in these courses again. Instead they must register for a repeater's workshop.

The Accelerated Learning Program (ALP) is offered by the English Department at Queensborough Community College in the fall and spring terms. ALP allows students still in need of passing the CATW/Reading exams to take ENGL-101, a course that is credit-bearing and that fulfills a general education requirement. ALP classes are a little smaller than other classes, creating a strong class community and allowing students a lot of time to work one-on-one with their instructor. In the ALP model at Queensborough, both ESL and non-ESL students with only one remedial need in reading or writing can enroll concurrently in an upper level writing (BE-112) or an upper level reading (BE-122) course and a linked ENGL-101 course. For more information on ALP, please visit our website: www.qcc.cuny.edu/alp.

MATHEMATICS COURSES

The College Preparatory courses offered by the Department of Mathematics and Computer Science follow the sequence:

Taking MATH-010

leads to

COLLEGE-LEVEL MATH COURSE

Please check curriculum for required math courses and other prerequisites.

NOTE:

- MATH-119 meets the Math requirement for the A.A. degree in Liberal Arts and Sciences and the A.S. degree in Visual and Performing Arts.
- Students planning to transfer into business programs at Baruch College are strongly advised to complete MA-119 and MA-121 (if required), and MA-440 and MA-441. Please meet with a Business Academy Adviser for additional information.

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

ACCELERATED LEARNING PROGRAM (ALP)

The **Accelerated Learning Program (ALP)** in mathematics allows students still in need of remediation to take a course that is credit-bearing and fulfills a general education requirement. The goal is to give students the opportunity to complete in one semester what normally takes two. Mathematics classes under ALP are a little smaller than other classes, creating a strong class community and allowing students additional time to work with their instructor. The mathematics courses currently offered under ALP are

- MA-119/MA-010 ALP. Students in this ALP section will take MA-010-Elementary Algebra ALP support course (2-hours per week, zero credits) and MA-119-College Algebra (4-hours per week, 3 credits) in the same semester. Typically, this sequence would take two semesters for a total of 9 hours to complete. However, the combined ALP course will be completed in one semester in only 6 hours. **Note: This is the required pathway for STEM students.**
- MA-321/MA-321 ALP. Students in this ALP section will take a MA-321-Mathematics in Contemporary Society ALP support course (2-hours per week, zero credits) and MA-321 **Mathematics in Contemporary Society** (3-hours per week, 3 credits) in the same semester. Typically, this sequence would take two semesters for a total of 8 hours to complete. However, the combined ALP course will be completed in one semester in only 5 hours. **Note: These courses cannot be used as a prerequisite for MA-119 College Algebra. This pathway is not suitable for STEM students.**

Students with placement test scores within a certain range just below the cut-off for remediation are eligible for the ALP sections. Based on the students' intended major, an adviser can guide the student in the correct path. **Only advisers can register students in one of these courses.**

ACCOMMODATIONS BASED ON DISABILITIES

Students requesting accommodations based on 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.

FOR MORE INFORMATION, VISIT www.cuny.edu/testing

Tutoring for Test Success

Students are advised to participate in workshops and tutorials.

For more information

contact the

English Department (718-631-6302)

Campus Writing Center (718-631-6663)

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

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:

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

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. Students affiliated with ASAP, College Discovery, International Student Services, Services for Students with Disabilities, CSTEP, and Military & Veterans Services will be served by an adviser in these programs. Faculty Coordinators, affiliated with each Academy will serve as cross-disciplinary liaisons to the academic departments and to the Center for Excellence Teaching and Learning in support of faculty development and academy-based activities.

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

ONLINE 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 Services 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 of \$7.00 (for Non-CUNY institutions), an official transcript of a student's academic record to another institution (or third party) provided the student has given proper authorization. Students may also print student copies of their transcript through their CUNYFirst account. The Registrar issues verification of enrollment certificates for reasons of health insurance, employment or to show proof of academic standing for enrollment in another institution.

- **CHANGE OF CURRICULUM/PLAN**

The Registrar'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 Services 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

**Administration Building, Room 214,
718-631-6670 • Fax: 718-281-5114**

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

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

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

ACADEMIC STANDING

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.

Graduation Requirements

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

- review their program requirements as outlined on their Student Advisement Degree Audit form
- use the degree audit system by first logging in to the CUNYFIRST Student Services Center or www.cuny.edu - Login - Degree Works Dashboard.
- meet regularly with an academic or departmental adviser

All candidates for graduation must meet the requirements outlined below:

1. Students must complete all the credit and course requirements for a particular Associate degree or certificate program. Note that the waiving of a specific graduation course requirement does not automatically waive the credit requirement.
2. Students must attain a minimum cumulative grade-point average (GPA) of 2.00 in all courses applicable toward a current degree or certificate program. NOTE: A GPA of 2.75 in courses applicable toward the degree is required for students graduating in the Dual/Joint A.A./B.A. Degree Program in Liberal Arts and Sciences and Childhood Education with Queens College. As of fall 2006, students in the A.A.S. program in Massage Therapy must achieve a grade of C or better in all Biology (BI) and Healing Arts (HA) courses in order to graduate.
3. If students are placed in remedial or developmental courses or workshops, they must 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 of fall 2005 as first-time freshmen and all transfer students beginning in fall 2005 will be required to successfully complete two (2) credit-bearing Writing Intensive (WI) classes in order to receive the associate degree.

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

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

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

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

WN Administrative withdrawal assigned to students who did not begin attendance, as reported by instructors after 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 and the eighth week of the semester. The grade of W signifies that the course was not completed. In order to withdraw from a course officially and avoid receiving a grade of WU, a student 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).
- 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

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

GPA = $\frac{\text{Total Quality Points Earned}}{\text{Total Credits}}$			
Here is an example:			
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
61.20 = 2.55 GPA			
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) 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

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

- If a student earns either a failing grade (F or its equivalent) or a D grade in a course and then repeats the course and earns a grade of C or better, the initial F or D will not be counted in the student's GPA, even though the initial grade will continue to appear on the student's transcript. Only the new grade will be counted in the student's GPA.
- No more than 16 credits of failing or D grades may be replaced in this manner. This 16-credit limit applies to all courses taken by a student at any CUNY college.
- The repeated course must be taken at the same college where the student took the initial course.

- Students must notify the Registrar in writing if they do not wish a higher grade, earned through a repeated course, to be substituted for the initial grade of D or F when calculating the cumulative GPA. Students must be enrolled at Queensborough at the time of such notification.
- A “no-repeat” policy applies to courses taken as part of the Nursing Pre-Clinical Sequence.
- A policy on averaging grades for repeated courses which do not fall under the above guidelines is in effect.

Make-up of Final Examinations

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

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

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

Change of Curriculum

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

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

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

Withdrawal from Courses or from the College

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

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

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

Additional Ways to Earn Credit Towards Graduation

CREDIT BY EXAMINATION

1. EXCELSIOR COLLEGE EXAMINATIONS (FORMERLY REGENTS COLLEGE)

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

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

2. THE ADVANCED PLACEMENT EXAMS (AP)

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

3. QUEENSBOROUGH DEPARTMENTAL EXAMINATION

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

1. Pay a special examination fee of \$25.00 to the Bursar.
2. Show Bursar's receipt to the chairperson or designee who will then arrange for the date and time the examination will be given.
3. If the departmental examination is passed in a course in which the student is currently registered, a grade of P will be recorded on the final grade sheet at the end of the semester.
4. If the student is not registered in the course and passes the examination, the department will notify the Registrar that the student is to receive a P grade, credit by examination, upon registration for the course. The grade of P does not affect the student's GPA but is counted as "credits attempted."

5. Credits earned by departmental examination are posted on the student's record only after all tuition and fees due for the semester are paid.

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

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

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

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

PERMITS TO ATTEND ANOTHER CUNY COLLEGE E-PERMIT THROUGH THE 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 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. The fee for each official transcript is \$7. 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 **for a \$9.00 fee (\$2.00 for CUNY colleges) per copy**. A valid major credit card (Visa, Master Card, American Express or Discover) is required.

Students may find complete instructions on how to order a transcript by checking the link:

<http://www.qcc.cuny.edu/registrar/orderTranscripts.html>

Reinstatement from Cancelled Registration

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

HONORS AND AWARDS

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.

Honor Societies

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

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

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

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

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

To be eligible for regular membership, applicants must:

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

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

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

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

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

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

KAPPA DELTA PI, INTERNATIONAL HONOR SOCIETY IN EDUCATION

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

WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES & COLLEGES

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

College Awards

PRESIDENT'S AWARDS

Sponsored by The Queensborough Community College Fund, Inc.:

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

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

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

JOHN F. KENNEDY MEMORIAL AWARD

to the graduating student demonstrating outstanding College and community leadership

MARTIN LUTHER KING JR. MEMORIAL AWARD

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

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

Special Awards

The EVA Bobrow Alumni Awards

The Incentive Awards

The National Science Foundation

The Sidney Halper Award

The Arlene Check Memorial Award

DEPARTMENT OF STUDENT AFFAIRS

The Ray Ricketts Memorial Award

The Dr. Sarah Papier Scholarship Award

The CUNY Student Leadership Awards

DEPARTMENTAL AWARDS

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

TUITION AND FEES

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.

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)

- Full-time matriculated students
(students taking 12 or more credits or equated credits)
per credit or equated credit \$320.00
- Part-time matriculated students
(students taking less than 12 credits or equated credits)
per credit or equated credit \$320.00
- 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.....

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.....	\$30.00
ET-210.....	\$25.00
ET-230.....	\$35.00
ET-410.....	\$55.00
ET-420.....	\$55.00
ET-510.....	\$30.00
ET-540.....	\$35.00
ET-560.....	\$60.00
ET-704.....	\$15.00
MT-122.....	\$15.00

HEALTH, PHYSICAL EDUCATION, AND DANCE

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

NURSING

NU-101, NU-102, NU-201, NU-202.....	\$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:

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

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

Payment Policy

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

- **Students who have not paid their total tuition and fees by the payment deadline are conditionally registered. These students may have their classes cancelled before the start of the term or incur a late payment fee.**
- Payments by check, money order and cash can be made at the Bursar Office.
- Payments, other than cash, can be dropped into the DROPBOX, located in the lobby of the Administration Building or mailed to:
Office of the Bursar, A-118
Queensborough Community College/CUNY
222-05 56th Avenue
Bayside, New York 11364-1497
- Payments can be made via electronic check. E-check electronically debits a checking or savings account. To pay by e-check, students need to access their CUNYfirst account. Students are required to enter their bank account and bank routing numbers. **There is no convenience fee associated with this payment option.**
- Agency sponsored students who do not present proof of sponsorship (authorization) prior to or at registration will be required to pay all applicable fees and tuition. Only original documents will be accepted. Photocopies or facsimile copies are not acceptable.
- **Tuition Payment Plan – NELNET** This monthly payment plan offers you the opportunity to spread out your payments, interest free, over 6 monthly installments. QCC students are eligible to enroll for an interest free monthly plan for tuition and fees for an enrollment fee of \$40 per semester for eCheck payments or \$75 per semester if paying by American Express, Visa, Discover, or MasterCard. To enroll, log into CUNYfirst Self-Service and go to your student Center. Go to Finances and select Enroll/Manage Your Payment Plan.

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	Progress Units
BE-111	0.0	4.5
BE-112	0.0	4.0
BE-121	0.0	4.0
BE-122	0.0	4.0
BE-203	0.0	4.5
BE-205	0.0	4.5
BE-225	0.0	4.0
BE-226	0.0	4.0
MA-010	0.0	5.0
MA-010 ALP	0.0	2.0
MA-071	0.0	5.0
MA-321 ALP	0.0	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 PROGRAM¹
- CAMPUS-BASED FEDERAL AID PROGRAMS'
 - Federal Work-Study
 - Federal Supplemental Educational Opportunity
 - Federal Perkins Student Loan
- COLLEGE DISCOVERY PROGRAM¹
- DIRECT LOANS (formerly Federal Family Education Loans)¹
 - Federal Direct Loans
 - Subsidized Direct Loan
 - Unsubsidized Direct Loans
 - Federal Direct Parent Loan for Undergraduates

¹ Subject to change in Federal and State Laws.

² **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".

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 test²
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.

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 in order 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 recommended by the Academic Senate Committee on TAP Waivers after the student has met with an appropriate college official
 - the waiver is approved by the TAP Waiver Officer.
 Students who wish to apply for a TAP waiver must make an appointment with the TAP Waiver Officer.

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

AID FOR PART-TIME STUDY (APTS)

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

ELIGIBILITY FOR APTS

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

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

APTS AWARDS

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

SATISFACTORY PROGRESS FOR APTS

Recipients must be in good academic standing in accordance with New York State's rules and regulations 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 2018-2019 must have a family income of \$110,000 or less, have filed the Free Application for Student Aid (FASFA) along with the TAP application, and the Excelsior Scholarship Application, which was available on the New York State Higher Education Services Corporation website (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).

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. 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 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 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 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, **Interim Vice President for Student Affairs,**
Chairperson

Office Personnel:

Annette Lazaro, *Special Projects Coordinator*

Reynald Pierre-Charles, *CUNY Administrative Assistant*

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)

CAREER SERVICES

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

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

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

From the Career Services website, www.qcc.cuny.edu/careerservices, 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 Tiger Talk. Students are urged to check their Tiger Mail frequently for news of upcoming events and job/internship opportunities.

COLLEGE DISCOVERY

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

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

Students may also visit www.qcc.cuny.edu/counseling.

FINANCIAL SERVICES

Library, Room 409, 718-631-6367
(See section on Financial Services, page 57)

HEALTH SERVICES

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

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

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

MEDICAL EXAMINATION REQUIREMENTS

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

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

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

CENTER FOR INTERNATIONAL AFFAIRS, IMMIGRATION AND STUDY ABROAD

Library Building, Room 431, 718-631-6611

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

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

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

LIBERTY PARTNERSHIPS/PROJECT PRIZE

Medical Arts Building, Room MC 34, 718-281-5009
(See section on Pre-College, Continuing Education and Workforce Development, page 19)

SERVICES FOR STUDENTS WITH DISABILITIES

Science Building, Room 132, 718-631-6257

The Office of Services for Students with Disabilities ensures that students with disabilities have access and the opportunity to participate in classes and activities at Queensborough Community College. The coordination of accommodations, disability-related support services and assistive technology are facilitated through this office. In addition the office strives to promote increased awareness of disability-related issues on campus. It is the responsibility of each student to register with the office of Services for Students with Disabilities in order to be eligible for services.

STUDENT ACTIVITIES

Student Union Building, 718-631-6233

Student Activities is primarily concerned with the enhancement of the student's college experience through involvement in extracurricular activities and development of leadership and interpersonal skills. The Student Activities staff seeks to involve students in campus governance and service, stimulating interests and interpersonal communication through a variety of governance, recreational, and personal interest activities. The Student Activities staff works together with the members of the QSA Student Government, including the Student Senate, and more than 30 student clubs and organizations, the Aurora yearbook staff, and the Communiqué student newspaper staff. The Student Activities staff seeks to broaden student participation at all levels. Students are encouraged to check Tigermail for announcements of upcoming events, as well as the online Student Activities calendar at www.qcc.cuny.edu/studentActivities/index.html.

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 and for The City University of New York (CUNY) www2.cuny.edu/about/administration/offices/ovsa/policies/:

TESTING SERVICES

Testing Services Center, Room 430, 718-631-6358
(See section on Testing and Placement, page 34)

TRANSFER SERVICES OFFICE

Administration Building, Room 119, 718-631-6670

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

Student Rights and Responsibilities

At Queensborough the rights and responsibilities of students have been formally developed within the framework of the Constitution and the Bylaws of the Board of Trustees of The City University of New York, as well as the Bylaws of the Academic Senate and the Bylaws of the Faculty of the College. Queensborough students actively participate in the formulation of rules and procedures governing student activities. Student membership on the Academic Senate and every major College committee allows for student representation and has an impact on virtually every aspect of College life vital to undergraduates.

ACADEMIC QUALIFICATIONS FOR INVOLVEMENT IN STUDENT GOVERNMENT OR OTHER STUDENT CLUBS, SERVICES, ORGANIZATIONS, AND PUBLICATIONS

Elected positions in Student Government include President, Executive Vice President, Administrative Vice President, Programming Vice President, Treasurer, President Pro-Tempore, Parliamentarian, and Executive Secretary. To be eligible to run for an elected position, or to hold an elected or appointed position¹, 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.

¹ Any member of the QSA may run for an elected position except those who have resigned or been impeached from a QSA office in the past.

- Must have completed a minimum of 12 college credits and/or equated credits to petition for an elected position
- Must carry a minimum of 12 college credits and/or equated credits while holding office (students documented with disabilities may be enrolled for a minimum of six [6] college and/or equated credits)
- Must not hold office for more than four semesters (not necessarily consecutive semesters)
- Must have completed and earned passing grades (i.e., A, B, C, D) in at least 50 percent of the credits for which he/she registered the prior semester at Queensborough Community College, but no fewer than three credits. If more than 50 percent of the credits attempted are either F, W, WU, INC, ABS, etc., he/she is no longer eligible to hold office in the QSA.

To run for the elected positions of Vice President for Part-time Students and Vice President for Evening Students in the QSA Student Government, a student must meet the following academic qualifications:

- Must be a registered student at Queensborough Community College
- Must be matriculated at Queensborough Community College
- Must have a minimum cumulative GPA of 2.25 to run for an elected position, and must maintain a minimum cumulative GPA of 2.0 while holding office
- Must have completed a minimum of twelve (12) college credits and/or equated credits to petition for an elected position
- Must carry a minimum of six (6) college credits and/or equated credits while holding office
- Must not hold office for more than four (4) semesters (not necessarily consecutive semesters)
- Must have completed and earned passing grades (i.e., A, B, C, D) in at least 50 percent of the credits for which he/she registered the prior semester at Queensborough Community College, but no fewer than three credits. If more than 50 percent of the credits attempted are either F, W, WU, INC, ABS, etc., he/she is no longer eligible to hold office in the QSA.

Any student who finds that he or she is subject to disciplinary action should read the section "Student Disciplinary Procedures," which gives a detailed summary of rights and procedures. All discipline matters should be referred to the Office of the Vice President for Student Affairs, who will adjudicate and/or mediate disciplinary actions. In any disciplinary proceeding, due process is assured.

PLEASE NOTE: See Policies & Regulations (page 240) for rules and regulations governing certain academic policies, student conduct on campus, and parking regulations. For issues of Academic Integrity see page 40.

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
- Architecture Club
- ASAP Club
- Asian Society
- Biology Club
- Bliss and Wisdom International
- Caribbean Cultural Club
- Chemistry Club
- Chinese Christian Fellowship
- CIS Stars Club
- College Discovery Club
- Creative Writing Club
- CSTEP Club
- Drama Society
- Environmental Sustainability Club
- Film Club
- Foreign Language Society
- Friends of Falun Gong Club
- Gaming Club
- Good Club
- Haitian Club
- Hillel Club
- IEEE-Robotics Club
- International Student Club
- Korean Student Association
- K-Pop Culture Club
- M.A.L.E.S. Club
- Math Club
- Military Students Veterans Association
- Mock Trial Association
- Motor Club
- Music Society
- Muslim Student Association
- Newman Club
- Psychology Club
- QCC Student Affiliates of the American Chemical Society
- QCC Tigerettes
- Reach Campus Ministry
- SACNAS QCC Chapter
- Science Research Alliance
- Speech Club
- STEM Research Club
- Stock Market Trading Club

- Students' Health Club
- Vicki Kasomenakis Business Society
- Women In Science Club

ORGANIZATIONS

- S.O.D.A. Student Organization for Disability Awareness
- NYPIRG

STUDENT PUBLICATIONS

The primary purpose of the various student publications is to encourage journalistic skills and stimulate dialogue in the College community. On campus, these include *Communiqué*, the student newspaper, and *Aurora*, the student yearbook. The staff of each publication elects its own editor. Copies of the *Communiqué* are available on the newspaper racks located throughout campus or online at <http://www.qcc.cuny.edu/Communique>.

THE QUEENSBOROUGH STUDENT ASSOCIATION

The Queensborough Student Association is organized to give students a substantial voice in the affairs of the College, particularly in those areas that affect their academic, cultural, and social welfare.

The Student Association has primary responsibility for student events. It coordinates programs, participates in shaping policies and student regulations, charters new organizations, and recommends the allocation of student activities fees.

The Activities Program Council, a subsidiary board of the Queensborough Student Association, sponsors social and cultural programs.

THE QUEENSBOROUGH COMMUNITY COLLEGE STUDENT ACTIVITIES ASSOCIATION, INC.

The Queensborough Community College Student Activities Association, Inc., is a not-for-profit corporation incorporated in the State of New York to promote the educational, cultural, and social activities of students and faculty at Queensborough Community College. The College Student Activities Association is responsible for the supervision and review of budgets generated by student activity fees. These budgets support Student Government, athletic and recreation programs, tutoring services, and cultural programs.

The corporation consists of thirteen members who serve as its Governing Board. They are selected annually as follows: Three members of the administration of the College are appointed by the President of the College; three members of the faculty are appointed by the President from a group of six faculty members elected by the faculty in accordance with College regulations; six student members, including the student government president, four elected students, and one elected student representing evening students, are elected directly to the Board. The chairperson of the Governing Board is the President or President's designee.

THE QUEENSBOROUGH COMMUNITY COLLEGE AUXILIARY ENTERPRISE ASSOCIATION, INC.

The Queensborough Community College Auxiliary Enterprise Association, Inc., is responsible for the oversight, supervision, and review of College auxiliary enterprises such as the performing arts program, QCC bookstore, food service facilities, parking revenues, and other income-generating services. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises are developed by the auxiliary enterprise budget and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.

The membership of this association consists of eleven members who serve as its Board of Directors. They are selected annually as follows: Three members of the administration of the College are appointed by the President of the College; two members of the faculty are appointed by the President and chosen from four faculty members elected by the faculty in accordance with College regulations; the five student members include the student government president, three elected students, and one elected student who represents evening students. The President serves as chairperson of the Board and President of the Association.

SINGLE STOP

Library, Room 432A, 718-631-6347

Students often face the challenge of having to choose between college or life demands. The Single Stop office is here to connect students to social service programs and resources to overcome these obstacles. Staff members will determine what your household is eligible for and 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 issues: Family Law, Consumer Law, Immigration, and Housing (eviction or housing court).
- Tax Preparation - 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, Devin McKay

Associate Professor: Constance Williams

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

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

HOURS:

Monday through Thursday 7:30 a.m. to 8:45 p.m.

Friday 7:30 a.m. to 5:45 p.m.

Saturday 9:00 a.m. to 2:45 p.m.

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

Changes in this schedule should be expected during Intersession and Summer sessions. An online calendar with exact hours is provided on the Library Web site: <https://qcc.libguides.com/libraryhome>. Schedules also may be obtained at the Circulation Desk and are posted at the main entrance on the second floor.

Nature and Purpose

The Kurt R. Schmeller Library seeks to provide a central focus for the scholarly and intellectual life of the Queensborough community by offering a wide range of services, resources, educational activities and learning spaces. The Library maintains collections in a variety of formats, including print, online and multimedia resources. Library resources and services support the curriculum, help students develop information competencies and provide assistance for faculty research.

Resources

Library users have access to a carefully selected collection of reference and circulating books. The growing e-book collection is accessible on and off campus. Library users have access on site to a small collection of print periodicals. Most of the library's periodical collection is available online. In addition to scholarly and popular periodicals, access is provided to many newspapers, including *New York Times Digital Edition*, *Wall Street Journal* and *Chronicle of Higher Education*. Media databases provide online access to sound recordings, film, music scores and artwork. The Reserve Desk supplies textbooks, including the large Barnes and Noble collection, along with specific course readings. Computer workstations provide online access to the Kurt R. Schmeller Library holdings as well as to the library collections at other CUNY campuses. Internet access is also available. In addition, the Library maintains a collection of audiovisual material for instructional support, consisting of CDs, DVDs, and audio and videocassettes.

Location

The Library is housed in a four-story building in the center of the campus. The entrance is located on the second floor. Reference books, reserve books, new books, and the art and music circulating collections are located on the second floor. The service desks (Reference, Circulation and Reserve) are also found on the second floor. Most Library faculty and staff have office space on the second floor. The College Archives is located on the second floor, room 220. Two silent study rooms are available. Reference service is also available on the third floor. The third floor houses the circulating collection (except music and art), two computer classrooms for library instruction, and group learning space. Computer workstations on the second and third floors provide access to the CUNY library catalog (CUNY+) as well as e-books, online periodicals, databases and Microsoft Office. Less frequently used library materials are housed in a basement storage area and can be retrieved as needed.

Services

- The Library Web site (<http://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 and an Embedded Librarianship Program are available for all subject areas. Faculty members are invited to request such lessons in conjunction with their classes. The goal of library instruction is the promotion of information literacy.
- Students and staff may borrow books for four weeks, faculty may borrow books for six weeks with a valid 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. Laptops may NOT be taken out of the Library.
- Book scanners that allow the user to scan to a flash drive are also available.
- Cordless chargers are available for 2-hour loan.
- Space is available for individual, quiet and group study.

College Archives

The College Archives is a depository for documents concerning Queensborough Community College. 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)¹
- **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 15 different concentrations for students interested in a wide variety of fields like Foreign Languages, History, English, Psychology, and Sociology, among others. The Academy for Liberal Arts includes the following degree programs:

- QCC/JJ Dual/Joint **A.S. Degree** in Criminal Justice (QCC) leading to the B.S. Degree in Criminal Justice (John Jay College of Criminal Justice) **Dual/Joint Transfer program** (CJ-AS)
- QCC/QC Dual/Joint **A.A. Degree** in Liberal Arts and Sciences – Education leading to the B.A. Degree in Liberal Arts and Sciences & Childhood Education (Queens College) **Dual/Joint Transfer program** (LE-AA)
- **A.A. Degree** in Liberal Arts & Sciences (LA-AA)

Concentrations:

American Studies
Communication Studies
Education
English
Exercise Science
Gender Studies
History
International Studies
Liberal Studies
Nutrition
Personal Training
Physical Education
Psychology
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 Engineering Science (PE-AS)
- **A.S. Degree** in Environmental Science (ES-AS)
- **A.S. Degree** in Liberal Arts & Sciences (Mathematics & Science) (LS-AS)

TECHNOLOGY PROGRAMS

- **A.A.S. Degree** in Computer Engineering Technology (CT-AAS)
- **A.A.S. Degree** in 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 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 (ME-AAS)

Understanding Program Requirements

Queensborough Community College confers three kinds of degrees and a number of certificates:

- **Associate in Arts (A.A.) – transfer programs**
- **Associate in Science (A.S.) – transfer programs**
- **Associate in Applied Science (A.A.S.) – career programs**
- **Certificate programs**

A.A. and A.S. degree programs are designed for students who plan to continue their studies at a baccalaureate institution and are equivalent to the first two years of study at a senior college. Included in these groups are dual/joint programs, which are dual-admission and dually registered with New York State to ensure seamless transition from the community college degree program to the senior college baccalaureate degree program. A.A.S. programs combine preparation for a career with a solid general education. Although most A.A.S. programs are not designed to prepare students to transfer to senior colleges, many A.A.S. students do continue their studies and earn a baccalaureate degree. Certificate programs offer students the opportunity to acquire professional skills in a specific field. In many cases, all credits in a certificate program will apply to a related degree program. All degree graduates may transfer to senior colleges in the City University of New York. Students should seek academic advice as early as possible from their Academy advisers about which programs will best meet their academic goals.

PROGRAM REQUIREMENTS AND ELECTIVES

Degree and certificate programs are organized according to the following requirements:

General Education or Common Core requirements: These generally include liberal arts and science courses and form the first 30 credits or Common Core of degree programs. (See below under Pathways Common Core.)

Major and Additional Major requirements: These are required courses specific or related to the major field of study and may include professional, applied, performance, or specialized courses.

Concentration requirements, Optional Tracks, Options: These courses focus on a particular field, usually a subset of the major field of study.

Electives: Electives are courses that students may choose or elect either from a list of specified courses or from a certain category of courses. There are seven categories of electives:

- **Free electives** may be chosen from any credit course(s) offered by the college.
- **Advised electives** are selected after students have consulted with their Academy adviser about their program of study.
- **Liberal Arts and Science electives** are courses in the humanities, natural sciences and mathematics, and social sciences. (See below for listings of applicable courses.)

- **Laboratory Science courses** should be chosen according to the requirements of each major. Some laboratory science courses do not fulfill the liberal arts and sciences core of degree programs. (See below for listings of applicable courses.)
- **Humanities and Social Science electives** also fulfill liberal arts and science elective requirements. (See below for listings of applicable courses.)
- **Applied and Specialized courses** do not fulfill liberal arts and sciences requirements. (See below for listings of applicable courses.)

ADDITIONAL MATHEMATICS REQUIREMENTS

For some degree programs, primarily those in STEM fields, the required core mathematics and/or science courses have pre-calculus or calculus prerequisites. Depending on their mathematics placement, students may have to take the credit prerequisite courses in addition to the degree requirements. These programs include the following:

Major/Program of Study	Requirement for Major	Prerequisite Mathematics Course(s)
Accounting, A.A.S.	MA-128 or MA-260	MA-119 & MA-121 with a grade of C or better in both courses, or MA-114 with a grade of C or better
Accounting for Forensic Accounting, A.S. (dual/joint John Jay)	MA-128 or MA-260 or MA-440	MA-119 & MA-121 with a grade of C or better in both courses, or MA-114 with a grade of C or better
Biotechnology, A.S. (dual/joint York)	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-411*	MA-440 or the equivalent
Environmental Science, A.S.	MA-440	MA-119 & MA-121 with a grade of C or better in both courses, or MA-114 with a grade of C or better
Liberal Arts & Sciences (Math & Science), A.S.	MA-440	MA-119 & MA-121 with a grade of C or better in both courses, or MA-114 with a grade of C or better
Science for Forensic Science, A.S. (dual/joint John Jay)	CH-151	MA-119 & MA-121
	MA-441*	MA-440 with a grade of C or better
	PH-411*	MA-440 or the equivalent
Computer Science & Information Security, A.S. (dual/joint John Jay)	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
	MA-441*	MA-440 with a grade of C or better
	MA-471*	MA-440 or the equivalent

*MA-441, PH-411 and MA-471 have MA-440 (or equivalent) as a prerequisite. Students who do not place into MA-440 (or above) have an additional prerequisite of either MA-119 and/or MA-121 (4 credits together) and MA-114.

Pathways Common Core

The Pathways Common Core, a 30-credit general education core that is common across the City University of New York, provides students with well-rounded knowledge, a critical appreciation of diverse cultural and intellectual traditions, an interest in relating the past to the complex world in which they live today, and the ability to help society create a fresh and enlightened future. General education allows students to explore knowledge from various perspectives and to develop their critical abilities to read, write, and use language and other symbol systems effectively and creatively. It is also intended to develop students' intellectual curiosity and commitment to lifelong learning.

The 30-credit Common Core is transferable from any one CUNY college to any other CUNY institution. Courses in the Common Core are arranged according to the "required" and "flexible" core categories below and, within each category, have common learning outcomes. Following the learning outcomes is the complete listing of Common Core courses offered at Queensborough Community College.

I. REQUIRED CORE (12 CREDITS) - LEARNING OUTCOMES

A. ENGLISH COMPOSITION: 6 CREDITS

A course in this area must meet all of the following learning outcomes. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. MATHEMATICAL AND QUANTITATIVE REASONING: 3 CREDITS

A course in this area must meet all of the following learning outcomes. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.

- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

C. LIFE AND PHYSICAL SCIENCES: 3 CREDITS

A course in this area must meet all of the following learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a life or physical science.
- Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
- Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
- Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. FLEXIBLE CORE (18 CREDITS) - LEARNING OUTCOMES

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field. All Flexible Core courses must meet the following three learning outcomes. A student will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A. WORLD CULTURES AND GLOBAL ISSUES

A course in this area must meet at least three of the following additional learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building on previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.

(continued on page 76)

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-127* 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*</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					
2A World Cultures & Global Issues	2B U.S. Experience & Its Diversity	2C Creative Expression	2D Individual & Society	2E Scientific World	
ANTH-130	ANTH-140	ARTH-100**	ANTH-101	BI-110	MA-442*
ANTH-150	HIST-127**	ARTH-101**	ANTH-170	BI-111	MA-443*
ANTH-160	HIST-128**	ARTH-115**	CRIM-101	BI-115	MA-451*
ECON-235	HIST-128**	ARTH-116**	CRIM-102	BI-120	MA-461*
HIST-110**	HIST-135**	ARTH-117**	ECON-101	BI-140*	PH-101*
HIST-111**	HIST-136**	ARTH-120**	ECON-102	BI-160*	PH-120
HIST-112**	HIST-226**	ARTH-126	ECON-150	BI-201*	PH-123
HIST-133**	HIST-239**	ARTH-128	ECON-160	BI-301*	PH-124
HIST-140**	HIST-276**	ARTH-202	HIST-265**	BI-520*	PH-129
HIST-141**	PLSC-101	ARTH-225	HIST-290**	CH-103	PH-133
HIST-152**	PLSC-180	FMP-242	PHIL-101**	CH-115*	PH-140*
HIST-206**	SP-211**	FMP-243	PHIL-120**	CH-127*	PH-201*
HIST-218**		FMP-245	PHIL-130**	CH-128*	PH-202*
HIST-222**		FMP-246	PHIL-140**	CH-151*	PH-240*
HIST-244**		DAN-111**	PHIL-145**	CH-152*	PH-301*
HIST-253**		MUS-101**	PHIL-148**	CH-251*	PH-302*
HIST-291**		MUS-102**	PHIL-165**	CH-252*	PH-311*
HIST-295**		MUS-103**	PHIL-180**	CS-100	PH-312*
LC-213**		MUS-104**	SOCY-101	CS-101*	PH-411*
LC-214**		MUS-105**	SOCY-125	CS-201*	PH-412*
LC-311**		SP-321**	SOCY-185	CS-203*	PH-413*
LC-312**		TH-111**	SOCY-220	CS-204*	PH-416*
LC-321		TH-120**	SOCY-230	ET-570	PH-440*
LF-213**			SOCY-240	ET-575	PSYC-101
LF-214**			SOCY-250	ET-821	PSYC-125
LF-401**			SOCY-275	ET-880	PSYC-215
LG-213**			SP-212	GE-101*	PSYC-220
LG-401**				GE-102*	PSYC-230
LH-213**				GE-105	PSYC-240
LI-213**				GE-125	PSYC-245
LI-401**				HE-103	PSYC-250
LS-213**				HE-105	PSYC-255
LS-214**				HE-107	PSYC-260
LS-221**				HE-108	PSYC-270
LS-222**				MA-441*	PSYC-290
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; see section on New York State Liberal Arts and Sciences Requirements, Humanities Electives.

ACADEMIES AND PROGRAMS OF STUDY

- 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 students must complete a laboratory science experience. Courses that satisfy the laboratory science requirement may be found under 1C of the Common Core (see above). Students who are not enrolled in a curriculum in science, technology, engineering, or technology (otherwise referred to as non-STEM students) may take a 3-credit offering from Biology, Chemistry, Engineering Technology, or Physics along with the applicable one-credit laboratory component.

Combinations for non-STEM students under 1C of the Common Core include: BI-131 and BI-132; CH-101 and CH-102, CH-110 and CH-111, CH-120 and CH-121; ET-841 and ET-842; PH-111 and PH-112. Courses in bold satisfy Common Core requirements under 1C; the laboratory component attached to the Common Core course satisfies degree requirements.

Students who are enrolled in STEM curricula, however, must enroll in a 4-credit (or more) STEM course identified under 1C of the Common Core with an asterisk (see above). Non-STEM students have the option of taking a STEM course, but it is not required.

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

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 transfer¹ 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.

¹ 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

PATHWAYS GATEWAY COURSE	CORRESPONDING COURSE AT QCC	
Generic CUNY course	Course No.	Course Title
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

PATHWAYS GATEWAY COURSE	CORRESPONDING COURSE AT QCC	
Generic CUNY course	Course No.	Course Title
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

PATHWAYS GATEWAY COURSE	CORRESPONDING COURSE AT QCC	
Generic CUNY course	Course No.	Course Title
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

PATHWAYS GATEWAY COURSE	CORRESPONDING COURSE AT QCC	
Generic CUNY course	Course No.	Course Title
Introduction to Macroeconomics	ECON-101	Introduction to Macroeconomics
Introduction to Microeconomics	ECON-102	Introduction to Microeconomics
Introductory Statistics	BU-203	Principles of Statistics

ENGLISH

PATHWAYS GATEWAY COURSE	CORRESPONDING COURSE AT QCC	
Generic CUNY course	Course No.	Course Title
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

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

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

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, Administration Building, Room 405P • Telephone: 718-631-6376 • Email: 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, **Manager**

Ms. Kendra Mason

Ms. Crystal Moscat

-
- 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 ¹	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B ¹ : 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 ²)..	3-4 ³
FLEXIBLE CORE 2A: World Cultures & Global Issues (select from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (recommended: SP-211)	3
FLEXIBLE CORE 2C: Creative Expression (select from 2C)	3
FLEXIBLE CORE 2D: Individual & Society (recommended: PHIL-130).....	3
FLEXIBLE CORE 2E: Scientific World (select from 2E)	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (recommended: SOCY-101).....	3
Sub-total	31-32³

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
Sub-total	27

MAJOR ELECTIVES

Laboratory Science ⁴ BI-132, BI-171, CH-102, CH-111, CH-121, ET-842 or PH-112	0-1
Sub-total	0-1

ELECTIVES

Free electives	1-2
Sub-total	1-2

Total Credits Required 60

¹ 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.

² Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

³ The credit range accounts for STEM variant in 1C.

⁴ 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 ¹ or MA-119 ² and MA-121) ...	4
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C)....	3-4 ³
FLEXIBLE CORE 2A: World Cultures & Global Issues (select from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select from 2B).....	3
FLEXIBLE CORE 2C: Creative Expression (select from 2C)	3
FLEXIBLE CORE 2D: Individual & Society (select from 2D).....	3
FLEXIBLE CORE 2E: Scientific World (select from 2E)	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course).....	3
Sub-total	31-32³

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 ⁴ Business Law I ⁴	3
CIS-205 Introduction to Information Systems and Technologies.....	3
MA-128 or MA-440 ²	4
ECON-101 Introduction to Macroeconomics or	
ECON-102 Introduction to Microeconomics ⁵	3
Sub-total	27

MAJOR ELECTIVES

Laboratory Science ⁶ BI-132, BI-171, CH-102, CH-111, CH-121, ET-842 or PH-112	0-1
Sub-total	0-1³

ELECTIVES

Free electives	0-1
Sub-total	0-1

Total Credits Required 60

¹ MA-114 is the preferred prerequisite for MA-128.

² 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

³ The credit range accounts for STEM variant in 1C.

⁴ Sections of this course, designated "WI," may be taken to satisfy the writing-intensive requirement.

⁵ 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.

⁶ 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

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 ¹ (Required: MA-260 ¹ , MA-128 ¹ or MA-440 ¹) ...	4
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C ²).....	3-4 ³
FLEXIBLE CORE 2A, 2B, 2D or SP-211 (select one course):.....	3
ECON-101 Introduction to Microeconomics	
or	
ECON-102 Introduction to Macroeconomics.....	3
<hr style="width: 20%; margin-left: auto; margin-right: 0;"/> Sub-total 19-20 ³	

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 ⁴ Business Law I ⁴	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 40	

MAJOR ELECTIVES

Laboratory Science ⁵ 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;"/> Sub-total 0-1	

Total Credits Required 60

¹ 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.

² Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

³ The credit range accounts for STEM Variant in 1C.

⁴ Sections of this course denoted as "WI" may be taken to satisfy the writing-intensive requirement.

⁵ 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 ¹ College Algebra and Trigonometry for Technical Students.....	4
or	
MA-128 ¹ Calculus for Technical and Business Students.....	4
or	
MA-260 ¹ Pre-Calculus and Elements of Calculus for Business Students.....	4
or	
MA-321 ¹ Mathematics in Contemporary Society.....	3
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C ²).....	3-4 ³
ECON-101 Introduction to Macroeconomics	
or	
ECON-102 Introduction to Microeconomics.....	3
FLEXIBLE CORE 2A, 2B, 2C, 2D: Humanities elective (select one course) ⁴	3
FLEXIBLE CORE 2A, 2B, 2D or 2E: Social Science or History elective (select one course).....	3
<hr style="width: 25%; margin-left: auto; margin-right: 0;"/>	<hr style="width: 25%; margin-left: auto; margin-right: 0;"/>
Sub-total	21-23 ³

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 Fundamental 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: 25%; margin-left: auto; margin-right: 0;"/>	<hr style="width: 25%; 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: 25%; margin-left: auto; margin-right: 0;"/>	<hr style="width: 25%; margin-left: auto; margin-right: 0;"/>
	Sub-total	6

MAJOR ELECTIVES

Laboratory Science ⁵	BI-132, BI-171, CH-102, CH-111, CH-121, ET-842 or PH-112.....	0-1
	<hr style="width: 25%; margin-left: auto; margin-right: 0;"/>	<hr style="width: 25%; margin-left: auto; margin-right: 0;"/>
	Sub-total	0-1

ELECTIVES

Free electives	.....	1
	<hr style="width: 25%; margin-left: auto; margin-right: 0;"/>	<hr style="width: 25%; margin-left: auto; margin-right: 0;"/>
	Sub-total	1

Total Credits Required 60

¹ Students intending to transfer to complete a bachelor's degree should consult with an adviser to take either MA-128 or MA-260.

² Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

³ The credit range accounts for Math credit variation in 1B and STEM variant in 1C.

⁴ Select one course from the Flexible Core designated as a Humanities Elective by a double asterisk (**) on page 76.

⁵ 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-321 Mathematics in Contemporary Society.....	3
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C ¹)..	3-4 ²
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 ²

¹ STEM Variant in Required Core 1C satisfies laboratory science elective requirement.

² 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 ³	Business Law I ³	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 ⁴	BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112.....	0-1 ²
HE-101 or HE-102 or	Health Education	
PE-400 or 500 series or DAN-100 Series (select one).....		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

³ Sections of this course denoted as "WI" may be taken to satisfy the writing-intensive requirement.

⁴ 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.

¹ 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

COMMON CORE REQUIREMENTS		CREDITS
REQUIRED CORE 1A:	ENGL-101 English Composition I.....	3
	ENGL-102 English Composition II.....	3
REQUIRED CORE 1B:	MA-321 Mathematics in Contemporary Society	3
REQUIRED CORE 1C:	Life & Physical Sciences (select from 1C ²)..	3-4 ³
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
Sub-total		21-22³

REQUIREMENTS FOR THE MAJOR

BU-201	Business Organization and Management.....	3
BU-801	Typewriting/Keyboarding ¹	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
Sub-total		26

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
Sub-total		10-12

ADDITIONAL MAJOR REQUIREMENTS

Laboratory Science ⁴	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
Sub-total		1-3

Total Credits Required 60

² STEM Variant in Required Core 1C satisfies laboratory science elective requirement.

³ The credit range accounts for STEM Variant in 1C.

⁴ 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

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.

CORE REQUIREMENTS	CREDITS
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

REQUIREMENTS FOR THE MAJOR	
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

ELECTIVES, SELECT TWO (2) COURSES FROM:	
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

Total Credits Required 30

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
 REQUIREMENTS FOR THE MAJOR	
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
 ADDITIONAL REQUIREMENTS FOR THE MAJOR	
BU-801 ¹	Typewriting/Keyboarding ¹.....2
BU-812	Transcription and Dictation of Business Documents.....2
	Sub-total 4
 SELECT THREE (3) CREDITS IN COMBINATION FROM:	
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
Total Credits Required 30	

¹ 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.

¹ *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*

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.

- *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 ¹	Typewriting/Keyboarding ¹ 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, Medical Arts Building, Room 326 • Telephone: 718-281-5139 • Email: 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, **Manager**
Mr. Arthur Abramov
Ms. Deborah Karlin
Ms. Sabera Saadullah

- 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 program is offered each fall.

The Nursing clinical curriculum is integrated into the College setting and provides a strong foundation in general education, biological sciences, and social sciences, as well as nursing science.

Students participate in clinical experiences during each semester of the core clinical courses in the program, and utilize a variety of acute care and community-based health care settings/facilities in Queens and Nassau. In addition, the Department has seven well-equipped laboratories, a Virtual Hospital utilizing simulation, a Nursing Computer Resource Center and a home care lab.

The program is registered by the New York State Education Department and accredited by the Accreditation Commission for Education in Nursing, Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; telephone: 404-975-5000. Graduates are eligible to take the National Council Licensure Examination for Registered Professional Nursing (NCLEX-RN).

CRITERIA FOR APPLICATION

- Applicants must be a matriculated student at QCC and attend nursing advisement sessions as posted on the Nursing Web site.
- Complete the Pre-Clinical sequence with a minimum grade point average of 3.0.

CREDITS

ENGL-101	English Composition I	3
PSYC-101	Psychology.....	3
MA-119/MA-336 ¹	College Algebra/Statistics ¹	3
BI-301	Anatomy and Physiology I	4

Pre-Clinical Credits 13

- ▶ If you fail a pre-clinical course, you are ineligible to apply to the Nursing Program. Students who pass the 13 credit Pre-Clinical sequence, may substitute one course to increase their GPA. The substitution is as follows: ENGL-102 for ENGL-101, PSYC-220 for PSYC-101, BI-302 for BI-301.
- ▶ Students must achieve a C or better in all Biological Science courses (BI-301, BI-302, and BI-311) and Mathematics, MA-119 or MA-336.

- ▶ Anatomy and Physiology (BI-301 and BI-302) whether taken at QCC or transferred from another institution will not be accepted if taken more than six (6) years ago. Microbiology BI-311 must have been taken within the last five (5) years.
- ▶ BI-301 and BI-302 (Anatomy and Physiology I and II) must be taken at the same institution.

- Take the National League for Nursing Pre Admission RN exam – RN PAX (refer to nln.org). Must be taken at QCC.
- All required remedial course work as determined by placement tests taken when entering QCC (reading, writing, mathematics, and/or speech), must be successfully completed. Remedial sequences for individual placement will be determined by academic 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 Program must complete all the biological sciences (BI-301, BI-302, BI-311) before entering NU-101 and are encouraged to complete additional core requirements.
- The Evening Program is only offered in the fall semester.
- Meet the following Essential Competencies (refer to the Nursing Website): Communication Skills, Interpersonal Skills, Good Moral Character, Critical Thinking, Mobility, Motor Skills and Sensory Skills.
- Provide documentation in one of the following categories:
 - ▶ U.S. Citizenship – a passport or birth certificate will suffice
 - ▶ Permanent Residency
 - ▶ International Student with F1 Status
 - ▶ Granted Asylum, Refugee Status, Temporary Protected Status, Withholding of Removal, Deferred Enforced Departure, or Deferred Action Status by the U.S. government

All undocumented students who are interested in nursing are strongly urged to contact the CUNY Citizenship and Immigration Project which will provide free counseling and assistance to all CUNY students who need help with their immigration status. Their website is <http://web.cuny.edu/about/citizenship.html>. Students may also visit the QCC Center for International Affairs, Immigration and Study Abroad, Room L-431 in the Library, telephone 718-631-6611.

Consult the nursing website regularly during the semester to check application filing dates. The application form must be completed the semester prior to starting NU-101.

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

PROGRAMS OF STUDY IN HEALTH RELATED SCIENCES

CRITERIA FOR ADMISSION

Admission to the Nursing Clinical Program is competitive. Eligibility for application does not guarantee admission. Results on the RN PAX will be reviewed in combination with the student's GPA, which must be a minimum of 3.0 on the 13 pre-clinical credits, to determine eligibility. Potential NU-101 students will be identified based on their PAX score, GPA and the completion of all other admission requirements.

The final acceptance of qualified applicants will be decided after assessment of each candidate's communication ability. Communication readiness for safe clinical nursing will be determined by Nursing faculty in collaboration with the Speech Communication and Theatre Arts faculty.

TRANSFER STUDENTS

Transfer students from other institutions must be in good standing. Students who are on academic probation, or have been dismissed from a nursing program at a previous school are not eligible for admission to the Nursing Clinical Program. No transfer credit will be given for nursing courses taken at another institution. All nursing courses must be completed at QCC. All non-nursing courses will be evaluated for credit by the College Admissions Office. 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 nlh.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.)

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 courses by an adviser.

Nursing - A.A.S.

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 ¹ or MA-336	3
REQUIRED CORE 1C: BI-301 Anatomy & Physiology I.....	4
FLEXIBLE CORE 2E: PSYC-101 Psychology	3
FLEXIBLE CORE 2E: PSYC-220 Human Growth & Development... 3	3
FLEXIBLE CORE 2A, 2B, 2C or 2D: Liberal Arts Elective.....	3
Sub-total	22

REQUIREMENTS FOR THE MAJOR

NU-101 Safe & Effective Nursing Care Level I	7
NU-102 Safe & Effective Nursing Care Level II	9
NU-201 ² Safe & Effective Nursing Care Level III ²	9
NU-202 Safe & Effective Nursing Care Level IV	9
NU-204 ² Nursing & Societal Forces ²	3
Sub-total	37

ADDITIONAL MAJOR REQUIREMENTS

BI-302 Anatomy & Physiology II.....	4
BI-311 Microbiology.....	4
Sub-total	8

Total Credits Required 67

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

² NU-201 and NU-204 are writing-intensive classes and meet the requirement for graduation. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

ARTICULATED B.S. DEGREE IN NURSING

Transfer agreements exist with these upper division programs as well:

- Adelphi University
- College of Staten Island (CUNY)
- CUNY School of Professional Studies
- C.W. Post Campus / Long Island University
- Delhi (SUNY)
- Empire State College (SUNY)
- Excelsior College
- Lehman College (CUNY)
- Molloy College
- New York City College of Technology
- New York University
- Pace University
- Pacific College of Oriental Medicine
- University of Wisconsin, Green Bay

PROGRAMS OF STUDY IN HEALTH RELATED SCIENCES

Health Sciences - A.S. Degree Program

The A.S. degree program in Health Sciences provides the pre-professional training (the first two years) for a broad spectrum of baccalaureate majors in the Health Sciences. Core course distributions meet transfer articulation requirements of specific Bachelor's degree programs. Students should consult faculty advisers in the Department of Biological Sciences and Geology (M-213) for advisement. Refer to the Department of Biological Sciences for the requirements for articulation agreements. Students should be aware that completing the A.S. in Health Sciences does not guarantee admission to the articulated programs. Admission to these programs is highly competitive. The requirements for admission may include a specified grade-point average for the degree or for certain courses, a personal interview, or a practical examination. For the admissions requirements of specific articulated programs, students must consult the advisers in each area.

Transfer agreements may be found on the College website, Health Related Sciences Academy page under "Academics," and Queensborough has involved partnerships with:

- **Community Health Education** – York College
- **Dietetics, Foods and Nutrition** – Lehman College
- **Health Education and Promotion** – Lehman College
- **Health Services Administration** – Lehman College
- **Medical Laboratory Sciences** – Hunter College
- **Occupational Therapy** – York College
- **Diagnostic Medical Sonography** – SUNY Downstate
- **Health And Nutrition Sciences** – Brooklyn College
- **Health Sciences** – Mercy College
Leading to M.S. degree programs in Occupational Therapy, Physical Therapy, and Physician Assistant
- **Health Care Management or Clinical Science** – York College

REQUIREMENTS FOR THE A.S. DEGREE

COMMON CORE REQUIREMENTS		CREDITS
REQUIRED CORE 1A:	ENGL-101 English Composition I.....	3
	ENGL-102 English Composition II.....	3
REQUIRED CORE 1B:	MA-119 ¹ College Algebra.....	3
REQUIRED CORE 1C:	BI-201 ² General Biology I.....	4
FLEXIBLE CORE 2A:	World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B:	U.S. Experience & Its Diversity (select one from 2B).....	3
FLEXIBLE CORE 2C:	Creative Expression (select one from 2C) ...	3
FLEXIBLE CORE 2D:	Individual & Society (select one from 2D)....	3
FLEXIBLE CORE 2E:	Scientific World (recommended PSYC-101).....	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E:	(Required: CH-127 ² or CH-151 ²).....	4
<hr/>		Sub-total 32 ²

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 ¹	.....	3-4
<hr/>		Sub-total 11-12

MAJOR ELECTIVES

Advised major electives selected from the list below and guided by appropriate transfer articulations³.....15-16

Sub-total 15-16

ELECTIVES

Free electives..... 1

Sub-total 1

Total Credits Required 60

¹ 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.

² 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.

³ 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-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 a transfer agreement with Hunter College's B.S. degree program in Community Health which is an accredited program by the Council on Education for Public Health (CEPH). 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 18 credits in the major. An additional ten credits will be satisfied by advised Public Health major electives.

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 ¹ College Algebra	3
REQUIRED CORE 1C:	BI-201 ¹ General Biology I.....	4
FLEXIBLE CORE 2A:	World Cultures & Global Issues Recommended: ANTH-160.....	3
FLEXIBLE CORE 2B:	U.S. Experience & Its Diversity Recommended: SP-211	3
FLEXIBLE CORE 2C:	Creative Expression (select one from 2C) ...	3
FLEXIBLE CORE 2D:	Individual & Society Recommended: PHIL-148 or SOCY-101.....	3
FLEXIBLE CORE 2E:	BI-520 ¹ 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 ELECTIVES²

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

¹ 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.

² 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.

MASSAGE THERAPY PROGRAM OBJECTIVES:

- Demonstrate a strong foundation in the biological sciences, together with a broad based general education in the liberal arts.
- Demonstrate knowledge of and proficiency in the art and science of massage therapy, within a 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.

As of fall 2006, students must achieve a grade of C or better in all Biology (BI) and Healing Arts (HA) courses in order to progress to the next level course in the program and to graduate with an A.A.S. in Massage Therapy. Students must maintain a GPA of at least 2.0 to remain in the program. Student may repeat any HA or BI course only once, on a space available basis.

REQUIREMENTS FOR THE A.A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: MA-321 Mathematics in Contemporary Society	3
REQUIRED CORE 1C: BI-301 Anatomy & Physiology I.....	4
FLEXIBLE CORE 2E: PSYC-101 Psychology.....	3
FLEXIBLE CORE 2E: BI-302 Anatomy & Physiology II.....	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: Social Science or History elective (select one additional course)	3
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
Sub-total	35

ELECTIVES

Massage Elective: HA-206, HA-207, HA-208 or HA-209	2
Sub-total	2

Total Credits Required 60

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

SPECIAL REQUIREMENTS:

- Student Massage Therapists Liability insurance coverage is required for students taking 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

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.

¹ 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.

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

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

REQUIREMENTS FOR THE A.A.S. DEGREE

COMMON CORE REQUIREMENTS		CREDITS
REQUIRED CORE 1A:	ENGL-101 English Composition I or ENGL-103 Writing for the New Media.....	3
	ENGL-102 English Composition II.....	3
REQUIRED CORE 1B:	MA-301 Foundations of Mathematics.....	3
REQUIRED CORE 1C:	BI-520 Public Health Science	4
FLEXIBLE CORE 2A:	World Cultures & Global Issues (select one from HIST-110, HIST-111 or HIST-112) ..	3
FLEXIBLE CORE 2D:	SOCY-101 Sociology	3
FLEXIBLE CORE 2D:	PHIL-140 Medical Ethics	3
<hr/>		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
<hr/>		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
<hr/>		Sub-total 14

INTERNSHIP REQUIREMENTS

BU-600	Business Internships.....	3
or		
BI-961 and HE-110	Phlebotomy Practice	2
	Cardiopulmonary Resuscitation.....	1
<hr/>		Sub-total 3

ELECTIVES

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

CORE REQUIREMENTS		CREDITS
ENGL-101	English Composition I.....	3
BI-111	Introduction to Human Biology.....	3
		Sub-total 6
REQUIREMENTS FOR THE MAJOR		
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 ¹	Typewriting/Keyboarding ¹	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
ELECTIVES		
Advised electives ²	.....	3
		Sub-total 3
		Total Credits Required 30

¹ 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.

² 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. Sandra Sacrestano, **Manager**
Ms. Patricia Beale
Mr. David Buckner
Ms. Mary Casatelli
Mr. Andre Coombs
Ms. Adrienne Crosson
Mr. Matthew Flood
Mr. Mark Tullio

-
- 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
International Studies
Liberal Studies
Nutrition
Personal Training
Physical Education
Psychology
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 ¹	3
REQUIRED CORE: 1C: Life & Physical Sciences (Select one course ²).....	3-4 ³
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
Sub-total	30-31³

REQUIREMENTS FOR THE MAJOR

CRIM-101	Introduction to the American Criminal Justice System	3
CRIM-102	Criminology	3
CRIM-106	Introduction to Criminal Justice Research.....	1
CRIM-202	Corrections & Sentencing.....	3
CRIM-203	Criminal Law.....	3
CRIM-201 or CRIM-204	Policing Crime & Justice in the Urban Community....	3
Sub-total		16

ADDITIONAL MAJOR REQUIREMENTS

Foreign Language	6-8
MA-336 ¹	3
Laboratory Science ² BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112.....	0-1
Sub-total	10-12

ELECTIVES

Free electives	Students are recommended to take SOCY-240	1-4
Sub-total		1-4

Total Credits Required 60

¹ 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.

² Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

³ 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 ¹	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I ²	3
ENGL-102 English Composition II ²	3
REQUIRED CORE 1B: Mathematical & Quantitative Reasoning Recommended: MA-119 ^{3,4} or MA-336 ³	3
REQUIRED CORE 1C: Life & Physical Sciences Recommended: PH-101 ^{3,5,7}	4
FLEXIBLE CORE: 2A: World Cultures & Global Issues (Select one course)	3
FLEXIBLE CORE: 2B: U.S. Experience in Its Diversity Recommended: HIST-127 ^{3,5,7}	3
FLEXIBLE CORE: 2C: Creative Expression Recommended: TH-120 or DAN-111 ³	3
FLEXIBLE CORE: 2D: Individual & Society Recommended: SOCY-101 ³	3
FLEXIBLE CORE: 2E: Scientific World Recommended: GE-101 or BI-140 ³	4
FLEXIBLE CORE: 2A, 2B, 2C, 2D or 2E Recommended: HIST-128 ^{3,5,7}	3
Sub-total	32

REQUIREMENTS FOR THE MAJOR

EDUC-101 ⁵ Contemporary Education: Principles & Practices ⁵	4
EDUC-230 Childhood Learning and Development in Cultural Context	3
MA-303 ^{5,7} Number Systems ^{5,7}	3
MUS-210 ^{5,7} Music for Teachers of Children ^{5,7}	3
Select one course from: ENGL-203, ENGL-204, ENGL-211, ENGL-212, ENGL-213, ENGL-214, ENGL-215, ENGL-216 or ENGL-261,	3
SP-211 Speech Communication	3
Sub-total	19

ADDITIONAL MAJOR REQUIREMENTS

One course in PE-400 or PE-500 series or DAN-100 series	1
Sub-total	1

ADVISED ELECTIVES

Advised electives in: Biology, Economics, English, Political Science, Psychology, History, Sociology	8
Sub-total	8

Total Credits Required 60⁸

¹ A grade of B is required in one course in each of the NYS Core Areas (English, Social Science, Math, and Physical Science); no grade lower than a C is acceptable in the program and is not transferable..

² Grade of B or better required in ENGL-101 or ENGL-102.

³ Several courses designated in the Common Core as "Recommended" fulfill both general education and major requirements. If students do not take these courses in the Common Core, they will have to take additional credits to complete their degree requirements.

⁴ Minimum grade of C is required in MA-119 in order to register for the next sequenced Math courses.

⁵ The following Liberal Arts courses are required prerequisites in the program for transfer: PH-101, HIST-127, HIST-128, MA-303, MUS-210.

⁶ Grade of B or better required in EDUC-101.

⁷ EDUC-101, EDUC-230 and MUS-210 are approved CUNY Gateway courses into the Education major.

⁸ Minimum cumulative GPA of 2.75 is required to graduate from the program.

All students must successfully complete two (2) writing-intensive classes (designated "W1") to fulfill degree requirements.

PROGRAMS OF STUDY IN LIBERAL ARTS

Liberal Arts and Sciences - Associate in Arts (A.A.) Degree

The Associate in Arts graduate is prepared for admission with advanced standing to a baccalaureate program. The student who completes the A.A. program has completed the first two years of study usually required for the Bachelor of Arts degree. For this reason, students should select their elective courses with great care, in consultation with their advisers, and in line with their educational and professional goals.

Advisers are available in all departments and should be consulted by students for assistance in choice of programs and electives suited to their individual educational needs.

Students who wish to explore 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
- Psychology
- Sociology
- Urban Studies

REQUIREMENTS FOR THE A.A. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)	3-4 ¹
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)	3-4 ¹
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A)	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B)	3
FLEXIBLE CORE 2C: Creative Expression (select one from 2C)	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)	3
FLEXIBLE CORE 2E: Scientific World (select one from 2E).....	3-4 ¹
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course).....	3-4 ¹
<hr style="width: 100%;"/>	
Sub-total 30-34 ¹	

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

¹ 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)
- PSYC-215
- 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 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 Sciences and choose from HE-103 Nutrition and Health, HE-108 Physical Fitness Assessment and Prescription, HE-110 Cardiopulmonary Resuscitation, PE-540 Introduction to Physical Fitness.

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 Nutrition and Health and choose from HE-114 Foundations of Health Promotion and Disease Prevention, IS-151 Health of the Nations, PE-540 Introduction to Physical Fitness.

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

Note: Students who take HE-101 (1 credit) under “additional major requirement above are recommended to take PE-416 Weight Lifting (1 credit).

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, and PE-540 Introduction to Physical Fitness and choose from PE-400 or PE-500 series or DAN-100 series.

Psychology – To complete a concentration in Psychology, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
- 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 PSYC-200 series is recommended)
- SP-211 (if already taken in common core, one course from HIST-100 series is recommended unless two History courses have been taken in common core)
- One English course from ENGL-200 series
- One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112.
- Psychology Concentration (8-9 credits): Choose from PSYC-200 series. Students who plan to pursue Psychology major are strongly recommended to take: PSYC-230 Abnormal Psychology or PSYC-250 Personality and PSYC-215 Child Development or PSYC-220 Human Growth & Development

Sociology – To complete a concentration in Sociology, students must complete the major requirements below:

- Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)
- 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-220, UBST-202, CRIM-101, ENGL-262, ENGL-231, ENGL-232

ACADEMY FOR SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM) PROGRAMS OF STUDY

Advisement Center, Science Building, Room 124 • 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, **Manager**
Mr. Ryan Brannan
Ms. Kadiffa Brown
Ms. Edna Spencer

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 Engineering Science (PE-AS)
- **A.S. Degree** in Environmental Science (ES-AS)
- **A.S. Degree** in Liberal Arts & Sciences (Mathematics & Science) (LS-AS)

TECHNOLOGY PROGRAMS

- **A.A.S. Degree** in Computer Engineering Technology¹ (CT-AAS)
- **A.A.S. Degree** in Architectural Technology (ARC-AAS)
- **A.A.S. Degree** in Electronic Engineering Technology¹ (ET-AAS)
- **A.A.S. Degree** in Internet and Information Technology (EM-AAS)
- **A.A.S. Degree** in Mechanical Engineering Technology¹ (MT-AAS)
- **A.A.S. Degree** in Telecommunications Technology (TC-AAS)
- **Certificate** in Internet and Information Technology (EN-CERT)

¹ 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 CSS 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 and then go directly 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. At Queensborough students in this program will be introduced to Computer Networking, Smartphone Apps, C++ and Object Oriented Programming, Computer Architecture and Network Security.

The Computer Science and Information Security (CSS) program provides students with the fundamental knowledge required for entry into the field of digital forensics and cybersecurity. Protecting the security and integrity of computer data is becoming ever-more vital for businesses and organizations worldwide, and demand for qualified cybersecurity analysts, specialists and consultants is growing. These professionals monitor computer networks to ensure safeguards are in place to protect sensitive data and information from cybercriminals.

CSS offers the general background in troubleshooting and computing that is needed to stop the abuse and misuse of computers, data networks, information systems and information infrastructures, in the environment of ever advancing digital technology. Graduates of this program will be differentiated from other computer science graduates by their specialized skills in the cybersecurity field. Foote Partners, which tracks information technology jobs across all skill levels projects that the global demand for cybersecurity talent will climb in the future.

The CSS program allows students to pursue further education and careers in Computer Science, Cybersecurity and Information Technology, as well as other software and computer networking related fields. The curriculum emphasizes basic computer science principles and provides a foundation in programming and cybersecurity as well as computer industry certification.

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 or higher ¹	3-4
REQUIRED CORE: 1C:	Life & Physical Sciences (Select one course ²).....	3-4 ³
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:	Scientific World (Select one course).....	3
FLEXIBLE CORE: 2A, 2B, 2C, 2D or 2E (Select one course).....		3
Sub-total		30-32

REQUIREMENTS FOR THE MAJOR

MA-440	Pre-Calculus Mathematics.....	4
MA-441	Analytic Geometry & Calculus I.....	4
MA-471	Introduction to Discreet Mathematics.....	3
ET-570	Creating Smartphone Apps.....	3
ET-575	Introduction to C++ Programming Design & Implementation.....	3
ET-580	Object Oriented Programming.....	3
ET-585	Computer Architecture.....	3
ET-704	Networking Fundamentals I.....	4
ET-725	Computer Network Security.....	3
Sub-total		30

ADDITIONAL MAJOR REQUIREMENTS

Laboratory Science ²	BI-132, BI-171, CH-102, CH-111, CH-121, ET-842 or PH-112.....	0-1 ³
---------------------------------	--	------------------

Total Credits Required 60-62

¹ Students who take MATH-119 may, or may not, require MATH-121 depending on Math placement testing.

² Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

³ 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 ¹	4.5
FLEXIBLE CORE 2A to 2D: select one from 2A, 2B, 2C or 2D ²	9
FLEXIBLE CORE 2E: BI-201 ¹ General Biology I ¹	4
FLEXIBLE CORE 2E: CH-152 ¹ General Chemistry II ¹	4.5
Sub-total	32

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-401 ³	General Calculus Physics A ³	5
PH-402 ³	General Calculus Physics B ³	5
Sub-total		28

Total Credits Required 60⁴

¹ 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.

² Whichever Flexible Core category is not fulfilled at Queensborough will be completed at John Jay, as stipulated by the waiver granted by CUNY.

³ Continuing students may complete the 3-course sequence (PH-411, PH-412 and PH-413) for PH-401 and PH-402.

⁴ 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

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: MA-441 Analytic Geometry & Calculus I.....	4
REQUIRED CORE 1C: BI-201 ¹ General Biology I ¹	4
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B).....	3
FLEXIBLE CORE 2C: Creative Expression (select one from 2C) ...	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)....	3
FLEXIBLE CORE 2E: CH-151 ¹ General Chemistry I ¹	4.5
FLEXIBLE CORE 2E: CH-152 ¹ General Chemistry II ¹	4.5
Sub-total	35

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
Sub-total	18

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
Sub-total	6

ELECTIVES

Free electives.....	1
Sub-total	1

Total Credits Required 60

¹ 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

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 ¹ General Chemistry I ¹	4.5
FLEXIBLE CORE 2A: World Cultures & Global Issues Recommended: HI-110, HI-111 or HI-112.....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity Recommended: SP-211.....	3
FLEXIBLE CORE 2C: Creative Expression (select one from 2C) ...	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D) ...	3
FLEXIBLE CORE 2E: BI-201 ¹ General Biology I ¹	4
FLEXIBLE CORE 2E: CH-152 ¹ General Chemistry II ¹	4.5
Sub-total	35

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
Sub-total	18

ADDITIONAL MAJOR REQUIREMENTS

HE-102 Health Behavior & Society.....	2
Foreign Language or Liberal Arts & Sciences course.....	3-4
Sub-total	5-6

ELECTIVES

Free electives	1-2
Sub-total	1-2

Total Credits Required 60

¹ 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.

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 ¹ Analytic Geometry & Calculus I....	4
REQUIRED CORE 1C: CH-151 ¹ General Chemistry I.....	4.5
FLEXIBLE CORE 2A: World Cultures & Global Issues (select from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select from 2B).....	3
FLEXIBLE CORE 2C: Creative Expression (select from 2C)	3
FLEXIBLE CORE 2D: Individual & Society (select from 2D).....	3
FLEXIBLE CORE 2E: PH-401 ¹ General Calculus Physics A ²	5
FLEXIBLE CORE 2E: PH-402 ¹ General Calculus Physics B ²	5
Sub-total	36.5

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
Sub-total	21-22

ADVISED ELECTIVES

Advised major electives selected from the list to the right	6.5-7.5
Sub-total	6.5-7.5

Total Credits Required 65

ENGINEERING ADVISED ELECTIVES CREDITS

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

¹ 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.

² Continuing students may complete the 3-course sequence (PH-411, PH-412 and PH-413) for PH-401 and PH-402.

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

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-101 English Composition I.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: MA-440 Pre-Calculus Mathematics.....	4
REQUIRED CORE 1C: BI-201 ¹ General Biology I ¹	4
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B).....	3
FLEXIBLE CORE 2C: Creative Expression (select one from 2C) ...	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)....	3
FLEXIBLE CORE 2E: CH-151 ¹ General Chemistry I ¹	4.5
FLEXIBLE CORE 2E: CH-152 ¹ General Chemistry II ¹	4.5
<hr style="width: 100%;"/>	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%;"/>	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-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%;"/>	Sub-total 5

Total Credits Required 60

¹ 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-440 or higher.....	4
REQUIRED CORE 1C: Life & Physical Sciences (one of following required: BI-201, CH-151, PH-301, PH-311, PH-401 or PH-411)	4
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B)	3
FLEXIBLE CORE 2C: Creative Expression (select one from 2C) ...	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)....	3
FLEXIBLE CORE 2E: Scientific World, one of following required: BI-201, CH-151 (or higher level), MA-443, MA-451, MA-461, CS-101, CS-201, CS-203, CS-204, PH-301, PH-311, PH-401 or PH-411	4
FLEXIBLE CORE 2E: one of following required: BI-201, CH-151 (or higher level), MA-443, MA-451, MA-461, CS-101, CS-201, CS-203, CS-204, PH-301, PH-311, PH-401 or PH-411.....	4
Sub-total	34

REQUIREMENTS FOR THE MAJOR¹

MA-441 (or higher)	Analytic Geometry & Calculus I.....	4
Select one from:	BI-202 BI-356, BI-453, CH-152 (or higher level), PH-302 or PH-312, or PH-402, ² MA-442 (or higher level)	
Select one from:	BI-202, CH-152 (or higher level), CS-101 (or higher level), MA-442 (or higher level), PH-302 or PH-312, or PH-402 ²	8-11
Concentration ³	(range depends on course choices above ³)	3-6
Sub-total		18

ADDITIONAL MAJOR REQUIREMENTS

SP-211 ⁴	Speech Communication ⁴	3
History or Social Sciences course ⁴		3
HE-101	Introduction to Health Education	
or		
HE-102	Health Behavior & Society.....	1
One credit in PE-400 or PE-500 series or DAN-100 series (one credit courses only).....		1
Sub-total		8

Total Credits Required 60

¹ Students must take at least one two-course sequence in each of two different disciplines (i.e., BI-201, BI-202; CH-151, CH-152; PH-301, PH-302; CS-101, CH-201, or CH-203; MA-441, MA-442).

² Student may not receive credit for both PH-302 or PH-312 and either PH-402 or a combination of PH-412 and PH-413. Continuing students may complete the 3-course sequence (PH-411, PH-412 and PH-413) for PH-401 and PH-402.

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:

- 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.
- 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.
- Professional Skills** – Graduates will have strong communication skills, and the ability to work successfully in teams.
- College Transfer** – Graduates will meet the requirements for transfer into the junior year of a baccalaureate program in engineering technology.
- 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.

³ With permission of the Department of Mathematics and Computer Science students in the TIMEOCC secondary mathematics program may count credits for EDUC-101 and INTE-221 toward the concentration.

⁴ 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 ¹	4
REQUIRED CORE 1C: PH-201 General Physics I ²	4
FLEXIBLE CORE 2E: PH-202 General Physics II ²	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-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
Sub-total		34

ADDITIONAL MAJOR REQUIREMENTS

MA-128	Calculus for Technical & Business Students ¹ ..	4
Sub-total		4

ELECTIVES

ET elective (choose from):		
	ET-140, ET-220, ET-230, ET-231, ET-232, ET-305, ET-360, ET-375, ET-481, ET-490, ET-503, ET-506, ET-570, ET-580, ET-701, ET-705, ET-706, ET-707, ET-710, ET-712, ET-720, ET-725, ET-841, ET-842, ET-880, ET-991, ET-992, or ET-993.....	2
Sub-total		2

Total Credits Required 64

¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.

² PH-301 and PH-302 or PH-401 and PH-402 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 ¹	4
REQUIRED CORE 1C: PH-201 General Physics I.....	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: History or Social Science (2 courses).....	6
Sub-total	20

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
Sub-total	40

Total Credits Required 60

¹ 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

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 ¹	4
REQUIRED CORE 1C: PH-201 General Physics I ²	4
FLEXIBLE CORE 2E: PH-202 General Physics II ²	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: History or Social Science (2 courses).....	6
<hr style="width: 100%;"/>	Sub-total 24

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%;"/>	Sub-total 33

ADDITIONAL MAJOR REQUIREMENTS

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

ELECTIVES

ET elective (choose from):	
ET-232, ET-305, ET-360, ET-375, ET-481, ET-490, ET-502, ET-503, ET-504, ET-505, ET-506, ET-507, ET-570, ET-575, ET-580, ET-701, 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%;"/>	Sub-total 3

Total Credits Required 64

¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.

² PH-301 and PH-302 or PH-401 and PH-402 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, C++, Active Server, Java, JavaScript, PHP, XML, and MySQL to design, develop and maintain software applications. They learn to help businesses solve real-world problems and discover new opportunities via data-driven web-based applications. Furthermore, the program includes courses with an emphasis on web administration, database administration, e-commerce, multimedia, designing smart phone apps, and macroeconomics.

Jobs opportunities include Web development and administration, network administration, database administration, smart phone app design, computer programming, computer engineering, technical support, and many other related occupations. The curriculum integrates technical and general education skills in Internet and information technology as a gateway to more advanced and specialized study.

We live in the “information age” where information technology has become an essential part of our everyday lives and the Internet and Information Technology program is designed to give students the foundation needed to succeed in this dynamic field.

REQUIREMENTS FOR THE A.A.S. DEGREE

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: ENGL-103 Writing for the New Media.....	3
ENGL-102 English Composition II.....	3
REQUIRED CORE 1B: MA-321 or higher ¹	3
REQUIRED CORE 1C: Life & Physical Sciences (select from 1C ²)....	3-4
FLEXIBLE CORE 2A, 2B, 2D or 2E: Social Science or History courses (highly recommended: ECON-101, ECON-102)	6
FLEXIBLE CORE 2A, 2B, 2C or 2D: Humanities elective (select one additional course)	3
Sub-total	21-22

¹ Based on math placement, students may take MA-114, MA-119, MA-440 and MA-441 in place of MA-321.

REQUIREMENTS FOR THE MAJOR

ET-504	Operating Systems and System Deployment	2
ET-575	Introduction to C++ Programming Design & Implementation	3
ET-704	Networking Fundamentals I.....	4
ET-705	Networking Fundamentals II	4
ET-710	Web Technology I: Building and Maintaining Web Sites	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
Sub-total		30

ADDITIONAL MAJOR REQUIREMENTS

Laboratory Science ²	BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112.....	0-1
Sub-total		0-1

ELECTIVES

Select 8 credits from the following:

ET-232	Wireless Mobile Communications	4
ET-375	Introduction to Robotics.....	4
ET-481	Personal Computer Technology, Architecture & Troubleshooting.....	2
ET-506	Introduction to UNIX (LINUX).....	4
ET-540	Digital Computer Theory I.....	4
ET-570 ³	Creating Smartphone Apps.....	3
ET-580	Object Oriented Programming	3
ET-585	Computer Architecture	3
ET-714 ³	Web Technologies II: Building Database-Driven Web Sites	4
ET-728	Web Technology: XML	4
ET-991	Cooperative Education.....	1
ET-992	Cooperative Education.....	1
Sub-total		8

Total Credits Required 60

² Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

³ 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 ¹	4
REQUIRED CORE 1C: PH-201 General Physics I ²	4
FLEXIBLE CORE 2E: PH-202 General Physics II ²	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
MT-111	Technical Graphics	2
MT-122	Manufacturing Processes	3
MT-124 ³	Metallurgy & Materials.....	3
MA-128 ¹	Calculus for Technical & Business Students ¹ ...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 ³	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
Sub-total		36

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
Sub-total		4

Total Credits Required 64

¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.

² PH-301 and PH-302 or PH-401 and PH-402 may be substituted for PH-201 and PH-202.

³ Sections of this course denoted as "WI" may be taken to satisfy the writing-intensive requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

Telecommunications Technology A.A.S. Degree Program

The Telecommunications Technology program combines electronics, computers and networks to solve problems involving complex voice, video, and data networks. It trains technicians to install, operate, and maintain telecommunications equipment and computer networks. The program also provides practical experience in telephony, data communications, networking, and transmission theory.

REQUIREMENTS FOR THE A.A.S. DEGREE

COMMON CORE REQUIREMENTS		CREDITS
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 ¹	4
REQUIRED CORE 1C:	PH-201 General Physics I ²	4
FLEXIBLE CORE 2E:	PH-202 General Physics II ²	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-490, ET-502, ET-503, ET-504, ET-505, ET-506, ET-507, ET-570, ET-575, ET-580, ET-701, 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

¹ 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.

² PH-301 and PH-302 or PH-401 and PH-402 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.

CORE REQUIREMENTS		CREDITS
ENGL-101	English Composition I.....	3
MA-321	Mathematics in Contemporary Society (or higher ³).....	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

³ 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, Humanities Building, Room 337 • Telephone: 718-281-5190 • Email: VAPAacademy@qcc.cuny.edu

Students interested in art and design, art history, dance, music, photography, theatre, and other visual and performing arts have a rich selection of degree programs 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, *Manager*

Mr. Salvatore Pisciotta

- **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 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 (ME-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: Mathematical & Quantitative Reasoning (select one from 1B)	3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)	3
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B)	3
FLEXIBLE CORE 2C ¹ : Creative Expression (select one from 2C ¹) .	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 ²).....	3
Sub-total	30

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.

Sub-total 21-23

ADDITIONAL MAJOR REQUIREMENTS

SP-211 ³	Speech Communication ³	3
HE-101	Introduction to Health Education	
or		
HE-102	Health Behavior & Society.....	1-2
One course in PE-400 or PE-500 series or DAN-100 series		1
Laboratory Science ⁴	BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112.....	0-1
Sub-total		5-7

ELECTIVES

Free electives	(ARTS-390 strongly recommended for students in the Art & Design Concentration)	0-3
Sub-total		0-3

Total Credits Required 60

¹ Recommended: select from area different from concentration (ARTH-100–ARTH-128 including ARTH-202 & ARTH-225, or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111).

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

³ 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.

⁴ 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.

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

CONCENTRATIONS

Courses may be selected from the following categories to fulfill the 21-23 credit concentration in Art.

ART AND DESIGN CONCENTRATION

Students select 21-23 credits in consultation with a departmental adviser as follows:

SIX (6) CREDITS FROM:

ARTH-100	Introductory Survey of Art
ARTH-101	History of Art I
ARTH-115	Modern Art
ARTH-116	American Art
ARTH-117	History of Photography
ARTH-120	Contemporary Art
ARTH-126	History of Asian Art
ARTH-202	History of Art II

14-20 CREDITS FROM:

ARTH-115	Modern Art
ARTH-116	American Art
ARTH-117	History of Photography
ARTH-120	Contemporary Art
ARTH-126	History of Asian Art
ARTH-128	History of African Arts
ARTH-150	Art Administration
ARTS-121	Two-Dimensional Design
ARTS-122	Three-Dimensional Design: Introduction to Sculpture
ARTS-130	Art for Teachers of Children I
ARTS-131	Art for Teachers of Children II
ARTS-132	Introduction to Art Therapy
ARTS-141	Introduction to Photography
ARTS-151	Drawing I
ARTS-161	Painting I
ARTS-182	Sculpture
ARTS-186	Ceramics I
ARTS-191	Introduction to Video Art
ARTS-192	Web-Animation
ARTH-225	History of Graphic Design
ARTH-251	Art Curating
ARTH-252	Art Institutions and the Business of Art
ARTS-221	Color Theory
ARTS-242	Advanced Photographic Skills
ARTS-243	Digital Photography
ARTS-252	Drawing II
ARTS-253	Illustration
ARTS-262	Painting II
ARTS-263	Painting III
ARTS-270	Printmaking: Relief and Stencil
ARTS-271	Printmaking: Intaglio
ARTS-286	Ceramics II
ARTS-290	Advertising Design and Layout
ARTS-291	Electronic Imaging
ARTS-292	Design for Desktop Publishing
ARTS-293	Design for Motion Graphics
ARTH-380	Gallery Internship I
ARTH-381	Gallery Internship II
ARTS-343	Large Format and Studio Photography
ARTS-344	Photography as Fine Art
ARTS-345	Creating The Documentary Image
ARTS-346	Color Photography
ARTS-348	Photographing People
ARTS-349	Illustration and Fashion Photography
ARTS-380	Artist Apprentice Internship I
ARTS-381	Artist Apprentice Internship II
ARTS-382	Special Problems in Studio Art I
ARTS-383	Special Problems in Studio Art II
ARTS-390	Portfolio Project in Studio Art

ART HISTORY CONCENTRATION

Students select 21-23 credits in consultation with a departmental adviser as follows:

THE FOLLOWING COURSES ARE REQUIRED (6 CREDITS):

ARTH-101	History of Art I
ARTH-202	History of Art II

14-20 CREDITS FROM¹:

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

¹ One studio art course may be substituted for an art history course in consultation with a departmental adviser.

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
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B).....	3
FLEXIBLE CORE 2C ¹ : Creative Expression (select one from 2C ¹) .	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 ²).....	3
Sub-total	30

REQUIREMENTS FOR THE MAJOR

DAN-110	Foundations of Dance Movement.....	3	
DAN-249	Modern Dance Improvisation.....	2	
DAN-251	Choreography I.....	2	
Two 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	4	
Two courses from Ballet Technique – level determined by placement class:			
	DAN-134, DAN-135, DAN-136, DAN-137, DAN-230, DAN-231, or DAN-232	4	
Two courses from Repertory or Workshop – determined by audition: DAN-160, DAN-161, DAN-260 ⁵ , DAN-261 ⁵ , or DAN-262 ⁵			4-6
Select one from Modern Dance or Ballet Technique – level determined by placement class:			
	DAN-125, DAN-126, DAN-127, DAN-220, DAN-221, DAN-222, DAN-135, DAN-136, DAN-137, DAN-230, DAN-231, or DAN-232.....	2	
Technique Elective:	DAN-125, DAN-126, DAN-127, DAN-220, DAN-221, DAN-222, 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	
Sub-total		21-23	

ADDITIONAL MAJOR REQUIREMENTS

SP-211 ³	Speech Communication ³	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 ⁴	BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112.....	0-1
Sub-total		5-7

ELECTIVES

Free electives	.....	0-3
Sub-total		0-3
Total Credits Required		60

¹ Recommended: DAN-111, Introduction to the Art of the Dance.

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

³ 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.

⁴ Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.

⁵ Audition required.

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

Digital Art & Design - A.S. Degree Program

The A.S. degree program in Digital Art and Design is structured to prepare students to enter the greatly expanding field of new media, a field which has been revolutionized in the last 20 years with the advent of computer graphics programs. In addition to four basic courses that provide a solid background in art, students take five courses in digital art and design, which develop computer skills for fine and applied arts. A required course in the History of Graphic Design gives students an overview of graphic design in historical context. A suggested Art History elective provides a broad knowledge of art in general. With this preparation, students will be able to design for industry.

Digital Art and Design students should take ARTS-192 and ET-710 as Writing Intensive course requirements.

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

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:	CH-106 Chemistry in the Arts (STEM) ¹	4
FLEXIBLE CORE 2A:	World Cultures & Global Issues (select one from 2A)	3
FLEXIBLE CORE 2B:	U.S. Experience & Its Diversity (select one from 2B)	3
FLEXIBLE CORE 2C:	Creative Expression (recommended: ARTH-100, ARTH-101, ARTH-115, ARTH-116, ARTH-117 or ARTH-120)	3
FLEXIBLE CORE 2D:	Individual & Society (select one from 2D)	3
FLEXIBLE CORE 2E:	Scientific World (select from 2E)	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (recommended: ARTH-225)		3
<hr/>		Sub-total 31

REQUIREMENTS FOR THE MAJOR

ARTS-121	Two Dimensional Design	
or	or	
ARTS-122	Three Dimensional Design.....	3
ARTS-141	Introduction to Photography	3
ARTS-151	Drawing I	
or	or	
ARTS-221	Color Theory	3
ARTS-192	Web Animation.....	3
ARTS-290	Advertising Design & Layout	3
ARTS-291	Electronic Imaging	3
ARTS-292	Design for Desktop Publishing.....	3
ARTS-293	Design for Motion Graphics.....	3
ET-710	Web Technology: Building & Maintaining Web Sites	3
<hr/>		Sub-total 27

ADDITIONAL MAJOR REQUIREMENTS

Laboratory Science ²	(recommended: CH-104)	0-1
---------------------------------	-----------------------------	-----

ELECTIVES

Free electives	(strongly recommended: ARTS-390 Portfolio Project in Studio Art)	2
<hr/>		Sub-total 2-3 ³

Total Credits Required 60

¹ Students who have completed CH-103 and CH-104 have fulfilled the requirement for CH-106.

² Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.

³ The credit range accounts for STEM Variant in 1C.

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

PROGRAMS OF STUDY IN VAPA

Gallery and Museum Studies - Associate in Science (A.S.) Degree

The A.S. program in Gallery and Museum Studies draws on the unique resources of the QCC Gallery and the Art and Design Department, and offers students foundation courses in administration and curatorial work in art galleries and museums and liberal arts courses necessary for the gallery and museum field. The arts are crucial to the life of a civilized community and a vital component in holistic learning. The Department of Art and Design has a broad offering in courses and curricula, and a well-established and extensive offering in Art History. The QCC Gallery is fast becoming a major educational and cultural resource for Queensborough Community College, the Borough of Queens and the surrounding communities. It serves students as a laboratory for discovery and creativity in the visual arts. The Gallery's Permanent Collection focuses on works of contemporary American women artists, Hispanic artists, and works representing the art of Africa. In addition to the major courses of the program—four art history courses, courses in art administration, art institutions and curating, and two gallery or museum internships—students will take one course in business, liberal arts courses in English, a foreign language, chemistry, history, and mathematics. The program has a transfer agreement with the BA program in Art History at Queens College.

REQUIREMENTS FOR THE A.S. DEGREE

COMMON CORE REQUIREMENTS		CREDITS
REQUIRED CORE 1A:	ENGL-101 English Composition I.....	3
	ENGL-102 English Composition II.....	3
REQUIRED CORE 1B:	Mathematics and Quantitative Reasoning (select from 1B)	3
REQUIRED CORE 1C:	Life & Physical Sciences (recommended: CH-106).....	3-4 ¹
FLEXIBLE CORE 2A:	World Cultures & Global Issues (recommended: Foreign Language or History)	3
FLEXIBLE CORE 2B:	U.S. Experience & Its Diversity (select one from 2B)	3
FLEXIBLE CORE 2C:	Creative Expression (recommended: ARTH-115, ARTH-116, ARTH-117, ARTH-126 or ARTH-128)	3
FLEXIBLE CORE 2D:	Individual & Society (recommended: SOCY-125).....	3
FLEXIBLE CORE 2E:	Scientific World (select from 2E)	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E:	(recommended: ARTH-115, ARTH-116, ARTH-117, ARTH-120, ARTH-126 or ARTH-128)	3
<hr/>		Sub-total 30-31 ¹

REQUIREMENTS FOR THE MAJOR

ARTH-101	History of Art I.....	3
ARTH-150	Art Administration	2
ARTH-202	History of Art II.....	3
ARTH-251	Art Curating.....	3
ARTH-252	Art Institutions & the Business of Art.....	3
ARTH-380 and ARTH-381	Gallery Internship I Gallery Internship II	4
BU-201	Business Organization and Management.....	3
<hr/>		Sub-total 21

ADDITIONAL MAJOR REQUIREMENTS

HE-101 or HE-102	Introduction to Health Education Health Behavior & Society.....	1-2
SP-211 ²	Speech Communication ²	3
Foreign Language	.....	3
CH-104 ³	Chemistry & the Arts Laboratory ³	0-1
<hr/>		Sub-total 7-9

ELECTIVES

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

Total Credits Required 60

¹ The credit range accounts for STEM variant in 1C.

² Students who have taken SP-211 in the Common Core are recommended to take an additional Art History elective.

³ Students who have taken CH-106 in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

Music - Associate in Science (A.S.) 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: Mathematical & Quantitative Reasoning (select one from 1B).....	3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) ¹	3-4 ²
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (recommended: SP-211).....	3
FLEXIBLE CORE 2C: Creative Expression (select one from 2C) ³ .	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 ⁴ : (select one course ⁴).....	3
<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
Sub-total	30-31 ²

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 ⁵ , MUS-122	Music Theory I & II.....	6
MUS-221, MUS-222 or	Music Theory III & IV or	
MUS-225, MUS-226	Jazz Theory & Improvisation I & II.....	6
MUS-124, MUS-223, MUS-224	Sight Reading and Ear Training II, III, IV	3
MUS-132 ⁵ , MUS-231, MUS-232	Class Instruction in Piano II, III, IV	3
MUS-150-180 & 250-280 series ⁶	Individual Study in Musical Performance I, II, III, IV	4
and	and	
MUS-186, MUS-187, MUS-286, MUS-287	Convocation I, II, III, IV ⁶	0
MUS-421 & MUS-422 or MUS-423 & MUS-424	Queensborough Chorus	2
The remaining 2 credits may be selected from the following courses ⁷ :		
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
<hr style="width: 100%; border: 0.5px solid black;"/>	Sub-total	26-29

ELECTIVES

Music electives ⁸	.....	0-3 ⁸
Laboratory Science ¹	BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112.....	0-1 ²
<hr style="width: 100%; border: 0.5px solid black;"/>	Sub-total	0-4

Total Credits Required 60

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

² The credit range accounts for STEM variant in 1C.

³ Recommended: select course from 2C in music history: MUS-101, MUS-102, MUS-103, MUS-104, or MUS-105).

⁴ Recommended: select course from area other than Music.

⁵ Students taking MUS-121 and MUS-132 may require up to 6 additional credits (MUS-111 and/or MUS-112) in order to satisfy the prerequisites of these courses unless the student is exempt based on the Music Placement Test.

⁶ Students must register for Individual Study in Music Performance and Convocation concurrently.

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

⁸ 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 Production

The Associate Degree in Theatre with concentrations in Acting or Technical Theatre Production provides a strong background in liberal arts and sciences and professional courses in Theatre. It is designed for students intending to transfer upon graduation to a four-year college to earn a Bachelor's degree or Bachelors of Fine Arts degree in Theatre. The program requires a minimum of 30 credits in liberal arts and a minimum of 21 credits or maximum of 23 credits in Theatre. Every student is assigned a faculty mentor from the Department of Speech Communication and Theatre Arts. Students are advised to meet with their faculty mentor to discuss their program, concentration, applicable electives and 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: Mathematical & Quantitative Reasoning (select one from 1B).....	3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C).....	3
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A).....	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B).....	3
FLEXIBLE CORE 2C ¹ : Creative Expression (select one from 2C ¹)	.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 ²).....	3
Sub-total	30

REQUIREMENTS FOR THE MAJOR

All students in the Theatre A.S. Degree Program must complete one of the concentrations: Acting or Technical Theatre Production, (see details this page) to complete the degree requirements.

Sub-total 21-23

ADDITIONAL MAJOR REQUIREMENTS

SP-211 ³	Speech Communication ³	3
HE-101	Introduction to Health Education	
or		
HE-102	Health Behavior & Society.....	1-2
One course in PE-400 or PE-500 series or DAN-100 series.....		1
Laboratory Science ⁴	BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112.....	0-1
Sub-total		5-7

ELECTIVES

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

Total Credits Required 60

¹ Recommended: ARTH-100–ARTH-128, ARTH-202, ARTH-225, DAN-111, MU-110 , or MU-120.

² Recommended: select course from 2C in major discipline: SP-471, SP-472, or TH-111.

³ 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.

⁴ 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 "W1") to fulfill degree requirements.

CONCENTRATIONS

ACTING CONCENTRATION

TECHNICAL THEATRE PRODUCTION CONCENTRATION

Students select 21-23 credits in consultation concerning Concentration with a departmental adviser as follows:

REQUIREMENTS FOR THE MAJOR

TH-121	Introduction to Acting for the Major.....	3
TH-151	Voice and Movement for the Actor.....	2
TH-131	Stagecraft I.....	3
TH-132	Practicum in Stagecraft I.....	1
TH-111	Introduction to the Theatre	1
TH-221	Acting II	
or		
TH-231	Stagecraft II	
or		
TH-152	Standard Speech for Stage, Film, Television & Digital Media.....	3

6-8 CREDITS FROM:

The remaining credits may be selected from any courses in the Department of Speech Communication and Theatre Arts, including those above not already taken or:

ENGL-203	Readings in Drama
SP-321	Oral Performance for the Actor and Speaker
TH-134	Stage Makeup
TH-135	Costume Design
TH-122	Actors Workshop I
TH-222	Actors Workshop II
TH-235	Stage Management
TH-133	Theatre Production and Design I
SP-130	Video Production I
FMP-141	Introduction to Digital Media Production
FMP-245	Introduction to Electronic Media
FMP-246	Media Criticism
FMP-243	American Film History
FMP-244	Elements of Film

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

COMMON CORE REQUIREMENTS		CREDITS
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	
	<hr style="width: 100%; border: 0.5px solid black;"/>	Sub-total 22

REQUIREMENTS FOR THE MAJOR

Musicianship/Music Theory ¹ Choose any sequence of two: MUS-111 (formerly MU-208)/MUS-112 (formerly MU-209), MUS-112 (formerly MU-209)/MUS-121 (formerly MU-241), MUS-121 (formerly MU-241)/MUS-122 (formerly MU-242), 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 & Amplification 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 ²	Advised electives ² 4	
	<hr style="width: 100%; border: 0.5px solid black;"/>	Sub-total 38
Total Credits Required 60		

¹ Musicianship Placement: MUS-111 (for students with minimal or no music background); placement into MUS-112, MUS-121, MUS-132 and MUS-231 is determined by an evaluation of musicianship skills; 3 credits each.

² 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 Guidelines¹

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 DEFINITION²

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 DEFINITION³

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"⁴ 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.

¹ <http://www.qcc.cuny.edu/registrar/credit-hour-policy.html>

² Source: <http://www.highered.nysed.gov/ocue/aipr/guidance/gpr5.html>

³ Source: https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=058ef21dc22c05623b6508a2939b30c7&ty=HTML&h=L&mc=true&r=SECTION&n=se34.3.600_12

⁴ Middle States Credit Hour Policy

<https://msche.my.salesforce.com/sfc/p/#46000000ZDJj/a/46000000XprZ/9QoYhBwk.X.JTjSqSgv4dqTw83Rvvhz7rJbVZB5lEUIQ>

DEPARTMENT OF ART AND DESIGN

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

Professor Bob Rogers, **Chairperson**

Professors: Jules T. Allen, Bob Rogers

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

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

Lecturers: Annemarie Coffey, Katherine Griefen

College Laboratory Technician: Kenneth Powell, Kaitlyn Santoro

Adjunct Faculty: approximately 20 each year

Office Personnel: Maria L. Palacio, CUNY Administrative Assistant

Professors Emeriti: Lola B. Gellman, Kenneth S. Golden, 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.

Note: All studio art, art history, photography, and commercial art 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 Macintosh computer labs for digital photography and desktop computer graphics.

DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The Department of Art and Design Awards for special merit/excellence in Art History, Photography, and Studio Art.

ART AND DESIGN DEPARTMENT MUSEUM AND GALLERY STUDIES ADVISORY BOARD

Prof. Bob Rogers, Chair

Dr. Kim de Beaumont

Ms. Katherine Griefen

Ms. Daile Kaplan

Mr. Marshall Price

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 Offered in Spring
Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test.

An overview of the history of Art Therapy, its principles and techniques. The course will cover the developmental stages of art from childhood through adult life and explore various approaches used in Art Therapy to deal with physical and emotional disabilities and developmental delays. Students will participate in a variety of art experiences in order to develop an understanding of the art process, its implications in therapy and its potential to facilitate growth and health.

ARTS-151 Drawing I

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: AR-122

A continuation of the study of three-dimensional design elements working in both the abstract and the figurative. Further involvement in the understanding of various materials.

ARTS-186 Ceramics I¹

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: AR-121

An introductory study of the basic properties of color, including an examination of systems of color classification and a thorough analysis of the interaction of color. This is done through a series of exercises and individual assignments which refer to the use of color in both traditional and contemporary art. Additional work required outside the classroom.

ARTS-252 Drawing II

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 (formerly AR-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 (formerly AR-262), or permission of the Department

Continuation of Painting II (ARTS-262).

ARTS-286 Ceramics II²

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.

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.

¹ Students registering for ARTS-186 will pay a special supplies or services charge of \$50.00.

² Students registering for ARTS-286 will pay a special supplies or services charge of \$20.00

GRAPHIC ART

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.

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-291 Electronic Imaging

4 studio hours 3 credits

Prerequisite or corequisite: ARTS-121

Methods of manipulating the digitized photographic image. Introduction to Adobe Photoshop: manipulation of scanned artwork and photographs using retouching, color correction, masking, painting and collaging techniques to make images photo-ready for traditional darkroom printing or new electronic media applications.

ARTS-343 Large Format and Studio Photography

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.

COMMERCIAL ART

ARTS-290 Advertising Design and Layout

4 studio hours 3 credits *Prerequisite or corequisite:* ARTS-121

Basic advertising art techniques; practical problems related to effective design advertising, including layout and typography. Introduction to computer graphics and desktop publishing.

ARTS-292 Design for Desktop Publishing

4 studio hours 3 credits *Prerequisite:* ARTS-290

Offered as needed

In this project-oriented course, students receive further instruction in production techniques and design concepts with an emphasis on creating an advertising design and layout entirely on a computer. The student also learns to incorporate photography and text into a publishable format.

ARTS-293 Design for Motion Graphics

4 studio hours 3 credits *Prerequisite:* ARTS-290

Offered as needed

Study of motion graphics techniques and principles of motion graphics including point of view, camera movement, editing, composting, audio production, and titling. Introduction to digital production methods for video, audio, and animation.

VIDEO ART

ARTS-191 Introduction to Video Art

4 studio hours 3 credits *Offered as needed*

This course will introduce students to digital video production and editing, with an emphasis on cinematic techniques and the history of moving images. Students will learn varied approaches to video production, gain cinematography skills, and develop a unique visual style. The course will consist of lecture, demos/in-class activities, class discussion, student presentations and studio time.

ARTS-192 Web-Animation

4 studio hours 3 credits *Corequisite:* ARTS-291

An advanced level course designed to create projects that will be included in a final Queensborough Portfolio. To develop the portfolio students will be given assignments to complete and all projects will be critiqued for quality. Focus will be placed upon developing a critical eye for professional computer art/graphics and design. All relevant software packages will be reviewed through classroom exercises.

ARTS INTERNSHIPS

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

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 (2C¹)

3 class hours 3 credits

Corequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY Assessment Test

A one-semester survey of the basic principles of art; a study of the art of various cultures through analysis of individual works of painting, sculpture, and architecture.

ARTH-101 History of Art I (2C¹)

3 class hours 3 credits Offered in Fall.

Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY Assessment Test

A chronological study in depth of the evolution of style from ancient civilizations through the Gothic period; analysis of individual works of painting, sculpture, and architecture.

ARTH-115 Modern Art (2C¹)

3 class hours 3 credits Offered in Fall.

Prerequisite: BE-112 (or BE-205), BE-122 (or BE-226), or satisfactory score on the CUNY Assessment Test

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

ARTH-116 American Art (2C¹)

3 class hours 3 credits

Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY Assessment Test

Survey of painting, sculpture, and architecture of the United States from the Colonial period to the present day.

ARTH-117 History of Photography (2C¹)

3 class hours 3 credits

Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY Assessment Test

Survey of the history of photography with emphasis on its evolution as a creative art form. Analysis of the work of significant photographers.

ARTH-120 Contemporary Art (2C¹)

3 class hours 3 credits Offered in Spring.

Prerequisite: BE-112 (or BE-205), BE-122 (or BE-226), or satisfactory score on the CUNY Assessment Test

A study of the directions in art of the present day, set in the context of the major art movements of the twentieth century. Videotapes of gallery shows by living artists during the last five years will be integrated into a lecture/discussion format.

ARTH-126 History of Asian Art (2C¹)

3 class hours 3 credits Offered in Spring

Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY Assessment Test

This class is a study of the art worlds of India, South East Asia, China, Korea and Japan from the beginning of civilization to the 19th century. It deals with aesthetic manifestations of the great religious and philosophical systems such as Taoism, Confucianism, Hinduism and Buddhism. The architecture, sculpture, painting, metalwork, textiles and ceramics are analyzed; themes, styles and technique distinctive of the art tradition of each country are stressed.

ARTH-128 History of African Arts (2C¹)

3 class hours 3 credits

Prerequisites and/or co-requisites: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY Assessment Test

This course will examine arts of the African continent from ancient to modern, consider their connection to and impact on art of the African Diaspora and European modern art masters, while maintaining its emphasis on traditional art in areas south of the Sahara. The arts' historical importance (and their impact) will be emphasized, as well as the concept of aesthetics and the cultural, social and religious or spiritual context in which the objects were created. In addition to reading assignments, lectures and presentations, pertinent videotapes, films and/or DVDs will be screened, showing how objects were used in a traditional setting, and work will be assigned in conjunction with Queensborough's Gallery collection and exhibition of African art and artifacts.

ARTH-202 History of Art II (2C¹)

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 (2C¹)

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.

¹ Course qualifies as Pathways Common Core 2C-Creative Expression.

GALLERY AND MUSEUM STUDIES

ARTH-150 Art Administration

2 class hours 1 recitation hour 2 credits

This course will address the many and varied tasks involved in gallery/museum administration. Often, in a gallery or museum, an individual may be expected to perform or assist in more than one aspect of administration: assisting in the director's office, clerical and administrative support, training new staff, public relations, helping visitors, researching and writing a background history of the institution, organizing a volunteer program, providing educational services to visiting groups. In short, a gallery/museum is expected at all times to provide efficiency, effectiveness and economy in management, and an individual will be expected to be able to take charge of or assist in all aspects of administration.

ARTH-251 Art Curating

3 class hours 3 credits Prerequisite: ARTH-202

This course covers the basics of planning an exhibition for a targeted audience in a gallery or museum setting. Appropriate display design for a specific theme, utilizing the gallery/museum collection, research, sources of information, how to write informative text for the public (what to say and how to say it), exhibition design and production, contracts, insurance, construction and display of exhibitions, publicity. In addition, the course will cover policies for collecting and disposal of works of art, donations, purchases and loans. Classroom lecture and discussion will be supplemented with trips to the QCC Art Gallery to observe, to participate in meetings with the Gallery Director, and to participate in curatorial duties (under supervision) when the student achieves a grade point average of B or above, as determined by tests, quizzes, papers, and class participation.

ARTH-252 Art Institutions and the Business of Art)

3 class hours 3 credits

Prerequisite: ARTH-150 and either ARTH-101 or ARTH-202

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, Hugh Rance, Patricia Schneider, Raji Subramanian,

Associate Professors: Naydu Carmona, Sara Danzi-Engoron, Urszula Golebiewska, Mohammad Javdan, Chong Jue, Bryn Mader, Susan McLaughlin, Andrew Nguyen, Peter Novick, Joan Petersen, Gheorghe Proteasa, Roland Scal, Julian Stark, Regina Sullivan, Mangala Tawde, James Timbilla, Monica Trujillo, Areti Tsimounis

Assistant Professors: Michael Altimari, Punita Bhansali, Sarbani Ghoshal, Sanjay Koul, Rochelle Nelson, Amos Z. Orlofsky, Christopher Roblowski, Anuradha Srivastava,

Lecturers: Steven Frishman, Scott Sherman

Chief College Laboratory Technician: Teresa Salas

Senior College Laboratory Technicians: Antoinette Peragine, Annette Perez-Lopez, Laura Rachiele,

College Laboratory Technicians: Ruchel Hammer, Angelita Pierre-Noel, Terance Rohan

Adjunct Faculty: approximately 40 each year

Professors Emeriti: Joanna Ambron, Lucia L. Anderson, Sylvia G. Cline, Philip Costa, Francis E. Cotty, Richard G. Cotty, Blanche H. Felton, Melvin Gorelick, Sylvia R. Graham, Eugene Leff, Eduardo J. Martí, Dwight Meyer, Richard Pollak, Edith Schnall, Valerie Seeley, Harvey N. Workman

Office Personnel:

Sofia Flores, CUNY Administrative Assistant

Joi Merkl, CUNY Office Assistant

For information about the academic programs, suggested sequences, and courses offered by the Department of Biological Sciences and Geology, contact the Department or the following advisers directly:

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 Roblowski, 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: Mr. Steven Frishman, Dr. Hugh Rance, Dr. Roland Scal

Medical Assistant: Dr. Punita Bhansali, Dr. David Klarberg

Pre-Dental, Pre-Medical: Dr. Sara Danzi-Engoron, Dr. Eugene Harris, 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. Areti Tsimounis

Pre-Physician Assistant: Dr. Michael Altimari, Dr. Sharon Ellerton, Dr. David Klarberg, Dr. Andrew Nguyen

Public Health: Dr. Anuradha Srivastava, Dr. David Klarberg

DEPARTMENT OF BIOLOGICAL SCIENCES AND GEOLOGY

FACILITIES

The Department offers a variety of courses with both lecture and laboratory components. Laboratory sections are scheduled into one of sixteen different laboratory classrooms. Each of the four major laboratory areas is serviced by a technician's preparation complex. The Department maintains its own computer facility/instructional resource area that is used by both students and faculty as an ancillary to formal classroom presentations; as an instructional center for several courses; and as a study/tutoring center for students requiring such assistance. In addition, a greenhouse supplies materials for courses and serves as a laboratory for plant-related courses.

DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

Scholastic Excellence in Biological Sciences

Scholastic Excellence in Environmental Health

Scholastic Excellence in Health Sciences.

Scholastic Excellence in the Medical Office Assistant Certificate Program

The Drs. Edith Lea and Herbert Schnall Scholarship for Pre-Medical and Pre-Dental Students

The Dr. Harold J. Smolin Endowed Award for Medical Office Assistant

PROGRAMS OF STUDY:

- **BIOTECHNOLOGY**
(Dual/Joint A.S./B.S. Degree with York College)

DEGREE 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:

- **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)**

PRE-PROFESSIONAL STUDY

The **Associate in Science (A.S.) Degree Program in Health Sciences** provides pre-professional training in a variety of baccalaureate majors in the Health Sciences. Students may follow one of the articulated programs listed below, or follow the general sequence of courses outlined in Programs of Study section. Consultation with a faculty adviser is critical.

Special Note: Completion of an articulated program insures that all admission requirements are met, but does not guarantee admission to the specific program.

Transfer agreements may be found on the college website under "Academies." Queensborough has had partnerships with:

- **Community Health Education** – York College
- **Dietetics, Foods and Nutrition** – Lehman College
- **Health Education and Promotion** – Lehman College
- **Health Services Administration** – Lehman College
- **Medical Laboratory Sciences** – Hunter College
- **Occupational Therapy** – York College
- **Diagnostic Medical Sonography** – SUNY Downstate
- **Health And Nutrition Sciences** – Brooklyn College
- **Health Sciences** – Mercy College
Leading to M.S. degree programs in Occupational Therapy, Physical Therapy, and Physician Assistant
- **Health Care Management or Clinical Science** – York College

The **Associate in Science (A.S.) Degree Program in Liberal Arts and Sciences (Mathematics and Science)** provides the foundation for students interested in pursuing careers in Medicine, Dentistry, Veterinary Medicine, Physical Therapy, and Chiropractic, as well as students interested in pursuing careers in Biology and Geology.

To plan an appropriate program of study, students must consult with an adviser in the Department of Biological Sciences and Geology as soon as possible after admission to Queensborough.

BIOLOGICAL SCIENCES AND GEOLOGY COURSES

GEOLOGY

GE-100 Fundamentals of Earth Science

3 class hours 3 credits Offered in Fall only

An historical study of Earth Science from ancient times until the end of the nineteenth century is presented to illustrate the inductive processes of science in the derivation of a global understanding of meteorology, oceanography, botany, agriculture and geology.

GE-101 Physical Geology (1C & 2E¹)

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 (2E²)

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 (2E²)

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 (2E²)

3 class hours 3 credits

Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY Assessment Test.

Not open to students who have taken GE-101 or GE-102.

Origin of our solar system; structure and composition of our home planet, earth; origin of earth's landscapes and oceans; patterns of weather and climate.

GE-132 Earth Resources: Gems, Metals, And Energy

3 Class hours 3 Laboratories hours 4 Credits

An introduction to how natural resources such as gems, metals, and energy resources are formed, located, and mined or produced and alternatives, such as synthetic gems and environmentally low impact energy resources are introduced. Emphasis is placed on gems and the New York City gem industry to draw examples of utilization, but world mining industries such as diamonds, gold, and the petroleum industry are described in terms of resource exploration, marketing, and distribution. Environmental impacts and social issues are addressed.

BIOLOGICAL SCIENCES

Please Note: BI-140, 201, 202, 301, 302, and certain advanced courses in Biology require laboratory dissections of selected animals. In those courses in which a kit is loaned to the student, the course work will not be considered complete until the materials have been returned.

BI-110 Fundamentals of Life Science (2E²)

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, and credit will not be given.

BI-111 Introduction to Human Biology

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 (2E²)

3 class hours 3 credits

Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY Assessment test.

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 (2E²)

3 class hours 3 credits Offered as needed.

Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY Assessment test

The principles and mechanisms of evolutionary change, including adaptation, mutation, differential reproduction, genetic drift, and speciation. The primate fossil record, hominid evolutionary trends, and the emergence of homo sapiens.

BI-131 Foundations of Biology (1C³)

3 class hours 3 credits

Prerequisites: BE-112 (or BE-205) & BE-122 (or BE-226) or satisfactory score on the CUNY assessment test

An introductory course that provides an understanding of the natural world and how this knowledge can be applied to everyday life. Basic concepts in biology are explained with emphasis on cellular basis of life, genetics, reproduction, evolution, and ecology. Hands-on laboratory experience reinforces concepts learned in lecture and also includes dissection of selected vertebrates.

BI-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 & 2E¹)

3 class hours 3 laboratory hours 4 credits

Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY Assessment test.

Credit will not be given to students who have successfully completed BI-201.

A comprehensive approach to the interaction of living things in the biological world. Topics include the cellular basis of life, genetics, reproduction, evolution, and ecology. The laboratory experience includes dissection of selected vertebrates.

BI-150 Organization and Delivery of Health Care

2 class hours 2 credits

This course is designed to provide a review of government and private health care administration for the general population of the United States. It introduces concepts of epidemiology and demographics, as well as issues of access and ethics, and discusses the roles, responsibilities, training/education and certification requirements, and employment trends for a wide variety of health professionals.

BI-160 Ecology

3 class hours 3 laboratory hours 4 credits

Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY Assessment test

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.

BI-170 Plants and People (1C³)

3 class hours 3 credits

Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY Assessment test

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.

¹ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences and 2E-Scientific World STEM Variant.

² Course qualifies as Pathways Common Core 2E-Scientific World.

³ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences.

⁴ Pathways Gateway Course, see "Pathways Gateway Courses into Majors" in Academies and Programs of Study.

BIOLOGICAL SCIENCES AND GEOLOGY COURSES

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 I² (1C & 2E¹)

3 class hours 3 laboratory hours 4 credits

Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY Assessment test

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 II²

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-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 I² (1C & 2E¹)

3 class hours 3 laboratory hours 4 credits

Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY Assessment test. Students may not receive transfer credit for BI-301 without BI-302 unless both courses are taken at the sending institution.

First semester of a one year integrated lecture and laboratory course for the study of the structure and function of the human organism. Topics include: biological chemistry, cellular ultrastructure and metabolism, tissues and organs, and a systematic study of both the anatomy and physiology of all of the organ systems of the body. Laboratory work includes mammalian dissection and physiological experiments

BI-302 Anatomy and Physiology II²

3 class hours 3 laboratory hours 4 credits

Prerequisite: BI-301

Second semester of a one year integrated lecture and laboratory courses for the study of the structure and function of the human organism. Topics include: biological chemistry cellular ultrastructure and metabolism tissues and organs, and a systematic study of both the anatomy and physiology of all of the organ system of the body. Laboratory work includes mammalian dissection and physiological experiments.

BI-311 Microbiology

3 class hours 3 laboratory hours 4 credits

Prerequisite: BI-202 or BI-302. May not be taken by those students who have completed BI-461

Study of bacteria, molds, yeasts, and viruses, with emphasis on micro-organisms associated with infectious diseases. Laboratory work includes basic microbiological techniques, and procedures for sterilization and disinfection.

BI-325 Neurophysiology

3 lecture hours 3 credits

Prerequisite: BI-301 and BI-302, or BI-235 & BI-421

The human nervous system is studied as a major regulatory system of the body. The curriculum includes a review of the neuron, impulse, CNS and PNS, ANA, and special senses. Emphasis is placed on the major spinal nerve plexi, neurological-endocrine relationships and current data supporting neuro-immune relationships.

BI-330 Myology

2 lecture hours 3 laboratory hours 3 credits

Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on placement tests. Corequisite: BI-301.

Note: Priority is given to students in the Massage Therapy program. Students must obtain liability insurance.

The anatomy of the muscular system and its relationship to the skeleton are studied. Muscle location, attachments, nerve control and blood supply are examined for all regions of the body. Laboratory involves the study of models and the use of palpation to identify body parts.

BI-331 Kinesiology

2 lecture hours 3 laboratory hours 3 credits

Prerequisite: BI-330 or the permission of instructor.

Note: Priority is given to students in the Massage Therapy program. Students must obtain liability insurance.

The study of the dynamics of body movement. The joints of the body are studied for their mobility and its limitations in the normal individual. Muscles are studied for their individual actions and their role in group actions. The laboratory involves the extensive use of palpation and muscle testing. Each student performs the hands-on testing of range of motion.

BI-340 Assisting in the Medical Office: Clinical Testing Procedures

1 class hour 2 laboratory hours 2 credits

Prerequisite: BI-111 and BI-520 for students in the Medical Office Assistant Certificate or the Medical Assistant AAS Degree Program. (Students not enrolled in the Medical Office Assistant Certificate or the Medical Assistant AAS Degree Program may substitute BI-140, BI-201, BI-301, or the equivalent.) Not open to students in the Medical Laboratory Technology Program who are required to take BI-401 and BI-407.

Acquaints the student with common clinical testing procedures performed by the medical office assistant in the examining rooms, treatment rooms, and laboratories of medical offices, clinics, and health maintenance organizations.

BI-341 Assisting in the Medical Office: Medical Assisting Procedures

1 class hour 2 laboratory hours 2 credits

Prerequisite: BI-111 and BI-520 for students in the Medical Office Assistant Certificate or the Medical Assistant AAS Degree Program. (Students not enrolled in the Medical Office Assistant Certificate or the Medical Assistant AAS Degree Program may substitute BI-140, BI-201, BI-301, or the equivalent.)

Acquaints the student with common medical assisting procedures performed by the medical office assistant in the examining room, the treatment room of medical offices, clinics, and health maintenance organizations.

BI-356 Principles of Genetics

4 class hours 4 credits

Prerequisite: BI-201 with a C or better

Molecular and general genetics. DNA structure, function, replication, mutations, recombinant DNA technology, RFLPs, cloning strategy and application. Gene structure, regulation, genetic code in prokaryotic and eukaryotic systems. Mendelian genetics and its application to population genetics.

BI-357 Bioinformatics/Computational Biology

3 class hours 3 credits

Prerequisite: BI-201 and BI-453 with a grade of C or better

Scientific concepts and computational methods of bioinformatics. Topics include sequence alignments, searching for homologous sequences, building phylogenetic trees and protein modeling. Current applications of computational biology in biotechnology and biochemistry. Use of bioinformatics as a tool for research in various biological fields.

¹ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences and 2E-Scientific World STEM Variant.

² Pathways Gateway Course, see "Pathways Gateway Courses into Majors" in Academies and Programs of Study.

BIOLOGICAL SCIENCES AND GEOLOGY COURSES

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

1 class hour .5 laboratory hour 1 credit

Consists of five three-hour classes and two three-hour laboratories.

Prerequisite: NU-102 or corequisite: BI-401 or BI-340, or permission of the Department. Free elective only.

An examination of the role of the phlebotomist as a vital member of the health care team. The theory and practice of the techniques for successfully obtaining blood specimens will be covered in lecture and laboratory sessions. The course includes one field trip to a clinical facility.

BI-452 EKG Technology

2 credits Offered as needed

Consists of nine three-hour classes and five three-hour laboratories
Prerequisite: BI-341 or NU-102

This course may be an advised or free elective in Medical Office Assistant Certificate program or a free elective in any other program.

This course provides the student with the basic knowledge and practical experience needed to perform an EKG. It includes training in electrocardiography, understanding EKG, and recognition of cardiac emergencies. Students must achieve a passing grade in both the lecture and laboratory components to pass the course.

BI-453 Biotechnology

3 class hours 4 laboratory hours 5 credits

Prerequisite: BI-201 and permission of the instructor

A course in molecular biology that introduces recombinant DNA techniques and methods of genome analysis that are currently employed in industry. Topics covered include gel electrophoresis, plasmid transformation, restriction mapping of chromosomes, Southern hybridization, Polymerase Chain Reaction and forensic DNA fingerprinting.

BI-455 The Immune System in Health and Disease

3 class hours 3 credits Prerequisite: BI-201 or BI-302,

or the equivalent, or permission of the Department. Offered as needed. Suitable for students in health care careers, and open to any student who is interested and meets the prerequisite. Can be used as a concentration elective in the A.S. (Mathematics and Science) degree program or as a free elective in all curricula. Especially valuable for working technicians, technologists, and health care personnel who need or wish to update or upgrade in this subject area.

Biology and pathology of the immune system including consideration of hypimmunity (congenital and acquired immune deficiency syndrome (AIDS), hyperimmunity (allergy), autoimmunity, and immunomodulation in the treatment of diseases such as the leukemias.

BI-456 Introduction to Biological Research

2 class hours 4 laboratory hours 4 credits

Prerequisite: BI-201 Co-requisites: BI-202 and permission of the instructor.

An introduction to current biological techniques including protein biochemistry, molecular biology and microbiology. Other topics include laboratory safety, scientific literature review, analysis and interpretation of data; written and oral communication of results. Students will be expected to carry out group or independent research projects under the direction of the instructor.

BI-457 Seminar in Biological

2 class hours 2 credits

Prerequisites: BI-201 or CH-151 or BI-140

An introduction to reading, analyzing and interpreting primary scientific literature. The format of the course is a series of lectures by visiting researchers and faculty on various biological topics. Students will prepare for each seminar through directed readings from primary literature. Appropriate for biology and chemistry students.

BI-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

Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226)

or satisfactory scores on the CUNY ACT Assessment test

NOTE: Students will not be given credit for both BI-501 and BI-480.

An introduction to Earth's natural systems, including ecosystem structure and function. Topics include human impact on the environment, air and water pollution, global climate change, and sustainability of natural resources and environmental quality. Field trips are required.

BI-501 Environmental Health

3 class hours 3 laboratory hours 4 credits Offered in Spring

Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226)

or satisfactory scores on the CUNY ACT Assessment test

An introduction to our environment and its influence on human health; emphasis on scientific principles needed to understand environmental requirements of life; role of air, water, food, energy; effect of pollutants. Laboratory may involve field trips.

BI-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.

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 & 2E¹)

3 class hours 3 laboratory hours (including field observations)

4 credits Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226)

or satisfactory scores on the CUNY ACT Assessment test

A study of how society deals with health and disease; topics include major determinants of health and disease, community health, health care delivery systems and manpower. Selected exercises in physiology and anatomy provide background needed to understand major problems in environmental health and public health. Field observations at nearby community health, environmental, and industrial facilities reinforce these concepts.

¹ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences and 2E-Scientific World STEM Variant.

BIOLOGICAL SCIENCES AND GEOLOGY COURSES

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

100 hours 2 credits

Prerequisite: BI-451, and permission of the instructor prior to registration.

Phlebotomy practice in a cooperating hospital structured to provide the student with all the competencies required by national professional certification agencies. Proof of liability insurance may be required. All internships must be completed before graduation to be included in the student's degree certification. Enrollment limited.

BI-991 Cooperative Education in the Health Professions

Hours to be arranged 2 credits

Prerequisite: Open to matriculated students who have completed at least 12 credits of course work in a health care-related curriculum including at least one laboratory course; have a cumulative index of at least 2.0; and are recommended by the course coordinator. Students must contact the coordinator during the semester prior to enrollment to make the necessary arrangements. Can be used to satisfy the major concentration but not the basic liberal arts and sciences core for the A.S. (Mathematics and Science) degree program.

Students are selected for employment in a field experience with compensation to the student. Students are placed with selected cooperative employers for a minimum of 90 hours. Course requirements include weekly meetings with the coordinator, submission of weekly progress reports, and a final report covering the activities in the experience. The final grade is determined by the cooperative education coordinator, who assigns a grade of Pass or Fail, based on weekly and final reports and field site evaluation. Proof of liability insurance may be required. All internships must be completed before graduation to be included in the student's degree certification.

INTERDISCIPLINARY

IS-151 The Health of the Nation

See "Interdisciplinary Courses" on page 215.

DEPARTMENT OF BUSINESS

Administration Building, Room 405 • Telephone: 718-631-6245 • Fax: 718-631-6250

Professor Kathleen Villani, **Chairperson**

Professors: Karen R. Grant, Phyllis Pace, James B. Rosa, Mona E. Seiler, Kathleen Villani

Associate Professors: Kelly Ford, Wendy Ford, Leslie Francis, Stephen Hammel, Anthony Kolios, Linda Meltzer, Ben Milchman, Christine Mooney, Ted Rosen, Christina Tucker-Manzo, Edward Volchok

Assistant Professors: Virginia Masterson, Alfred McDonald, Sebastian Benjamin Murolo, Nina Sarkar, Cheryl Tokke, Mark Ulrich, Roumen Vragov

Lecturers: Layne L. Bonaparte, Suzanne B. D'Agnes, Barbara Frary, Hsiaofoang (Sharon) Huang, Marilyn Katz, Humberto Morales

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, Dennis J. Green, Brenda B. Hersh, Esther H. Highland, Saul Karasyk, Milton N. Katz, Howard L. Lapidus, Melchiore L. LaSala, Arlene Moriber, Theresa M. Reilly, Nancy L. Rutherford, Helen N. Saputo, Philip Schulman, Steven L. Shapiro, Shirley Silvers, Sheldon Somerstein, Michael L. Trombetta, Benjamin Wieder, Hyman Wolfson

Office Personnel:

Brenda Warr, CUNY Administrative Assistant

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: MANAGEMENT, CODING AND BILLING (Certificate Program)**
- **OFFICE ADMINISTRATION ASSISTANT (Certificate Program)** Options in Corporate Office Administration Assistant, Legal Office Administration Assistant, Accounting/Office Administration Assistant or Health Care Office Administration Assistant

For information about the programs offered by the Department of Business, contact the Department directly.

ACCREDITATION

The Queensborough Community College Business Department is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

SUPPORT SERVICES FOR STUDENTS

When classes are not scheduled in our PC classrooms, these rooms are open as labs. Business students are invited to use these PCs to study software and to work on assignments.

The **Accounting Lab** (Humanities Building, Room 406) is available to students enrolled in the computerized accounting and taxation courses.

The **Office Administration and Technology Labs** (Humanities Building, Rooms 443 and 453) are available to students enrolled in the office and administration and technology courses).

The **CIS (Computer Informations Systems) Labs** (Administration Building, Rooms 308 and 414, and Humanities Building, Rooms 340, 341, and 344) are available to students enrolled in computer programming and information systems courses.

BUSINESS DEPARTMENT ADVISORY BOARD

Professor Kathleen Villani, *Chair*

Mr. Seth Bornstein

Mr. John Cullen

Ms. Heather Czech

Mr. Frank Korzekwinski

Mr. Scott O'Sullivan

Ms. Conchita Tucker

DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

Academic Excellence Certificate Awards in

Accounting

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 (formerly BU-500) & BU-101, both with the minimum grade of C.

A review of business applications currently used to enhance the productivity of the accountant. The student is expected to be able to apply new tools, such as electronic spreadsheets, integrated accounting, and data base management, to solve selected business problems through hands-on experience in a microcomputer laboratory.

BU-201 Business Organization and Management

3 class hours 3 credits

Structure and character of modern business; business and its relationship to other social organizations; how businesses are organized and managed; human factors in business and industry; management and the decision-making process; planning, organizing, programming, and controlling processes; production, financing, and marketing considerations in operation of business enterprises.

BU-203 Principles of Statistics¹

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 I¹

3 class hours 3 credits *Prerequisite: BE-122 (or 226) or satisfactory score on the CUNY Assessment Test*

A brief survey of the American legal system; development and application of essential principles of law of business contracts; study of New York State laws and recent cases; Uniform Commercial Code as it applies to business contracts.

BU-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 (formerly Elements of Advertising)

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/Keyboarding²

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.

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

¹ Pathways Gateway Course, see "Pathways Gateway Courses into Majors" on page 81.

² Also offered as credit by exam with the permission of the Department

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 (formerly Desktop Publishing)

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

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

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 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

Introduction to algorithm development and computer programming for business applications in higher-level languages. Problem-solving and hierarchy chart development; flowcharting and pseudocode fundamentals. Input and output statements, conditional and unconditional control statements, the case structure, looping statements, string and numeric functions, arrays, sequential files.

CIS-153 Microcomputer Operating Systems and Utility Software

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 MA-10 or satisfactory score on the Mathematics Placement Test

Offered in Fall

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 MA-10 or satisfactory score on the Mathematics Placement Test

Offered in Spring

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 MA-10 or satisfactory score on the Mathematics Placement Test

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 Technologies¹

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 MA-10 or satisfactory score on the Mathematics Placement Test.

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 MA-10 or satisfactory score on the Mathematics Placement Test.

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 MA-10 or satisfactory score on the Mathematics Placement Test or permission of the Department.

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 MA-10 or satisfactory score on the Mathematics Placement Test or permission of the Department.

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.

¹ Pathways Gateway Course, see "Pathways Gateway Courses into Majors" on page 81.

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

Assistant Professors: Paul Sideris, Sujun Wei

Lecturers: Dominic Hull, Kevin Kolack, Marlon Moreno

Chief College Laboratory Technician: Pedro Irigoyen

Senior College Laboratory Technician: Bruce Montalbano, Tian Chun Xu

Adjunct Faculty: approximately 25 each semester

Professors Emeriti: Beatrice Arnowich, Irmgard F. Karle, Anatol Mancott, Frank Rudo, Edward Sarlo, Grace Snyder, Pak Wong

Office Personnel:

Wendy Goldsman, CUNY Administrative Assistant

For information about courses in Chemistry, contact the Department directly.

Chemistry, Chiropractic, and Related Areas: Dr. Sasan Karimi

PROGRAMS OF STUDY

- **CHEMISTRY**
(Dual/Joint A.S./B.S. Degree in Pharmaceutical Sciences with York College)
- **SCIENCE FOR FORENSICS**
(Dual/Joint A.S./B.S. Degree with John Jay College of Criminal Justice)

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 (1C¹)

3 class hours 3 credits Prerequisite: none

Successful completion of CH-101 satisfies the Life and Physical Sciences General Educations Core Requirement.

This is a lecture course with hands-on laboratory experiments where the role of chemistry in everyday processes is highlighted and discussed. Topics covered include: The chemistry of food and medicines, vitamins and minerals, water and air, household products and fuels. The approach is non-mathematical and strives towards making chemistry stimulating and relevant to daily life. The goal is to introduce the applied aspects of chemistry to non-science majors, explain the world we live in, and to aid students to become more educated consumers and citizens. The Writing Intensive section includes writing assignments centered around these topics.

Successful completion of CH-101 satisfies the Life and Physical Sciences General Educations Core Requirement. To satisfy the laboratory science requirement for the A.A. degree, students are required to take the associated laboratory class CH-102. May not be used as part of the Mathematics or Science Concentration required in the A.S. in Liberal Arts and Sciences curriculum.

CH-102 Living in a Chemical World Laboratory²

2 laboratory hours 1 credit Corequisite: CH-101

This laboratory course should be taken with CH-101 (Living in a Chemical World lecture). The role of chemistry in everyday life is highlighted and explored. Basic experimental design and analysis are studied. Methods are introduced for the analysis of food, medicines, and household products. Laboratory techniques such as synthesis, titrations, chromatography, use of the spectrophotometer, and Geiger-Muller counter are employed.

Successful completion of CH-101 and CH-102 satisfies the laboratory science requirement for the Associate in Arts (A.A.) degree. May not be used as part of the Science or Mathematics Concentration required in the A.S. in Liberal Arts and Sciences curriculum.

CH-106 Chemistry and the Arts (Combined Lecture and Laboratory)² (1C¹)

3 class hours 2 laboratory hours 4 credits

Prerequisite: none

This course offers a general background in the connections between chemistry and the arts. Topics include light absorption and reflection; the nature of color; additive and subtractive color mixing; separation of mixtures; properties of paints and pigments; preservation and authentication of art objects; common chemical hazards; and the principles of photography.

The laboratory component applies chemical theory and techniques to practices involved in creating works of art. Students use modern laboratory instrumentation and methods such as chromatography to make and examine materials used in art.

This course is required for the A.A.S. degree in Digital Art and Design and is recommended for students in programs offered by the Art and Photography Department. This course satisfies the laboratory science requirement for the A. A. degree. Completing CH-106 is equivalent to completing CH-103 and CH-104. This course may not be used as part of the Mathematics or Science concentration in A.S. in Liberal Arts and Sciences curriculum and is not open to students who have completed CH-151, CH-152, CH-251 or CH-252.

CH-110 Chemistry and the Environment (1C¹)

3 class hours 3 credits Prerequisite: none

This is a lecture course with hands-on laboratory experiments where the role of chemistry in current environmental topics of interest to all citizens is examined. Topics covered include: Green Chemistry, Acid Rain, Destruction of Ozone layer, Greenhouse effect and Global Warming, Traditional and Alternative Energy sources, Air, Water and Land Pollution sources, effects, detection and control/prevention. An emphasis is placed on the importance of practicing green chemistry in order to achieve a sustainable civilization. The Writing Intensive section includes writing assignments centered around these topics.

Successful completion of CH-110 satisfies the Life and Physical Sciences General Educations Core Requirement. To satisfy the laboratory science requirement for the A.A. degree, students are required to take the associated laboratory class CH-111. May not be used as part of the Mathematics or Science Concentration required in the A.S. in Liberal Arts and Sciences curriculum.

CH-111 Chemistry and the Environment Laboratory²

2 laboratory hours 1 credit Corequisite: CH-110

An environmental chemistry laboratory course which should be taken with CH-110 (Chemistry and the Environment lecture). The role of chemistry in environmental processes is highlighted and explored. Basic experimental design and analysis are studied. Methods are introduced for the determination of some aspects of air and water quality. Laboratory techniques such as titrations, chromatography, use of the spectrophotometer, and Geiger-Muller counter are employed in pollutant determinations.

Successful completion of CH-110 and CH-111 satisfies the laboratory science requirement for the Associate in Arts (A.A.) degree. May not be used as part of the Science or Mathematics Concentration required in the A.S. in Liberal Arts and Sciences curriculum.

CH-116 Introduction to Nanoscience Lecture (1C¹)

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 Laboratory²

3 class hours 1 credit

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.

¹ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences.

² 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.

CH-120 Fundamentals of Chemistry (1C¹)

3 class hours 3 credits Prerequisite: none

This hybrid lecture and laboratory course covers the most fundamental laws, theories, and principles of general chemistry, including classification and properties of matter; measurements; elements and compounds; atomic theory and structure; the periodic table; chemical equations; the mole concept and stoichiometry; chemical bonding; and acids and bases. This course includes five experiments to give students hands-on experience with basic laboratory methods and application of theory. Knowledge of basic mathematics is assumed. Students are strongly encouraged to also take CH-121 (Fundamentals of Chemistry Laboratory). Successful completion of CH-120 and CH-121 satisfies the laboratory science requirement for the A.A. degree. This course is not open to students who have completed CH-127, CH-128, CH-151, CH-152, CH-251, or CH-252.

CH-121 Fundamentals of Chemistry Laboratory²

2 laboratory hours 1 credit Corequisite: CH-120

This laboratory course complements CH-120 (Fundamentals of Chemistry) and provides basic knowledge of modern experimental chemistry. It demonstrates how chemical laws are derived, verified, and applied. It introduces essential laboratory methods and techniques including separations and chromatography; determination of density and melting and boiling points; electrical conductivity of solutions; qualitative analysis; chemical reactions and stoichiometry; pH analysis; and titration. Students are strongly encouraged to take CH-121 while taking CH-120. Successful completion of CH-120 and CH-121 satisfies the laboratory science requirement for the A.A. degree. This course is not open to students who have completed CH-127, CH-128, CH-151, CH-152, CH-251, or CH-252.

CH-127 Introductory General Chemistry² (1C & 2E³)

3 class hours 3 laboratory hours 4.5 credits Prerequisite: none

This course is the first semester of a two-semester sequence intended to provide students with basic knowledge of general chemistry. The second semester introduces organic chemistry (CH-128). Topics include units of measurement and dimensional analysis, elements and compounds, atomic structure, chemical bonding and chemical reactions, properties of solutions and chemical equilibrium, acid-base chemistry, physical states and gas laws, intra- and intermolecular forces, and nuclear chemistry. In the laboratory component, students apply the scientific method to explore natural phenomena using basic experimental techniques.

The course is a requirement for the B.S. or B.A. in Nursing, Nutrition, and other Allied Health Professions. It also satisfies the laboratory science requirement for the A.S. in Health Sciences, A.A. in Liberal Arts and Sciences (non-science concentration) and other non-science majors. This course is not open to students who have completed CH-151, CH-152, CH-251, and CH-252.

CH-128 Introductory Organic Chemistry⁴ (1C & 2E³)

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 I² (1C & 2E³)

3 class hours 1 recitation hour 3 laboratory hours 4.5 credits

Prerequisite: MA-119 and MA-121 or satisfactory score on the Mathematics Placement Test. Students who have not had high school chemistry are strongly advised to take CH-127 prior to CH-151.

This course is the first part of a two-semester sequence that provides students with a fundamental knowledge of the modern theory in general and inorganic chemistry. It covers topics that are essential to many disciplines in science and technology, and the health professions, with an emphasis on developing problem-solving skills. Topics include matter and energy; chemical nomenclature; mass relationships and stoichiometry; reactions in aqueous solutions; gas laws and kinetic molecular theory; atomic structure and quantum theory; periodicity of elements; chemical bonding and molecular structure; states of matter and intermolecular forces; properties of solutions; and colligative properties. Laboratory work provides training in common experimental methods and hands-on application of theory. The students in Honors classes will attend scientific seminars and write a short paper.

CH-152 General Chemistry II² (1C & 2E³)

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.

¹ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences.

² Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academics and Programs of Study.

³ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences and 2E-Scientific World STEM Variant.

⁴ Students registering in CH-128, CH-251, or CH-252 pay a special supplies charge of \$30.00 per course.

CH-251 Organic Chemistry I² (1C & 2E¹)

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 II² (1C & 2E¹)

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.

¹ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences and 2E-Scientific World STEM Variant.

² 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: Stuart M. Asser, Belle Birchfield, Hamid Namdar, Richard Yuster

Associate Professors: Edward Davis, Merlinda Drini Prelvukaj, Marvin Gayle, Joseph Goldenberg, Danny Mangra, Craig R. Weber

Assistant Professors: MD. Shahadat Hossain, Robert Kueper, Raymond Lam, Mike Metaxas, Kee Park,
Jeffrey L. Schwartz, Dugwon Seo, Dimitrios Stroumbakis

Lecturers: John Buoncora, Michael Lawrence, Joann Sun, Steven Trowbridge, Huixin Wu

Chief College Laboratory Technician: Jerry H. Sitbon

Senior College Laboratory Technicians: Klebert Andujar, Bernard Hunter, Richard Victolo, Ernie Younge

College Laboratory Technician: Enrique Haro, Joseph Seiter

Adjunct Faculty: approximately 35 each year

Professors Emeriti: 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

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)**

DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

Computer Engineering Technology Award
Electronic Engineering Technology Award
Mechanical Engineering Technology Award
The Joseph B. Aidala Memorial Award
The Miro Brumgnach Memorial Award
Architectural Technology Award
N&R Chao Foreign Student Award
The Clive M. Hartt Award
The Martin J. Horowitz Memorial Award
The Gabriel Kousourou Award
The Harold E. Levinson Award
The Jackson and Muriel Lum Endowment Award
The Louis Nashelsky Award
The Pasquale Savarese Award
The Underwriter's Laboratory Award

DEPARTMENT OF ENGINEERING TECHNOLOGY ADVISORY BOARD

Prof. Hamid Namdar, *Chair*

Mr. Vincent Basirico	Mr. Daniel T. Donnelly
Mr. John Ducroiset	Mr. Louis Flaxman
Mr. Walter Heinz	Mr. Michael J. Kozma
Mr. John L. Leccese	Mr. Lin Lu
Mr. Misha Migdal	Mr. Peter Novak
Mr. Robert Packer	Mr. Andrew Pandis
Mr. Robert Quan	Mr. John Randazzo
Mr. Pasquale Savarese	Mr. Larry Shulman
Mr. Andrei Szabo	

ENGINEERING TECHNOLOGY COURSES

TECH-100 Introduction to Engineering & Technology (formerly MT-100)

3 laboratory hours 1 credit

An introduction to the history, philosophy and methodology of engineering and technology related professions. The disciplines of computer, electrical and mechanical engineering and technology are introduced. Basic mathematical, graphical and analytic skills are developed as well as experimentation and data analysis techniques. The analysis and presentation of engineering data and designs, as well as ethical and professional considerations, are considered.

ARCHITECTURAL TECHNOLOGY

ARCH-111 Architectural Design I (formerly MT-481 Architectural Design I)

2 class hours 4 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 3 laboratory hours 3 credits

Corequisites: ARCH-111 or CONM-111

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 (formerly MT-486 Architectural Design II)

3 class hours 3 laboratory hours 4 credits

Prerequisites: ARCH-111 and ARCH-119, both 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 (formerly MT-484 Construction Methods)

1 lecture hour 2 recitation hours 3 laboratory hours

3 credits Prerequisite: ARCH-113 with a grade of C or higher

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 (formerly MT-219 Surveying and Layouts)

2 class hours 3 laboratory hours 3 credits

Prerequisites: MA-114, ARCH-113, ARCH-121, all with a grade of C or higher

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-111 OR CONM-111, AND ARCH-119, both with a grade of C or higher

A continuation of the concepts of architectural representation and visualization begun in ARCH-111 and 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 3 laboratory hours 4 credits

Prerequisites: ARCH-121 and ARCH-129, both with a grade of C or higher Corequisite: ARCH-125

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 (formerly MT-453 Piping Systems)

3 class hours 3 credits Prerequisite: ARCH-123 with a grade of C or higher

Prerequisite: ARCH-123 with a grade of C or higher

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 (formerly MT-490 Advanced Architectural Modeling)

3 class hours 3 credits Prerequisite: ARCH-231 with a grade of C or higher

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 (formerly MT-482 Structural Drafting and Design)

2 class hours 4 laboratory hours 3 credits

Prerequisites: MT-345 with a grade of C or higher

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 Analysis¹

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-125 Electrical Circuits

3 lecture hours 2 lab hours 4 credits Prerequisite: MA-114

This course will train students in the application of Ohm's law, Kirchoff's laws, Thevenin's and Norton's theorems, and superposition to the analysis of DC and AC circuits, including R-L-C circuits, impedances, phase angles, resonance, and transformers.

ET-140 Sinusoidal and Transient Circuit Analysis

1 class hour 2 recitation hours 3 laboratory hours 3 credits

Prerequisite: ET-110 Corequisite: MA-128

Sinusoidal waveforms; impedance, phasor quantities, AC meters; passive filters; the differential equation formulation of the electric circuit behavior; initial conditions, transients in RC and RL circuits. Laboratory hours complement class work.

ET-210 Electronics I²

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 I³

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

3 class hours 3 credits

Prerequisite: ET-704 or Permission of the Department

This course covers the important aspects of mobile and wireless communications from the Internet to signals, access protocols and cellular systems, emphasizing the key area of digital data transfer.

ET-270 Introduction to Electronics

3 class hours 3 laboratory hours 4 Credits

Prerequisite: ET-125 and PH-201

This course covers the characteristics and applications of amplifiers using op-amps with respect to amplification, dB, frequency response, and input and output impedance. Troubleshooting and analysis by computer simulation software is stressed throughout.

ET-275 Electronic Communications

3 class hours 3 laboratory hours 4 Credits

Prerequisite: ET-270

This course covers the analysis and application of advanced electronic circuits as applied to the telecommunications industry. Topics include frequency response of active filters, oscillators, amplitude modulation, frequency modulation, phase locked loops, pulse modulation concepts, and an introduction to television.

ET-282 Fundamentals of Audio Electronics

1 Lecture Hour 2 Recitation hours 3 Laboratory Hours

3 credits Prerequisite: ET-920 Electrical Technology

Fundamentals and MA-321 Mathematics in Contemporary Society

This course is an introduction to the technical aspects of sound (and, to some extent, video) recording, editing, and reproduction. It covers both analog and digital storage and processing methods, transmission of data between various kinds of processing equipment, and the interplay between the technical and cognitive aspects. Demonstrations and laboratory experiments will complement class work.

ET-305 Transients and Electromechanical Transducers

1 lecture hour 2 recitation hours 2 credits

Prerequisite: ET-140. Corequisite: MA-128

Transients in pure elements, transients in RL, tachometers, shaft encoders; DC motors and generators; transformers, 3-phase system; AC motors and generators. Solid state control devices, SCRs, triacs.

¹ Students registering in ET-110 pay a special supplies fee of \$30.00.

² Students registering in ET-210 pay a special supplies fee of \$25.00

³ Students registering in ET-230 pay a special supplies fee of \$35.00

ENGINEERING TECHNOLOGY COURSES

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.

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 Laboratory¹

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 Laboratory²

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-503 Introduction to Assembly Language Programming

3 laboratory hours 1 credit
Prerequisite: ET-502 or ET-509 Offered as needed

Introduction to assembly and machine language programming on the desktop computer system and laboratory breadboard computers. Use of debuggers and assemblers in the program development process. Development of numerical, alphanumeric and I/O programming at the assembly language level. Use of libraries and modules as building blocks toward more complex programs.

ET-504 Operating Systems and System Deployment

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 Introduction to UNIX (LINUX)

3 lecture hours 3 laboratory hours 4 credits
Prerequisite: ET-501 or permission of the Department

This foundation course provides a general understanding of the UNIX (LINUX) operating system and teaches the basic skills for using it. Topics include: file system concepts, basic UNIX (LINUX) commands, data manipulation, shell programming, and the vi editor. The course includes extensive hands-on training and stresses practical skills that will improve performance.

ET-507 Advanced C++ Object Oriented Programming

3 class hours 3 laboratory hours 4 credits
Prerequisite: ET-505 or permission of the Department Offered as needed

A detailed study of advanced concepts in C++ programming with emphasis on structure, modularity, efficiency and good programming design. Selected topics include: arrays, strings, file I/O, pointers, data structures, recursion, stacks, queues and dynamic memory allocation. Each student will be given intensive hands-on instruction on his/her own computer workstation.

ET-508 Computer Applications for Telecommunications

2 lecture hours 2 lab hours 3 credits

A practical course to provide the student with an understanding of how to use the computer in a variety of applications. Topics include: computer operation, word processing, input/output devices, use of graphics software, using spreadsheets, use of various application programs, telecommunications (BBS, LAN). This course provides hands-on experience in the department's computer lab. (Students in the Verizon program use their own laptop computers.)

¹ Students registering in ET-410 pay a special supplies fee of \$55.00

² Students registering in ET-420 pay a special supplies fee of \$55.00.

ENGINEERING TECHNOLOGY COURSES

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-510 Introduction to Digital Electronics¹

3 class hours 3 laboratory hours 4 credits
Prerequisite and/or corequisite: None

Number systems; Boolean algebra; memory elements; logic elements; timing elements; digital computer logic circuits – AND, OR, NAND, NOR; multivibrator circuits flip-flop, clock, one-shot; computer organization arithmetic, control, memory, input and output units; elements of programming and use of microcomputers, including robotic applications. Laboratory hours complement class work.

ET-531 PC Essentials I

3 Hours Lecture 3 laboratory hours 4 Credits
Prerequisite: MA-114, College Algebra and Trigonometry for Technical Students

This course presents topics in digital hardware and PC computer systems. Binary numbers systems are discussed and electrical and digital circuits are explored. Students will explore PC computer hardware at the modular level. They will perform system upgrades, diagnose system failures, and make repairs.

ET-532 PC Essentials II

3 Hours Lecture 3 laboratory hours 4 Credits
Prerequisite: ET-531, PC Essentials I

This course presents topics in the installation, setup and management of the PC Operating System. Included are: software setup, maintenance and installation of applications; use of software, utilities in the PC environment. Software troubleshooting of the operating system and software applications.

ET-540 Digital Computer Theory I²

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 Microcomputers³

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 (2E⁴)

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)

ET-575 Introduction to C++ Programming Design and Implementation (2E⁴)

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

3 class hours 3 credits Prerequisite: ET-575

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.

ET-585 Computer Architecture

3 class hours 3 credits Prerequisite: 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 I⁵

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.

¹ Students registering in ET-510 pay a special supplies fee of \$30.00

² Students registering in ET-540 pay a special supplies fee of \$35.00

³ Students registering in ET-560 pay a special supplies fee of \$60.00.

⁴ Course qualifies as Pathways Common Core 2E-Scientific World.

⁵ Students registering in ET-704 pay a special supplies fee of \$15.00

ENGINEERING TECHNOLOGY COURSES

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.

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-728 Web Technology: XML

3 class hours 3 laboratory hours 4 credits

Prerequisite: ET-714 or ET-718 Corequisite: ET-712

Students will learn some of the advanced database techniques behind today's Business to Business (B2B) Web sites, as well as advanced Web server programming techniques that make Business to Consumer (B2C) work. Students will study and create solutions using eXtensible Markup Language tools. Topics covered will include: creating XML Documents; parsing XML; Document Type Definitions (DTDs); XML Schema; validating XML; CSS and XSL; creating XML with Java; Business-to-Business (B2B); Business to Consumer (B2C).

ET-741 Telecommunications Technology I

3 class hours 3 laboratory hours 4 Credits

Prerequisite: ET-125 and ET-532 Corequisite: ET-270

This course is designed to train students in the organization, architecture, setup, maintenance, hardware and software aspects of local area networks. Topics include: introduction to networks; types and characteristics of different network architectures and network topologies; intra and inter-network devices; network operating systems; peer-to-peer and client/server environments; LAN setup and maintenance, network printing; internal web server.

ET-742 Telecommunications Technology II

3 class hours 3 laboratory hours 4 Credits

Prerequisite: ET-741 and ET-532

This course will cover the basics of Voice over Internet Protocol (VoIP) systems. Topics include: an overview of TCP/IP networks with a focus on VoIP; an introduction to VoIP; Quality of Service (QoS); VoIP system components; VoIP protocols and VoIP protocol analysis, VoIP architecture and VoIP codecs.

ET-743 Telecommunications Technology III

3 class hours 3 laboratory hours 4 Credits

Prerequisite: ET-742, Telecommunications Technology 2

This course is designed to train students in the organization, architecture, setup, hardware and software aspects networked video delivery systems. Topics include: Video transport; compression; packet transport; multicasting; Content Ownership and Security; Transport security; IPTV-IP Video to the Home; Video File Transfer; VPN's and Home-Office video links.

ET-744 Telecommunications Technology IV

3 class hours 3 laboratory hours 4 Credits

Prerequisite: ET-743

A survey of current and emerging technologies in Telecommunications will be presented. Lectures, interactive learning, demonstrations, and hands-on work will be employed.

ET-820 Computers in Society

2 class hours 2 laboratory hours 3 credits

Prerequisite: open to students who have successfully completed a minimum of 12 college credits or who have Departmental permission. Not open to majors in the Electrical and Computer Engineering Technology curricula. May be applied as a free elective in any degree program or as the computer literacy option in the Associate in Arts (A.A.) degree program.

Implications of the computer age; present-day use of computers in homes, careers, and other aspects of modern life; future impact on the job market and society; nontechnical explanation of basic structure and operation of computers, including the use of the Department's computer center. Hands-on experience is provided in the computer laboratory.

ET-821 Computers in the Modern Society (2E')

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.

¹ Course qualifies as Pathways Common Core 2E-Scientific World.

ENGINEERING TECHNOLOGY COURSES

ET-830 Technology and Society

3 Class Hours 3 Credits

Prerequisites (and/or) co-requisites: none

This course explores the effects of technology and engineering design in areas such as robotics, computers, internet, and energy sources on the past, present, and future of society. Topics include the 21st century emerging technologies as they relate to education, the environment, economy, industry, and social issues. Students are also introduced to the concepts of the development and use of robotics, computers, internet, and energy sources, along with the societal impact of such technologies.

ET-840 Energy and Power for a Green Society

3 class hours 3 laboratory hours 4 credits

Prerequisite: MA-010 Corequisites: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY ACT placement test. Satisfies the laboratory science requirement for the A.A. in Liberal Arts & Sciences. Free elective for all other programs.

This course examines the science and technology of energy and how humans use it on a daily basis. Topics include: work, energy and power; importance of energy in society; how energy is used in food production, materials, manufacturing, transportation, communications, lighting, heating and cooling concepts; passive and active solar, wind, waves, geothermal, hydrogen based, and biomass energy.

ET-841 The Science of Energy and Power in the Modern World (1C¹)

3 Class Hours 3 Credits

Prerequisites (and/or) co-requisites: none

This course examines the science and technology of energy and how humans use it on a daily basis. Topics include: importance of energy in modern society; how energy is used in food production, materials, manufacturing, transportation, communications, lighting, heating and cooling; the relationship between various forms of energy and greenhouse gases; individual and societal conservation methods and their economical and environmental impact; the laws of thermodynamics and equations relating energy, work and power; the electrical grid and elementary home and auto wiring; the pn junction and active and passive solar technology; wind, hydro, wave, geo and ocean thermal renewable energy schemes; the fuel cell and the new generation of electromechanical propulsion; Law of Conservation of Energy.

ET-842 Energy Production and Conservation for a Sustainable World

3 laboratory hours 1 credit Co-requisite ET-841

This course provides students with the opportunity to relate their daily energy use to various renewable and non-renewable energy sources. Students will also participate in hands-on laboratory experiments that demonstrate how energy can be controlled and conserved in order to reduce harmful carbon emissions and costs.

ET-843 The Role of Energy in Society

3 Class Hours 3 Credits

Prerequisites (and/or) co-requisites: none

The history of how energy is used by hominids to humans and the societal changes brought about as energy use evolved. The present day situation of energy use, resources, distribution and its current and future impact on the quality of life for individuals and society are considered. The way energy is used from fossil fuels to current and future forms of renewable energy. Different energy technologies, their economics and environmental impact are included. How individuals use energy in their everyday lives and daily activities. The importance of sustainability and its role in the energy equation, how individual choices and habits relate to ethical use of energy today, and the societal impact of ethical energy use are discussed. The politics of energy worldwide and in this country, along with the role of major industries involved in energy sourcing and use and their lobbies are examined. How best to advance the optimum choices regarding our energy future through the political system to effect the best long term economic and environmental results.

ET-880 Science and Technology in Modern Life (2E²)

3 Class Hours 3 Credits

Prerequisites (and/or) co-requisites: none

Basic scientific principles that underlie and enable the conveniences and necessities we take for granted in our modern society will be introduced and studied. The science and technology underlying the electrical grid, power generation, automobile, aircraft, television, cell phones, solid state electronics, cat scans, MRI, molecular medicine, DNA, fission and fusion, LED lighting, photovoltaics, nano-materials, stem cells, heat pumps, fuel cells, artificial intelligence, robotics, GPS, WiFi, internet, sonar, radar, microprocessor and the PC.

ET-910 Principles of Electrical Technology

1 class hour 2 recitation hours 3 lab hours

3 credits Corequisite: MA-114. Offered as needed

Designed for students in the Laser and Fiber Optics program; DC and AC circuits; electric machinery; electrical wiring. Laboratory hours complement class work.

ET-920 Electrical Technology Fundamentals

1 Lecture Hour 2 Recitation hours 3 Lab Hours 3 credits

Prerequisite/Corequisite: Any credit-bearing QCC math course

This course introduces the beginning student to those fundamentals of Electrical Technology that are useful for work in audio or video studios. Topics covered include basic DC and AC electricity, electrical components and test instruments, simple electrical circuits and their properties, signal and power wiring techniques. Demonstrations and laboratory experiments will complement class work.

ET-991, 992, 993 Cooperative Education in Engineering Technology

1 class hour plus appropriate work experience for each credit;

1 credit each course

Open only to matriculated students who have achieved a minimum grade-point average of 2.0 in their major field of study; have completed at least 12 pertinent credits in the Electronic or Computer Engineering Technology curricula; and are recommended and approved by the chairperson of the Department and the coordinator of Cooperative Education.

The cooperative education experience in Engineering Technology includes employment in a field experience which supplements classroom theory and laboratory instruction with related on-the-job professional training. Students are placed in a work situation for 45 hours, participate in a monthly seminar, and submit a term project related to the work experience. A written evaluation is provided by the employer. Students receive a grade of Pass or Fail

¹ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences.

² Course qualifies as Pathways Common Core 2E-Scientific World.

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 Processes¹

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: MA-010 or satisfactory score on the Mathematics Placement Test, and BE -122 (or BE-226)

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: PH-201 with a grade of C or better

Vector treatment of the static equilibrium of particles and rigid bodies. Equivalent force and couple systems. Distributed force systems. Application of basic analytical techniques to mechanical devices and structures. Centroids, center of gravity, moments of inertia. Friction and impending motion.

MT-345 Strength of Materials

3 class hours 3 credits Prerequisite: MT-341

Mechanics of materials. Analysis and design of members subjected to various combinations of loading. Stress and strain, beams, columns and members in torsion.

MT-346 Strength of Materials Laboratory

3 laboratory hours 1 credit Corequisite: MT-345

Offered in Spring

Strength of materials laboratory experiments to determine mechanical properties of engineering materials using ASTM standard procedures. Use of microcomputer in processing laboratory data.

MT-369 Computer Applications in Engineering Technology

2 class hours 3 Laboratory hours 3 credits

Prerequisites: MT-161 or MT-488

Essentials of applied computer technology used in the industrial environment. Students will advance their engineering skills by using state-of-the-art CAD/CAM MASTERCAM software to generate coding for CNC Machining and Turning Centers. Topics include creation of part geometry, stock sizing, material assignment, tool path generation, tool selection, entry of machining parameters, verification via solid model animation software, and post processing to generate a word address part program.

¹ 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. David Humphries, **Chairperson**

Dr. Beth Counihan, Dr. Regina Rochford, **Deputy Co-Chairpersons**

Professors: Kitty Bateman, Julia Carroll, Jean Darcy, David Humphries, Linda Reesman, Regina Rochford, David Shimkin, John Talbird, Jilani Warsi

Associate Professors: Trikartikaningsih Byas, Beth Counihan, Margot Edlin, Susan Jacobowitz, Zivah Perel Katz, Joel Kuszai, Jennifer Maloy, Jean Murley, Jan Ramjerdi, Jed Shahar

Assistant Professors: Kathleen Alves, Leah Anderst, Aliza Atik, Magdalena Bogacka-Rode, Elise Denbo, Melissa Dennihy, Noelia Diaz, Joan Dupre, Robin Ford, George Fragopoulos, Cary Lane, Matthew Lau, Christopher Leary, Robert McAlear, Vartan Messier, Benjamin Miller, Cara Murray, Angela Ridinger-Dotterman, William Ryan, Mark Schiebe, Ilse Schrynemakers, Danny Sexton, Kerri-Ann Smith, Meghmala Tarafdar, Elizabeth Toohey, Agnieszka Tuszynska, Weier Ye, Tanya Zhelezcheva

Lecturers: Alisa Cercone, Alison Cimino, Michael Dolan, Susan Hock, Susan Lago, Manuel Martinez, Holly O'Donnell, David Rothman, Tammi Rothman, Irvin Weathersby, John Yi

College Laboratory Technician: Mahir Hossain

Senior College Laboratory Technician: 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

Laura Wittmer, CUNY Office Assistant

For information about academic programs in English, contact the Department or the following advisers directly:

Writing Program Coordinator: Dr. John Talbird **Assistant Writing Program Coordinator:** Dr. Jennifer Maloy

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

PLACEMENT AND ADVANCED STANDING

On the basis of the New York State English Regents, the SAT, or the CUNY/CATW Test in Reading and Writing required of all students without previous college credits, students are assigned to:

- ENGL-101 (English Composition I)
- or ENGL-102 (English Composition II)

Students given advanced standing are exempted from ENGL-101 and ENGL-102. They must, however, complete an equivalent number of English course credits for a degree by choosing courses from the ENGL-200 series.

ELECTIVES

These courses emphasize critical reading and are open to all students who have completed ENGL-102 or have advanced standing. With special written permission, students may take electives concurrently with ENGL-102.

DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

Dr. Arnold Asrelesky Award for achievement in writing and literature by an Evening Student

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

DEVELOPMENTAL ENGLISH COURSES

The developmental courses cover such areas as reading, study skills, and composition. They are designed primarily for students who must raise their level of competence to the standard required for admission to courses of college level. They are also open to all students who wish to improve their reading comprehension, their study skills, and their ability to write clearly.

As a result of standard placement tests, one or more of these courses may be required before a student takes the regular college credit courses.¹

- BE-111, BE-112 / BE-121, BE-122

OR

- BE-203, BE-205 / BE-225, BE-226 (for ESL – English as a Second Language – students). ESL students with very limited skills in reading, writing, and speaking English should enroll in the CUNY Language Immersion Program. For information, call 718-281-5460.

For more information about the developmental courses contact the Department directly.

THE ACCELERATED LEARNING PROGRAM (ALP)

ALP allows students still in need of passing either the CATW or Reading exam to take ENGL-101, a course that is credit-bearing and that fulfills a general education requirement. ALP classes are a little smaller than other classes, creating a strong class community and allowing students a lot of time to work one-on-one with their instructor. In the ALP model at Queensborough, students with only one remedial need in reading or writing can enroll concurrently in an upper level writing (BE-112/BE-205) or an upper level reading (BE-122/BE-226) course and a linked ENGL-101 course. For more information on ALP, please visit our website: www.qcc.cuny.edu/alp.

¹ See section on “Developmental Reading and Writing Courses,” page 36.

ENGLISH COMPOSITION

ENGL-101 English Composition I² (1A¹)

3 class hours 1 conference hour 3 credits

Prerequisite: A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY Writing and Reading tests.

Note: Credit will not be given to students who have successfully completed ENGL-103.

Development of a process for producing intelligent essays that are clearly and effectively written; library work; 6,000 words of writing, both in formal themes written for evaluation and in informal writing such as the keeping of a journal. During the recitation hour, students review grammar and syntax, sentence structure, paragraph development and organization, and the formulation of thesis statements.

ENGL-102 English Composition II: Introduction to Literature² (1A¹)

3 class hours 1 conference hour 3 credits

Prerequisite: ENGL-101

Continued practice in writing combined with an introduction to literature: fiction, drama, and poetry. During the recitation hour, students review basic elements of writing and analytical and critical reading skills and research strategies.

INTRODUCTION TO THE DISCIPLINE

ENGL-201: Introduction to Literary Studies²

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

Critical study of the genre of poetry, including epic, narrative, and lyric poems.

ENGL-203 Readings in Drama

3 class hours 1 recitation hour 3 credits

Themes and conferences required Prerequisite: ENGL-102

Critical study of the genre of dramatic literature from the Greeks to the Moderns.

ENGL-204 Readings in Prose Fiction

3 class hours 1 recitation hour 3 credits

Themes and conferences required. Prerequisite: ENGL-102

Critical study of the short story, the novella, and the novel; readings in fiction of the past three centuries.

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*

Major British writers from the Anglo-Saxon period through the eighteenth century; principal genres - poetry (the dominant form in this period), romances, and plays.

ENGL-212 English Literature II: Nineteenth Century to Present

3 class hours 1 recitation hour 3 credits

Themes and conferences required

Prerequisite: ENGL-102 *Offered as needed*

Major British writers from the nineteenth century to the present: principal genres.

ENGL-213 World Literature I: Ancient through Renaissance

3 class hours 1 recitation hour 3 credits

Prerequisite: ENGL-102, or permission of the Department

Offered in Fall

An exploration of the ideas of some of the greatest writers through the Renaissance. Readings from the Bible and Greek drama, The Divine Comedy and The Canterbury Tales, Don Quixote, Hamlet, and Paradise Lost. Emphasis on the varied ways our ancestors looked at love and war, heaven and hell.

ENGL-214 World Literature II: Masterpieces from the Eighteenth to the Twentieth Centuries

3 class hours 1 recitation hour 3 credits

Prerequisite: ENGL-102, or permission of the Department

Offered in Spring

Emphasis on the writer as interpreter of changing culture, science, and psychology, and as creator of imaginative forms; selections from Swift, Voltaire, Rousseau, Goethe, Dostoyevsky, Joyce, Sartre, and Camus.

ENGL-215 American Literature I: Colonial Period to American Renaissance

3 class hours 1 recitation hour 3 credits

Themes and conferences required

Prerequisite: ENGL-102 *Offered as needed*

Major American writers from the Colonial period to the American Renaissance; study of text in historical perspective.

ENGL-216 American Literature II: Civil War to Present

3 class hours 1 recitation hour 3 credits

Themes and conferences required

Prerequisite: ENGL-102 *Offered as needed.*

Major American writers from the decade preceding the Civil War to the contemporary period; study of texts in historical perspective.

¹ Course qualifies as Pathways Common Core 1A-English Composition.

² Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academics and Programs of Study.

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, such as those of Africa, Australia, the Caribbean, Great Britain, Asia, and the United States.

WRITING STUDIES

ENGL-220 Introduction to Creative Writing

4 class hours 4 credits Prerequisite: ENGL-102

A workshop class that introduces writers to the elements of poetry, fiction, drama, and creative nonfiction. Students explore through their own writing and reading of published writers the conventions of each genre, the interrelationships between them, the diversity of expression possible in each. Students will engage in in-class writing exercises, group writing, workshop critique, technique-specific practices, reading and group discussion with the aim of creating a collection of creative work from 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

Critical study of the short story, novella, and novel with emphasis on techniques helpful to young writers. Students submit samples of their work for classroom discussion.

ENGL-222 Creative Writing: Poetry

3 class hours 1 recitation hour 3 credits

Themes and conferences required

Prerequisite: ENGL-102 Offered as needed

Critical study of poetry with emphasis on techniques helpful to young writers. Students submit samples of their work for class discussion.

ENGL-231, 232 Special Topics in Writing Studies

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 will include but not be limited to:

- Reading and Writing about Crime and Murder
- Reading and Writing about the Immigrant Experience
- Finding Nurture in Nature: Reading and Writing about the Natural World
- Reading and Writing about Place: Geography, Travel, and Identity
- Reading and Writing about War
- Be Home Before Dark: Reading and Writing about Family
- Navigating Difference: Reading and Writing about Being "Other"
- Love, Lust and Romance: Reading and Writing about Love
- I Can't Believe I Ate the Whole Thing: Reading and Writing about Food
- Reading and Writing about Prison, Criminality and the Law
- Writing for Children and Young Adults
- The Teaching of Writing
- Multimedia Writing

JOURNALISM, MEDIA & CULTURAL STUDIES

ENGL-241 Introduction to Journalism; Editing Principles and Practices

3 class hours 2 laboratory hours 4 credits

Prerequisite: ENGL-102

An introduction to journalistic practice through teaching and developing of those writing skills fundamental to the work of reporters and editors. Straight news, feature, and editorial writing are stressed along with the principles and practices of general editing and copy editing. Students learn to edit, revise, cut, and expand written material to make it suitable for publication in the school newspaper and for professional publication.

ENGL-242 Documentary Film: The New Journalism

2 lecture hours 2 screening lab hours 3 credits

Prerequisite: ENGL-102 Offered as needed

A study of film as a form of contemporary "journalism" that employs proven methods of persuasion and manipulation. It focuses on the power of the medium to record and reveal - but also to distort - aspects of the real world. Documentary films and television newsreels are examined in order to judge the validity of their claims for capturing the "truth" of events. A variety of films, including war documentaries, sociological "essays," and rock concerts, will be screened and compared to rhetorical and journalistic models. Instruction on writing strategies and techniques specific to audio/visual media.

ENGL-251 Popular Culture

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

A comparative investigation of the narrative and non-narrative methods and modes of literature and film, their similarities and differences. Novels, plays, short stories, and films are studied. Screenings. Instructions on writing strategies and techniques specific to audio/visual media.

TOPICS IN LITERATURE

ENGL-261 Autobiography

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

Study your city, the most influential in the world. Readings will include the rich literature about New York, from Washington Irving to Tom Wolfe, as well as The New York Times. Write about the New York you know and the one you'll discover.

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

Prerequisites: 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 II: Feature and Magazine Article Writing

3 class hours 1 recitation hour 3 credits

Prerequisite: ENGL-214 Offered as needed

A continuation of the principles and practices of print journalism established in ENGL-241 with an emphasis on the non-deadlined "soft news" or feature article suitable to special interest areas of newspapers or magazines.

ENGL-321, 322 Cooperative Education in Journalism

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

Works of such writers as Richardson, Melville, Joyce and others who have contributed to the development of the novel in the English language.

ENGL-502 Modern Drama

3 class hours 3 credits Prerequisite: ENGL-102

Offered as needed

Modern drama as represented in the works of such authors as Ibsen, Strindberg, Ionesco, and Albee.

ENGL-503 Shakespeare in Elizabethan Drama

3 class hours 3 credits Prerequisite: ENGL-102

Offered in Spring or Fall

Intensive study of selected plays of Shakespeare.

ENGL-504 The Bible as Literature

3 class hours 3 credits Prerequisite: ENGL-102

Offered as needed

Study of the Old and New Testaments as an anthology of poetry, folklore, history, proverbs, letters, and drama; the influence of the Bible on literature, art, and music.

ENGL-505 Children's Literature

3 class hours 3 credits Prerequisite: ENGL-102

Offered as needed

A study of literature for children from its deep cultural roots in myth and legend to its contemporary manifestations as both a reflection and a determiner of modern society.

ENGL-591, 592 Special Topics in Literature

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. Topics will include but not be limited to:

- Women in Literature
- Afro-American Literature
- Asian-American Literature
- Love and Sexuality
- The Experience of War
- Growing Up
- The Search for Identity
- Literature of Madness and the Irrational
- Views of Aging in Literature
- The Individual and the Community
- The Literature of Revolt
- The City in Literature
- The Immigrant Experience
- The American Dream
- The Graphic Novel

ENGLISH DEVELOPMENTAL COURSES

DEVELOPMENTAL READING AND WRITING

BE-111 Development of Composition Skills

3 class hours 1 recitation hour 1 laboratory hour 0 credit

First course of a two-semester sequence in writing skills for students with fundamental writing problems who require extensive instruction prior to BE-112, as determined by a standard skills assessment or placement test and screening results. Grammar and usage, sentence structure, and facility with paragraph development stressed. To be followed by BE-112, except upon Departmental waiver.

BE-112 Composition Workshop

3 class hours 1 recitation hour 0 credit

Prerequisite: BE-111 or placement in BE-112

Pre- or co-requisite: BE-122 or Exempt Reading

If a student receives a grade of "R" two times, he/she cannot repeat the course. Instead, the student must enroll in a repeaters' workshop.

For students with special writing problems who need intensified instruction, as determined by a standard skills assessment or placement test and screening results. Paragraph and essay composition and preparation of reports stressed, with emphasis on organization, thought development, and grammar.

BE-121 Development of Reading Skills

3 class hours 1 recitation hour 0 credit

First course of a two-semester sequence designed for intensive instruction in fundamental reading skills. Emphasis placed on developing word recognition, comprehension, reference techniques, and introductory note-taking skills. The skills include phonics, word structure analysis, sentence meaning, and the organization of ideas in a simple outline. BE-121 will be followed by BE-122 except upon Departmental waiver.

BE-122 College Reading and Study Skills Improvement

3 class hours 1 recitation hour 0 credit

Prerequisite: BE-121 or placement in BE-122

If a student receives a grade of "R" two times, he/she cannot repeat the course. Instead, the student must enroll in a repeaters' workshop.

Workshop in college reading improvement to help develop reading skills and effective use of time in required college reading. Emphasis on organizing ideas, increasing speed, improving comprehension and interpretation, developing vocabulary, and reading to remember facts.

ENGLISH AS A SECOND LANGUAGE (ESL)

Note: Students who receive a reading placement "Language Immersion" have placed too low to take the remedial reading and writing courses offered by the English Department. They should enroll in the CUNY Language Immersion Program (CLIP). For information call 718-281-5460

BE-203 Intermediate Composition for ESL Students

3 class hours 1 recitation hour 1 laboratory hour 0 credit

Prerequisite: BE-201 or Placement in BE-203

This course is intended for students who are judged to need additional preparation before taking BE-205, based on the results of the departmental examination administered in BE-201. Emphasis is on intermediate grammar, paragraph development, and writing the short composition. Students must demonstrate competence in writing a short composition in order to pass a Departmental examination before taking BE-205.

BE-205 Advanced Composition for ESL Students

3 class hours 1 recitation hour 1 laboratory hour 0 credit

Prerequisite: BE-201 and BE-203 (if required) or placement in BE-205. Pre- or co-requisite: BE-226 or Exempt Reading.

If a student receives a grade of "R" two times, he/she cannot repeat the course. Instead, the student must enroll in a repeaters' workshop.

Designed for students who speak English as a second language and have had some experience in English composition, but who still require remedial work before taking content area courses. It is also the final course of the sequence for ESL students with serious writing deficiencies. Emphasis is on advanced grammar and organizing and writing a five-paragraph essay.

BE-225 Basic Reading Skills for ESL Students

3 class hours 1 recitation hour 0 credit

First course of a two-semester sequence (with BE-226) for students who speak English as a second language and who are in need of intensive instruction in fundamental reading and communication skills. Emphasis is placed on development of word recognition skills, knowledge of English idioms, listening skills, and literal comprehension. These skills include phonics and pronunciation, word structure analysis, dictionary use, multiple meanings of words, language patterns in reading, following directions, and basic note-taking skills from oral presentations.

BE-225 is followed by BE-226, except upon Departmental waiver.

BE-226 College Reading and Study Skills for ESL Students

3 class hours 1 recitation hour 0 credit

Prerequisite: BE-225 or placement in BE-226

If a student receives a grade of "R" two times, he/she cannot repeat the course. Instead, the student must enroll in a repeaters' workshop.

Designed for students who speak English as a second language who need to develop college-level reading and study skills. It is also the second course of a two-semester sequence (with BE-225) for students with serious skill deficiencies in reading. Emphasis is placed on development of fluency, patterns of organization in text type material, vocabulary in context, note-taking skills, test-taking skills, library and reference techniques, and knowledge of English idioms.

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

Humanities Building, Room 217 • Telephone: 718-631-6259 • Fax: 718-631-6261

Dr. Laura Sabani, *Chairperson*

Professors: Antonella Ansani, Aránzazu Borrachero, Lorena Ellis, Maurizio Santoro

Associate Professors: Luisa Garcia-Conde, Maan (Jenny) Lin, Jose Luis Madrigal, José Osorio, Eladia Raya, Sharon Reeves, Laura Sabani

Assistant Professors: Wei Lai, Melida Sanchez

Lecturers: Indra Avens, Umberto D'Arista

College Laboratory Technician: Darryl A. Williams

Adjunct Faculty: approximately 25 each year

Professors Emeriti: Anne-Marie Bourbon, Gerardo Ciarambino, Elliot S. Glass, Isabel H. Norman, Maria E. Stoffers

Office Personnel:

Rosalyn Smernoff, CUNY Administrative Assistant

Mary Flohr, College Assistant

PROGRAM OF STUDY:

- **LIBERAL ARTS AND SCIENCES**
(A.A. Degree Program)
Concentration in International Studies

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 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 (2A¹)

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 (2A¹)

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 (2A¹)

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 (2A¹)

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 (2A¹)

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.

¹ 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 (2A¹)

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 (2A¹)

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, 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 (2A¹)

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 fulfill 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 (2A¹)

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.

¹ 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.

¹ 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 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 Spanish for Medical Personnel I

4 class hours 4 credits Course equivalent to LS-111, or the first semester of the basic language requirement

Elements of Spanish grammar and orthography with emphasis on the vocabulary, scientific terms, and idioms necessary to communicate with Spanish speaking patients.

LS-213 Intermediate Spanish I (2A¹)

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 (2A¹)

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 (2A¹)

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 (2A¹)

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 (2A¹)

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 (2A¹)

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 (2A¹)

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 (2A¹)

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 (2A¹)

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.

¹ 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: Emily Berry, Rosemary Iconis, Young K. Kim, Isabella Lizzul, Andrea Salis, Alicia Sinclair

Assistant Professors: Rezan Akpınar, Daniel Armstrong, Jason Demas, Aviva Geismar, Nicole McClam, Anthony Monahan,

Lecturers: Gene Desepoli, Sue Garcia, Peter Marchitello

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:

Barbara Bucholtz, CUNY Administrative Assistant

Cathy Murawski, College Assistant

For information about the academic programs in the Department of Health, Physical Education, and Dance, contact the Department or the following advisers directly:

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: Prof. 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

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

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

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.

Students who are required to take BE-111, BE-112, BE-121, or BE-201, BE-203, BE-205, or BE-225 **must** take HE-101.

WITHDRAWAL FROM A COURSE

Students wishing to withdraw from a physical education, dance, or health education course must file the appropriate form in the Office of the Registrar and have it officially approved in order to avoid receiving a grade of WU or INC. Uniform and equipment records must be cleared by returning issued items prior to approval of withdrawal requests.

MEDICAL REGULATIONS

- **To withdraw from a course for any medical reason**, the student must make an official request which must be accompanied by a physician's report. These must be submitted to the Health Services office for approval.
- **Students who are medically restricted** must be assigned to modified activity by the Health Services Office. Graduation requirements in physical education and/or dance for such students must be satisfied by substituting activities approved by the student's primary medical provider.
- **A request for a Waiver for Medical Reasons** of any required course in physical education and/or dance must be approved by the student's primary medical provider upon admission to the College, or upon the first appearance of any new medical problem.
- **Program Limitations or Waivers.** Waivers requested for medical reasons, consideration of age, or any other extenuating circumstances, require the written approval of the chairperson of the Department.
 - (a) *Students medically restricted by the student's primary medical provider* will be assigned to appropriate courses.
 - (b) *Students over 35 years of age* may request an interview with the chairperson of the Department to discuss a special program to fulfill their requirements.

VETERANS

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.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND DANCE

HEALTH AND PHYSICAL EDUCATION IN THE EVENING

An extensive program of courses in health and physical education is offered in the Evening, Summer, and Continuing Education programs. Consult the Schedule of Classes published every semester for additional information. Evening students are also encouraged to participate in day intramural recreation, as well as other special events and programs offered during the evening hours and/or weekends.

UNIFORM REGULATIONS

All students participating in physical education and/or dance classes, intramurals, or recreation activities in Robert F. Kennedy Hall are required to wear appropriate athletic attire and footwear. Students who fail to return all uniform items will receive a grade of "INC" (Incomplete) in the physical education and/or dance courses in which they are registered.

PLEASE NOTE: The Registrar will not issue a transcript until such arrears are cleared.

INTRAMURALS

Intramural recreation and competition are conducted in the following sports for both men and women: archery, badminton, basketball, fencing, handball, paddleball, soccer, softball, swimming, table tennis, touch football, track and field, volleyball, and power lifting. Awards are presented for individual and team tournaments. Intramural activities are conducted during club hours, evenings, and weekends. Other activities are included according to student interest. The intramural schedule is available on the Queensborough Website and in the Health, Physical Education, and Dance Department office (RFK Hall, Room 216).

INTERCOLLEGIATE ATHLETICS

Queensborough Community College offers intercollegiate athletics in the following sports:

Fall: Men's Soccer, Women's Volleyball, Men's and Women's Cross Country

Winter: Men's and Women's Basketball, Men's and Women's Swimming, Men's and Women's Indoor Track and Field

Spring: Men's Baseball, 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, volleyball, and karate. 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 health education will pay a \$5.00 special services charge for each course. Certain health and physical education courses carry additional charges as indicated in the course descriptions and the Tuition and Fees section of this catalog.

HEALTH, PHYSICAL EDUCATION AND DANCE COURSES

MASSAGE THERAPY: HEALING ARTS

HA-100 Foundations of Therapeutic Massage

3 hours 3 credits

Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory placement on the CUNYACT Assessment Test
Open to Massage Therapy majors only

An introduction to the massage therapy profession. Topics will include: the history and role of massage therapy in health and illness, different styles of bodywork, ethics and professionalism, research literacy, and self-care practice. Note: This is not a hands-on course.

HA-101 Eastern Massage I

1 hour lecture 3 hours laboratory 2 credits

Corequisite: BI-301 All prerequisites must be completed with a grade of C or better Offered in Fall or Spring semester

This course combines lecture, focused on expanding the student's understanding of Eastern healing and traditional Chinese medicine, with practicum experience in the foundational techniques of Shiatsu. Drawing upon concepts introduced in Eastern anatomy and physiology, the student learns the palpatory skills necessary to administer an effective full-body Shiatsu treatment. Proper body mechanics, fluidity, and stretching techniques are emphasized in the practicum.

HA-102 Western Massage I

1 hour lecture 3 hours laboratory 2 credits

Corequisite: BI-301 All prerequisites must be completed with a grade of C or better Offered in Fall or Spring semester

This course will focus on developing a firm foundation in Western, or what is most commonly referred to as "Swedish" style massage. The history of Western massage, its basic techniques, benefits and contraindications for their use will be discussed. Proper use of oils, massage tables, draping and bolstering methods will be introduced. High emphasis will be placed in the practicum on modeling proper body mechanics necessary to execute techniques efficiently and safely.

HA-103 Eastern Massage II

1 hour lecture 3 hours laboratory 2 credits

Prerequisites: HA-100, HA-101, and BI-301

All prerequisites must be completed with a grade of C or better Offered in Fall or Spring semester

This course combines lecture, focused on presenting more in-depth concepts in Eastern healing, with practicum experience in intermediate level techniques in Shiatsu. It builds upon the foundation established in Eastern Massage I as the student learns the intellectual concepts and palpatory skills necessary to develop more complex and individually tailored Shiatsu treatments. Proper body mechanics, fluidity, and stretching techniques continue to be emphasized in the practicum as students learn additional techniques to deepen their practice.

HA-104 Western Massage II

1 hour lecture 3 hours laboratory 2 credits

Prerequisite: HA-102; *corequisite:* BI-331

All prerequisites must be completed with a grade of C or better Offered in Fall or Spring semester

This course will expand on the material and skill learned in Western Massage I. Advanced deep tissue and stretching techniques will be explored, as well as working with clients in sidelying position and seated in a chair. Students will learn approaches for using massage in pre-and post-event sport situations, along with cramp relief techniques and heat and cold application. Also introduced will be basic assessment and treatment documentation skills necessary for focused therapeutic massage work.

HA-201 Eastern Massage III

1 hour lecture 3 hours laboratory 2 credits

Prerequisite: HA-103 (completed with a grade of C or better) Offered as needed

This course combines lecture, focused on presenting the advanced concepts of Eastern healing, with practicum experience in advanced level techniques in Shiatsu. It builds upon the foundations established in Eastern Massage I & II as students further refine their intellectual and palpatory skill. Students learn how to evaluate the energetic state of a client, and develop a professional treatment strategy that includes appropriate documentation. Proper body mechanics, fluidity, and stretching techniques continue to be emphasized in the practicum. Students are also introduced to other Eastern healing methods.

HA-202 Western Massage III

1 hour lecture 3 hours laboratory 2 credits

Prerequisite: HA-104 (completed with a grade of C or better)

Corequisite: HA-203 Offered in Fall or Spring semester

This course continues the learning of techniques and skills taught in previous Western massage classes and prepares students in the use of therapeutic massage applications. Advance techniques such as trigger point release, orthopedic assessment testing, and treatment plan design will be discussed for common injuries and conditions.

HA-203 Massage Practicum I

6 hours laboratory 2 credits

Prerequisite: BI-331; *co-requisites:* HA-220 and 202.

All prerequisites must be completed with a grade of C or better Offered in Fall or Spring semester

Prepares students for the practice of massage with a healthy population in a variety of settings under direct supervision. Drawing on the techniques and skills learned in Eastern and Western Massage, students gain the experience and confidence needed for the successful practice of Swedish massage, Shiatsu, chair massage, and sports massage. Therapeutic modalities complementary to the practice will also be presented.

HA-204 Massage Practicum II

9 hours laboratory 3 credits

Prerequisite: HA-203; *co-requisite:* HA-221.

All prerequisites must be completed with a grade of C or better. Offered in Fall or Spring semester

This course prepares students to treat clients with clinical conditions. Working under direct supervision, students will assess client conditions and develop treatment plans for clients utilizing both Western and Eastern massage techniques. Treatment plans are charted and outcomes are evaluated. First aid safety procedures are also discussed.

HA-205 Professional Issues in Massage Therapy

2 hours 2 credits *Corequisite:* HA-204

Offered in Fall or Spring semester

Prepares students to enter a career in massage therapy. Foundational business theory and skills needed to build and maintain a practice in a variety of settings will be discussed, including marketing strategies, networking and making appropriate referrals. Professional ethics and management of more complex client/therapist situations will be addressed.

HA-206 Pregnancy Massage

1 hour lecture 3 hours laboratory 2 credits

Prerequisites: CPR and First Aid Certification, BI-302, BI-331,

HA-101, HA-104; or permission of instructor

Offered in Fall or Spring semester

This course provides in-depth knowledge needed to offer safe and effective massage treatments to pregnant clients. The anatomy and physiology of body changes and complications, benefits, indications, and cautions of pregnancy massage, along with massage techniques, Eastern and Western, for common discomforts during pregnancy are included along with communication, ethical considerations, and documentation. The course also prepares students to give safe and effective massage to women during labor and childbirth as well as during the postpartum period.

HA-207 Hospital-Based Massage

1 hour lecture 3 hours laboratory 2 credits

Prerequisites: CPR and First Aid Certification, medical clearance, liability/malpractice insurance, BI-302, BI-331, HA-101, HA-104, and permission of instructor

Offered in Fall or Spring semester

This course is designed for students majoring in Massage Therapy or Nursing who plan to provide massage for seriously ill patients in a hospital setting, with an emphasis on oncology massage. It includes medical terminology, devices, and documentation. The course presents an overview of complementary and alternative therapies, including energy-based techniques that are commonly used with seriously ill patients, along with how to modify massage therapy according to patients' needs. Students will gain practical experience providing massage in the hospital.

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

Note: Students interested in pursuing a pre-major in health education may select appropriate courses from the HE-100 series with the assistance of a pre-major Departmental adviser.

HE-101 Introduction to Health Education¹

2 class hours 1 credit Students who are required to take BE-111, 112 or BE-201, BE-203, BE-205, or BE-121 or BE-225 must take HE-101. Students may not receive credit for both HE-101 and HE-102

An introductory course in personal and community health designed specifically for students who have been placed in Academic Literacy reading and/or writing, or The English as a Second Language sequence. Topics include mental health, addictions and dependencies, sex and sexuality, diet, exercise and weight control, the major diseases and their relation to morbidity and longevity. In addition, students are required to attend Health Lecture Series Programs and/or related field experiences as a complement to classroom activities.

HE-102 Health, Behavior and Society¹

2 class hours 2 credits Corequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test. Students may not receive credit for both HE-101 and HE-102

This fundamental course focuses on the relationship between health and human behavior by exploring the psychological, biological, and socio-cultural perspectives of health. Topics for discussion emphasize disease prevention and lifelong health promotion for the individual and the community. Learning experiences are designed to enable students to develop analytical reasoning skills in order to make informed health decisions and to promote and maintain wellness across diverse cultures. This course will examine major health areas of importance to the individual and society including nutrition, mental health, stress, sexuality, exercise science and addictions.

HE-103 Fundamentals of Human Nutrition¹ (2E²)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Fundamentals of Human Nutrition provides an integrated overview of the physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations. Nutrient requirements under varying conditions of growth will be explored as well as calculations and computations of nutrient composition of selected food groups, and diets.

HE-104 Addictions and Dependencies¹

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 Sexuality¹ (2E²)

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 Education¹

3 class hours 1 laboratory hour 3 credits

Prerequisite: BE-112 or BE-205, BE-122 or BE-226, or satisfactory score on the CUNY/ACT Assessment Test

Provides a basic understanding of the causes and effects of accidents in our lives. Prevention of accidents and emergency care are the focus. Students successfully completing this course will be awarded an American Red Cross Standard First Aid Certificate.

HE-107 Mental Health: Understanding Your Behavior¹ (2E²)

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 Fitness¹ (2E²)

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 laboratory 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 Resuscitation¹

1 class hour 1 credit

Basic life support knowledge and skills in cardiopulmonary resuscitation developed, including artificial circulation, artificial respiration, and clearing obstructed airways. Upon successful completion of the course, students will receive CPR Certification.

HE-111 Stress Management¹

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.

¹ Students in HE-101, HE-102, HE-103, HE-104, HE-105, HE-106, HE-107, HE-108, HE-110, and HE-111 must pay a special supplies and services fee of \$5.00

² 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 Technician¹

9 class hours 55 laboratory hours 9.5 credits

Prerequisite: A valid CPR (Cardio-Pulmonary Resuscitation) Certificate or HE-110.

This course prepares the student for EMT (Emergency Medical Technician) certification. The content and sequence of the course material are mandated by the State of New York Department of Health, Bureau of Emergency Health Services. Meets national educational guidelines for Emergency Medical Technician Educational standard.

HE-201 Emergency Medical Technician Refresher¹

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 215.

TEAM SPORTS AND COMBATIVES

All of the following courses carry 1 credit and meet for 2 laboratory hours. Please note prerequisites where required.

PE-401 Basketball

2 hours 1 credit

This course will introduce students to all of the fundamental skills of basketball: footwork, passing, shooting, rebounding, dribbling, defense and boxing out. The course will include executing some basic strategies such as give and go, screen and roll, and backdoor cuts. It will cover the rules of the game with a chance to officiate and keep a scorebook. The course will offer opportunities for competitive games with an emphasis on teamwork and sportsmanship.

PE-408 Self-Defense

2 hours 1 credit

This course is designed to give participants the knowledge and skills necessary to protect themselves in a potentially violent situation. Students will learn a variety of escape strategies, assertiveness skills, and practical self defense techniques to defend against the unarmed and armed assailant, including blocks, strikes, kicks, throws, sweeps, distractions and pressure points.

PE-409 Soccer

2 hours 1 credit Offered as needed

The game of soccer is considered one of the fastest growing sports in America to date. This course is designed to introduce the basic skills, such as kicking, passing, dribbling and shooting, necessary for participation in the high endurance sport. Rules of the game, basic offensive and defensive strategies will also be introduced.

PE-410 Softball

2 hours 1 credit

An opportunity for students to develop a better understanding of the sport of softball. Students will learn proper terminology and basic skills. Everyone will participate in drills to enhance softball skills, flexibility, fitness and strength; and improve in specific areas such as throwing, fielding, base running, hitting, bunting, pitching and catching.

PE-412 Touch Football

Offered as needed

PE-415 Beginning Volleyball

2 hours 1 credit

This course offers students the opportunity of learning how to play the game of volleyball. Included in the instruction are the individual skills necessary to play the game: passing, setting, serving and spiking. In addition, simple team offensive and defensive strategies will be presented and practiced. At the end of the course, the students will be tested on their knowledge of the rules of the game.

PE-416 Weight Training

2 hours 1 credit

This course is designed to help men and women to improve muscular strength and cardiovascular efficiency through the application of scientific methods of weight training. The main emphasis of the classwork will focus on practical exercise and progressive weight training, and students will have a better understanding of their bodies.

PE-425 Intermediate Volleyball

2 hours 1 credit

Prerequisite: PE-415, or permission of the Department

This course is designed for the intermediate volleyball player. The purpose of this course is to improve volleyball skills. Students will be participating in highly developed volleyball drills and play associated with collegiate volleyball. Students will be introduced to intermediate offensive skills with much emphasis placed on techniques and total team play.

PE-441 Introduction to T'ai Chi

2 hours 1 credit

The purpose of this course is to introduce and integrate T'ai-Chi as a daily exercise. Students will develop an appreciation of the history and philosophy of this ancient exercise. In addition, students will learn T'ai-Chi breathing, warm-up exercises, and 38 postures of the Yang form.

¹ 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 Offered as needed

Designed for beginner badminton players. Fundamental techniques are studied and practiced. Topics include strokes, rules, singles and doubles strategy. Students will play in singles and doubles class tournaments.

PE-510 Golf

2 Lab hours 1 credit

Designed to teach beginners the basic skills of the sport. Topics include: variations of the swing, equipment, rules, etiquette, putting, chipping and most other shots. The class will travel to a local driving range to practice, in addition to practice in the gymnasium.

PE-512 Handball

2 Lab hours 1 credit

Designed to teach the beginning handball player fundamental skills and strategy, game procedures, officiating and scoring.

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 Swimming¹

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 Swimming¹

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 Training¹

2 hours 1 credit

Prerequisite: satisfaction of American Red Cross entry standards (test administered by the Department prior to coursework).

This course will teach students the skills and knowledge needed to prevent and respond to aquatic emergencies quickly and effectively. Upon successful completion of the course and all Red Cross requirements students will be eligible to receive certification for lifeguarding and CPR through the American Red Cross.

PE-523 Beginning Tennis

2 hours 1 credit

This course covers the basic strokes in the game of tennis: the forehand and backhand ground strokes as well as the forehand and backhand volley. The overhead serve will be taught. The rules and strategies of singles and doubles play will be discussed.

PE-529 Slimnastics

2 hours 1 credit Offered as needed

This course covers the basic elements of health and fitness, including cardiovascular fitness, strength training, flexibility and nutrition. Students are introduced to a variety of exercises with the ultimate goal of achieving and maintaining a well rounded personal fitness regimen.

PE-530 Yoga

An introduction to the self-development system composed of a series of postures or poses (asanas in Sanskrit). These asanas promote health, relaxation and discipline in the mind.

PE-531 Table Tennis

2 hours 1 credit Offered as needed

PE-532 Yoga II

2 hours 1 credit Offered as needed

Continuation and expansion of asanas with deeper focus on self discipline and self awareness.

PE-540 Introduction to Physical Fitness

2 hours 1 credit Offered as needed

A comprehensive approach to preparation of a physically active lifestyle, this course focuses on building sound exercise and activity habits that can carry on throughout one's lifetime. Emphasis will be on an extensive review of physical fitness components, design and initiation of a personal fitness plan, and active engagement during fitness activities

PE-541 Aerobic Exercise

2 hours 1 credit

Designed to assist students in achieving a healthy body through a successful combination of safe, effective exercises and fun.

PE-543 Swim for Fitness

2 hours 1 credit *Prerequisite: Must be able to swim 25yards/freestyle without stopping.*

Improvement of overall physical conditioning through swimming. Introduction to the fundamental principles of physical conditioning and their application to swimming. Under the instructor's direction and utilizing both traditional and novel aquatic activities, development of programs of conditioning will be designed to meet the student's personal needs. Restricted to intermediate and advanced swimmers.

PE-545 Fitness Walking

2 hours 1 credit Offered as needed

This course is designed to give students a basic working knowledge of cardiovascular fitness using walking, the nation's most popular form of exercise. Other topics covered include proper form, flexibility, stress management, motivation, and current fitness topics. This class is tailored to meet the needs of students at all levels.

PE-550 Sports Conditioning

2 class hours 1 credit Offered as needed

A comprehensive approach to preparation for athletic or recreational competition. This course will focus on improvement of fitness components and skills as they pertain to sports activity. This instructional activity course will also address pertinent topics such as: nutrition, body composition, aerobic endurance, muscular power, flexibility and injury prevention.

PE-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-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.

¹ 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-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-823 Water Safety Instructor's Course

1 class hour 2 laboratory hours 2 credits

Offered as needed

Prerequisite: Advanced Life-Saving Certificate

Method and administration of aquatic programs in summer camps, school programs, and recreation centers. Includes pool, ocean, and camp waterfront safety and sanitation procedures and swimming, diving, and life-saving techniques. Fulfills requirements of the American Red Cross Water Safety Instructor's Certificate.

PE-825 Introduction to Exercise Science

3 hours 3 credits

A comprehensive review of the field of exercise science including: scope of practice, career opportunities, critical issues, foundations of exercise physiology and biomechanics, and behavioral and social dimensions of exercise. In-class lectures will be augmented with performance lab work, multi-media presentations, guest professionals, and opportunities to observe practices in the field.

PE-841 Camp Leadership

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 (2C¹)

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 or Aviva Geismar 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.

Theoretical and structural basis for dance movement. Principles of developing skills; observation and evaluation of human movement applicable to dance skills. Introduction to Laban analysis and applied movement analysis.

DAN-124 Beginning Modern Dance for Majors

4 hours 2 credits Prerequisite: for Dance majors only or permission of instructor

Beginning Modern Dance for Majors is an introduction to Modern Dance. It places emphasis on preparing dance majors with little experience or no background in dance to be able to develop technique.

DAN-125 Advanced Beginning Modern Dance I

4 hours 2 credits Offered as needed
Prerequisite DAN-124 or permission of Department

A continuation of DAN-124, this course will continue to develop movement and alignment skills and will introduce choreographic concepts and terminology.

DAN-126 Advanced Beginning Modern Dance II

4 hours 2 credits Offered as needed
Prerequisite DAN-125 or permission of instructor

Advanced Beginning Modern Dance II is a continuation of Advanced Beginning Modern Dance I. It places greater emphasis on building technique at a low intermediate level to prepare dance majors for Advanced Beginning Modern III and intermediate Modern Dance as well as to transfer into four-year degree programs.

DAN-127 Advanced Beginning Modern Dance III

4 hours 2 credits Offered as needed
Prerequisite DAN-126 or permission of instructor

Advanced Beginning Modern Dance III is a continuation of Advanced Beginning Modern Dance II. It places greater emphasis on building technique towards an intermediate level to prepare dance majors for Intermediate Modern Dance as well as to transfer into four-year degree programs.

DAN-134 Beginning Ballet for Majors

4 hours 2 credits Offered as needed

Prerequisite: For Dance majors only or permission of instructor

Beginning Ballet for Majors is an introduction to Ballet. It places emphasis on preparing dance majors with little experience or no background in dance to be able to develop technique.

DAN-135 Advanced Beginning Ballet I

4 hours 2 credits Offered as needed

Prerequisite: DAN-134, or permission of the Department

A traditional class for students who are already acquainted with the rudiments of ballet. A barre will be followed by adagio and allegro work in center. Traveling combinations will challenge the student in performance technique and styles.

DAN-136 Advanced Beginning Ballet II

4 hours 2 credits Offered as needed

Prerequisite: DAN-135, or permission of the instructor

Advanced Beginning Ballet II is a continuation of Advanced Beginning Ballet I. It places greater emphasis on building technique at a low intermediate level to prepare dance majors for Advanced Beginning Ballet III and intermediate Ballet as well as to transfer into four-year degree programs.

DAN-137 Advanced Beginning Ballet III

4 hours 2 credits Offered as needed

Prerequisite: DAN-136, or permission of the instructor

Advanced Beginning Ballet III is a continuation of Advanced Beginning Ballet II. It places greater emphasis on building technique towards an intermediate level to prepare dance majors for Intermediate Ballet as well as to transfer into four-year degree programs.

DAN-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.

¹ Course qualifies as Pathways Common Core 2C-Creative Expression.

HEALTH, PHYSICAL EDUCATION AND DANCE COURSES

DAN-220 Intermediate Modern Dance I

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-123, or permission of the Department

Designed to develop intermediate-level modern dance skills with emphasis on technique and movement phrasing.

DAN-221 Intermediate Modern Dance II

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-220, or permission of the Department

Continuation and expansion of concepts and techniques introduced in Intermediate Modern Dance I with emphasis on the learning and execution of dance phrases of increasing complexity. Students enrolling in DAN-221 after taking DAN-220, or the reverse, have greater responsibility and advanced assignments in all areas of course work.

DAN-222 Intermediate Modern Dance III

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-221, or permission of instructor

Intermediate Modern Dance III is a continuation of Intermediate Modern Dance II. It places greater emphasis on building technique on a more advanced level to prepare dance majors to transfer into four-year degree programs.

DAN-230 Intermediate Ballet I

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-131, or permission of the Department

Designed to develop intermediate classical ballet terminology and technical skills. Compositional and performance techniques explored through the ballet idiom.

DAN-231 Intermediate Ballet II

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-230, or permission of the instructor

Intermediate Ballet II is a continuation of Intermediate Ballet I. It places greater emphasis on building technique on an intermediate/advanced level to prepare dance majors to transfer into four-year degree programs.

DAN-232 Intermediate Ballet III

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-231, or permission of the instructor

Intermediate Ballet III is a continuation of Intermediate Ballet II. It places greater emphasis on building technique on a more advanced technical level to prepare dance majors to transfer into four-year degree programs.

DAN-249 Modern Dance Improvisation

4 studio hours 2 credits Offered as needed

Prerequisite: DAN-125, or permission of the instructor

This course is an introduction to modern dance improvisation. Methods of accessing authentic movement as well as an understanding of how to develop and perform an improvisation score will be addressed.

DAN-251 Choreography I

1 class hour 2 studio hours 2 credits Offered as needed

Prerequisite: DAN-249, or permission of the Department

In Choreography I, students will explore the process of creating dance based on the elements of dance-time, space and energy/movement quality. Improvisation will be used as a method of creating movement material. Choreographic devices and compositional structures will be explored. Students will be encouraged to develop their own creative voices, and to critically evaluate their own and their classmates' works.

DAN-252 Contact Improvisation

2 class hours 1 credit Offered as needed

Prerequisite: DAN-250, or permission of the instructor

This course is an introduction to contact improvisation. Contact improvisation was developed in the 1970s by a group of dancers coming out of the Judson Church Era. Students will gain an understanding of structural support, following through with a point of contact, weight sharing, and energy flow.

DAN-260 Dance Workshop I

6 studio hours each course 3 credits Offered as needed

Prerequisite: admission by audition or permission of instructor

Exploration of dance as a performing art through participation. Class work includes improvisation, elements of dance composition, learning of performing skills, repertory, and critical analysis. Students gain awareness and practical experience in all crafts related to dance production. Assignments include selected texts, attendance at dance performances, participation in studio and other scheduled performances..

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. Exploration of dance as a performing art through participation. Class work includes improvisation, elements of dance composition, learning of performing skills, repertory, and critical analysis. Students gain awareness and practical experience in all crafts related to dance production. Assignments include selected texts, attendance at dance performances, participation in studio and other scheduled performances.

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. Exploration of dance as a performing art through participation. Class work includes improvisation, elements of dance composition, learning of performing skills, repertory, and critical analysis. Students gain awareness and practical experience in all crafts related to dance production. Assignments include selected texts, attendance at dance performances, participation in studio and other scheduled performances.

DEPARTMENT OF HISTORY

Medical Arts Building, Room 408 • Telephone: 718-631-6291 • Fax: 718-631-6372

Dr. Gilmar Visoni, *Chairperson*

Professors: Edmund Clingan, Mark Van Ells

Associate Professors: Sarah Danielsson, Helmut Loeffler, Kenneth Pearl, Emily S. Tai, Gilmar Visoni

Assistant Professors: Clarence Jefferson Hall, Timothy Keogh, James Nichols

Lecturer: Aithne Bialo-Padin

Adjunct Faculty: approximately 7 each year

Professors Emeriti: Fred Greenbaum, Pedro T. Meza, Alexander Mitrakos, Herbert S. Parmet, Emil J. Polak, Ronald Radosh, Kurt R. Schmeller, William Shulman

For information about academic programs in History, contact the Department directly.

DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The A. Joseph Geist Award

The Jake Jagoda Memorial Award

The Sheila Polishook Award

PROGRAM OF STUDY:

- LIBERAL ARTS AND SCIENCES (A.A. Degree Program)

Concentrations:

Gender Studies

History

HISTORY COURSES

HIST-110 Introduction to Ancient Civilization (2A¹) (formerly HI-110)

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 (2A¹) (formerly HI-111)

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 (2A¹) (formerly HI-112)

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 (2B²) (formerly HI-127)

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 (2B²) (formerly HI-128)

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 (formerly HI-132)

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.

¹ Course qualifies as Pathways Common Core 2A-World Cultures and Global Issues.

² Course qualifies as Pathways Common Core 2B-U.S. Experience and Its Diversity.

HIST-133 Introduction to Modern East Asian Civilizations (2A¹) (formerly HI-133)

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 (2B²) (formerly HI-135)

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 (2B²) (formerly HI-136)

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) (2A¹) (formerly HI-140)

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 (2A¹) (formerly HI-141)

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.

HIST-152 Women in World History: From Prehistoric Times to the Present (2A¹) (formerly HI-152)

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 (formerly HI-154)

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 (formerly HI-178, 179)

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 (formerly HI-193 Introduction to the History of Borderlands)

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

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.

¹ Course qualifies as Pathways Common Core 2A-World Cultures and Global Issues.

² Course qualifies as Pathways Common Core 2B-U.S. Experience and Its Diversity.

HIST-206 History of the Second World War (2A¹) (formerly HI-181)

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 (formerly HI-173 Barbarians: From the Roman Empire to the Early Modern World)

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.

HIST-212 Pirates and the Sea

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 (2A¹) (formerly HI-118)

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

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 (2A¹) (formerly HI-113)

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 (2B²) (formerly HI-126)

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

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

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 (2B²) (formerly HI-129)

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.

¹ Course qualifies as Pathways Common Core 2A-World Cultures and Global Issues.

² Course qualifies as Pathways Common Core 2B-U.S. Experience and Its Diversity.

HIST-240 Environmental History of North America

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 (2A¹) (formerly HI-144)

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.

HIST-253 War and Warfare in Western History: From Gunpowder to Desert Storm (2A¹) (formerly HI-153)

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-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 (2D³) (formerly HI-165)

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 (2B²) (formerly HI-125)

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

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 (2D³) (formerly HI-185)

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 (2A¹) (formerly HI-191)

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

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 (2A¹) (formerly HI-195)

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.

¹ Course qualifies as Pathways Common Core 2A-World Cultures and Global Issues.

² Course qualifies as Pathways Common Core 2B-U.S. Experience and Its Diversity.

³ 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. Maria Mercedes Franco, **Chairperson**

Dr. Tian Ren, **Deputy Chairperson**

Professors: Haya Adner, Joseph Bertorelli, Dona Boccio, Robert Holt, Clara Wajngurt, Haishen Yao

Associate Professors: Jonathan Cornick, Maria Mercedes Franco, Yusuf Gurtas, Francis Jordan, Azita Mayeli, Nam Jong Moh, Karan Mohan Puri, Tian Ren, Howard Sporn, Kostas Stroumbakis, Patrick Wallach

Assistant Professors: Zeynep Akcay, Andrew Bulawa, Robert Donley, Jonathon Funk, Daniel Garbin, Kwang Hyun Kim, Carolyn King, Whan Ki Lee, Wen Jian Liu, Davide Pham, Manachanallur Ravi, Bianca Sosnovski, Biao Wang, Fei Ye

Lecturers: Changiz Alizadeh, Bahar Baheri, Beata Carvahal, Steven Cheng, Kwai Chiu, Danielle Cifone, Ewa Dabkowska, John Gordon, Nataliya Khomyak, Lixu Li, Lucian Makalanda, Richard Micieli, Andrew Russell, Kenneth Schmidt, Venessa Singhroy, Eric Sponza, Evelyn Y. Tam, Reuvain Zahavy

Senior College Laboratory Technician: Marius Jaskowski

College Laboratory Technicians: Djeon Cornelius, Alexander R. Martinez

Higher Education Officer: Edward Molina, Director of Mathematics Computer Facilities

Higher Education Associate: Elizabeth Nercessian, Director of Math Learning Center

Assistant to Higher Education Officer: Namsik Baek, Assistant Director of Math Learning Center

Adjunct Faculty: approximately 80 each year

Professors Emeriti: Allan G. Anderson, Alan Chutsky, Juliana Corn, Whitney S. Harris, Jr., Leo M. Levine, Shailaja Nagarkatte, Helga Schwartz, Leonard Yonis

Office Personnel:

Carol A. Schilling, CUNY Administrative Assistant

Arlene Rodriguez, CUNY Office Assistant

For information about academic study in Mathematics, contact the Department of Mathematics or the following advisers directly:

Mathematics Sequence: Dr. Maria Mercedes Franco and Dr. Tian Ren

Computer Science Sequence: Dr. Daniel Garbin and Mr. Richard Micieli

PROGRAM OF STUDY

- **LIBERAL ARTS AND SCIENCES (A.S. Degree program)**

Mathematics and Science Concentration

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

THE MATHEMATICS PLACEMENT TEST

The Mathematics Placement Test, administered to all incoming matriculated students, examines the student's knowledge of arithmetic, algebra, intermediate algebra, trigonometry, and pre-calculus. A demonstrable competence in elementary algebra is a minimum requirement for all credit-bearing mathematics courses. For some credit mathematics courses, intermediate algebra and trigonometry are minimum requirements.

SUPPORT SERVICES FOR STUDENTS

- The **Computer Research Lab** (Science Building, Room 218) offers advanced students the opportunity to do individual research in a state-of-the-art computer facility.
- The **Computer 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

COMPUTER SCIENCE

CS-100 Introduction to Computers and Programming (2E¹)

3 class hours 3 credits Prerequisite: MA-010, or satisfactory score on the Mathematics Placement Test, Level I

A survey of topics in computer science including history, hardware components, software applications and the use of computers in society. Use of software applications. Introduction of computer programming using a high level language.

CS-101 Algorithmic Problem Solving I (2E¹)

3 class hours 2 laboratory hours 4 credits
Corequisite: MA-441

Primitive data types; single and multidimensional arrays; strings; control structures; basic I/O; subprograms and parameter passing; references; scope; introduction to recursion; designing, coding, debugging and documenting programs in a high level language.

CS-201 Computer Organization and Assembly Language (2E¹)

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++ (2E¹)

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 (2E¹)

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-10 Elementary Algebra

5 class hours 1 laboratory hour 0 credit

Signed numbers, polynomials, geometric concepts, graphing, solution of linear and quadratic equations by graphing and algebraic methods, word problems, slope and y-intercept, factoring and its applications.

MA-010 ALP Elementary Algebra

2 class hours 0 credit

Corequisite: May be taken as corequisite to 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-71 Quantitative Reasoning

4 class hours 1 computer laboratory hour 0 credit

This developmental course provides an alternative pathway to the college liberal arts and science course MA-321 Mathematics in Contemporary Society. The course focuses on basic numeracy and quantitative reasoning skills necessary to make sense of the world around us. Topics covered include signed numbers; decimals and fractions; proportional reasoning; inequalities; interpreting graphs and charts; averages; linear functions, and translating word problems into mathematical expressions. This course cannot be used as a pre-requisite for MA-119 College Algebra and is not suited for Science, Technology, Engineering, or Math (STEM) students.

MA-114³ College Algebra and Trigonometry for Technical Students (1B²)

4 class hours 4 credits

Prerequisite: MA-10 or satisfactory score on the Mathematics Placement Test

A basic presentation of the fundamental concepts of college algebra and trigonometry with scientific and engineering applications; linear equations and systems, determinants, functions and coordinate geometry, quadratic equations, trigonometric, exponential, and logarithmic functions and their graphs, vectors, complex numbers, exponents, and radicals.

MA-119³ College Algebra⁴ (1B²)

3 class hours 1 recitation hour 3 credits

Prerequisite: MA-10 or exempt from remedial mathematics or permission of Department Corequisite: May be taken as a corequisite to MA-121.

A basic presentation of the fundamental concepts of college algebra, systems of linear equations, inequalities, linear, quadratic, exponential and logarithmic functions. During the recitation hour, students review properties of signed numbers, graphing of linear equations, basic geometric concepts, solution of linear equations, factoring algebraic expressions and its applications to rational expressions. A graphing calculator will be required.

MA-121³ Elementary Trigonometry

1 class hour 1 credit

Prerequisite: Intermediate algebra with a grade of C or better, or satisfactory score on the Mathematics Placement Test, Level II, or permission of the Department

Corequisite: May be taken as corequisite to MA-119

This course is a basic presentation of the fundamental concepts of trigonometry, angles and their measure, basic trigonometric functions, right triangle trigonometry, graphing, and solving trigonometric equations. A graphing calculator will be required.

MA-128 Calculus for Technical and Business Students (1B²)

4 class hours 4 credits Prerequisite: MA-114 with a grade of C or better, or MA-119 and MA-121 with a grade of C or better in both courses, or satisfactory score on the

Mathematics Placement Test, Level II

Analytic geometry, curve sketching, differentiation and integration of algebraic, exponential, and logarithmic functions, maxima/minima, related rates, rectilinear motion, the definite integral, area and volume.

MA-260 Pre-Calculus and Elements of Calculus for Business Students (1B²)

4 class hours 1 recitation hour 4 credits

Prerequisite: MA-119 and MA-121 with a grade of C or better in both courses, or MA-114 with a grade of C or better, or satisfactory score on the Mathematics Placement Test, Level II

Mathematical foundations necessary for the application of Basic Technical Calculus to the solution of business problems. Topics include: Economic Functions, Matrix Operations and Applications, Limits and Continuity, Derivatives, Chain Rule, Implicit Differentiation, Marginal Functions, Newton's Method, Related Rates, Elements of Geometry, Regression.

MA-261 Applied Calculus for Business Students

4 class hours 3 credits Prerequisite: C or better in MA 260

Designed to provide students with knowledge of intermediate and advanced calculus needed to solve business and economic problems. Topics include: applications of derivatives; exponential and logarithmic functions; indefinite and definite integral; application of integrals to business problems; partial derivatives; Lagrange multipliers; applications of partial derivatives to business problems.

¹ Course qualifies as Pathways Common Core 2E-Scientific World.

² Course qualifies as Pathways Common Core 1B-Mathematics and Quantitative Reasoning.

³ Students may not receive credit for both MA-114 and MA-119. Neither MA-119 nor MA-121 may be used as part of the 20-25 credit concentration in the A.S. in Liberal Arts and Sciences (Mathematics & Science).

⁴ Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academics and Programs of Study.

MATHEMATICS AND COMPUTER SCIENCE COURSES

MA-301 Mathematics for the Liberal Arts (1B²)

3 class hours 3 credits Prerequisite: MA-010 or satisfactory score on the Mathematics Placement Test

Designed to provide students with an understanding of how mathematics relates to the humanities, social and natural sciences. Students will obtain experience in solving realistic questions and applications using discrete mathematics, modeling, statistics and probability.

MA-303 Number Systems (1B²)

3 class hours 1 recitation hour 3 credits
Prerequisite: MA-119 with a grade of C or better, or permission of the Department

This course is designed to instruct students in areas of mathematics that are related to the elementary school curriculum, to enhance understanding of fundamental concepts, and to use current computer technologies with the concepts developed in the course as tools for solving problems. Topics covered will be chosen from numeration systems, number theory, mathematical systems, statistics and geometry. Recommended for future teachers.

MA-315 Topics in Mathematics

3 class hours 3 credits Offered as needed
Prerequisite: MA-301 or MA-303 or permission of the Department

Topics, emphasizing the nature of proof and problem-solving, include Euclidean and non-Euclidean geometries, abstract algebraic systems, number theory, graph theory, and mathematical logic.

MA-321 Mathematics in Contemporary Society (1B²)

3 class hours 3 credits
Prerequisite: MA-010 or satisfactory score on the Mathematics Placement Test

Designed to provide students with mathematical ideas and methods found in the social sciences, the arts, and in business. Topics will include fundamentals of statistics, scatterplots, graphics in the media, problem solving strategies, dimensional analysis, mathematics in music and art, and mathematical modeling. EXCEL will be used to explore real world applications.

MA-321 ALP 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 (1B²)

3 class hours 1 laboratory hour 3 credits
Prerequisite: MA-119 with a C or better or MA-114 with a C or better, or satisfactory score on the Mathematics Placement Test, Level II.

Introduction to statistics and the use of a professional statistical software package. Descriptive statistics, probability, binomial and normal distributions, sampling, confidence intervals and tests of hypotheses.

MA-440 Pre-Calculus Mathematics³ (1B²)

3 class hours 2 recitation hours 4 credits
Prerequisite: MA-119 and MA-121 with a C or better in both courses or MA-114 with a grade of C or better, or satisfactory score on the Mathematics Placement Test, Level II.

Mathematical foundations necessary for the study of the calculus. An introduction to analytic geometry, and the elementary functions of analysis, including algebraic, trigonometric, logarithmic, and exponential functions. The use of the graphing calculator will be included.

MA-441 Analytic Geometry and Calculus I (1B²)

4 class hours 1 recitation hour 4 credits
Prerequisite: MA-440 (with a grade of C or better).

Functions and graphs; derivative of algebraic and trigonometric functions with applications; indefinite and definite integrals with applications; the fundamental theorem of integral calculus; conic sections. Students will develop problem solving skills and construct mathematical models in the computer laboratory using software such as MAPLE, DERIVE, CONVERGE, and MATHCAD.

MA-442 Analytic Geometry and Calculus II (1B²)

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 (2E¹)

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 (2E¹)

4 class hours 1 recitation hour 4 credits
Prerequisite: MA-443 (with a grade of C or better)

Methods of solving ordinary differential equations with physics, engineering and computer science applications; solutions by series. Students will solve application problems using software such as MAPLE.

MA-461 Linear Algebra (2E¹)

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.

¹ Course qualifies as Pathways Common Core 2E-Scientific World.

² Course qualifies as Pathways Common Core 1B-Mathematics and Quantitative Reasoning.

³ Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academies and Programs of Study.

MATHEMATICS AND COMPUTER SCIENCE COURSES

MA-471 Introduction to Discrete Mathematics

3 class hours 3 credits Prerequisite: MA-440

Concepts in set theory, functions, logic, proofs, elementary number theory, introduction to abstract algebra.

MA-481 Probability and Statistics

3 class hours 3 credits Corequisite: MA-442

Axioms of probability, combinatorial methods, conditional probability, discrete and continuous random variables and distributions, binomial, Poisson, normal and exponential distributions, independent discrete random variables, Law of Large Numbers and the Central Limit Theorem, expectation, confidence intervals and test of hypotheses.

MA-801 Independent Studies in Mathematics

1 class hour 2 hours of individual work 2 credits

Offered as needed

Prerequisite: MA-443 or permission of the Department

Intended for students who have completed the calculus sequence and who wish to investigate, in an individual manner, a topic chosen from advanced mathematics and/or computer science. Each student works individually with a faculty member and is assigned readings and problems in his/her chosen topic. Formal meetings occur at least once a week depending on the student's needs, and the student's grade is determined both by the problems assigned and a final examination.

MA-901 Internship in Mathematics Teaching

Hours to be arranged. 2 credits Offered as needed

Prerequisite: Open only to matriculated students who:

- 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.

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 215.

DEPARTMENT OF MUSIC

Humanities Building, Room 140 • Telephone: 718-631-6393 • Fax: 718-631-6041

Dr Kip Montgomery, **Chairperson**

Associate Professors: Bjorn Berkhout, Joanne Chiung-Wen Chang, 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.

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 COURSES

MUSIC HISTORY

MUS-101 Introduction to Music (2C¹) (formerly MU-110)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test
Students may not receive credit for both MUS-101 and MUS-102. MUS-102 is intended for students who have a background in music, or who anticipate majoring 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 (2C¹) (formerly MU-120)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test.
Students may not receive credit for both MUS-101 and MUS-102. MUS-102 is intended for students who have a background in music, or who anticipate majoring in music.

Designed to develop understanding and taste in music. Representative works of great masters of the Renaissance, Baroque, Romantic, and modern eras provide material for analysis of musical style and design. Seeks to develop intelligent listening habits and recognition of specific forms and idioms. Musical styles compared to art and literature of the appropriate period. Required readings, listening, and concert attendance.

MUS-103 Twentieth-Century Music (2C¹) (formerly MU-140)

3 class hours 3 credits
Prerequisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test

The study of music literature and development of musical style and thought from the turn of the century to the present, including jazz and electronic music. Required readings, listening, and concert attendance.

¹ Course qualifies as Pathways Common Core 2C-Creative Expression.

MUSIC HISTORY (CONT.)

MUS-104 Jazz: An Introduction (2C') (formerly MU-141)

3 class hours 3 credits

Prerequisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test. *Fulfills the liberal arts requirement in Music for the A.A. and A.S. degrees.*

An introduction to jazz: the Afro-American roots, the development of styles for all seasons, the vocabulary and skills that will increase the enjoyment of listening to it. Outstanding works of the greatest performers are studied, as jazz is related to the world of music at large. Required readings, listening, and concert attendance.

MUS-105 Music Around the World (2C') (formerly MU-180)

3 class hours 3 credits

Prerequisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test

A nontechnical survey of the folk and traditional music of various cultures – American, Hispanic, African, Near Eastern, and Far Eastern. Listening techniques and basic musical terms included. Emphasis on understanding music in its cultural context. Required readings, listening, and concert attendance.

MUS-106, 107 Special Topics in Music (formerly MU-190, 191)

3 class hours 3 credits Offered as needed

Prerequisites: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

This course will focus on a specific theme, style or idea in music to be announced in advance and will vary by semester. Students will have the opportunity to explore specific musical topics in depth, while developing intelligent listening habits and an understanding of significant concepts in musical thought and practice. Descriptions of the topic in a particular semester will be available prior to registration.

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 (formerly MU-208)

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 (formerly MU-209)

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 (formerly MU-241 Music Theory and Keyboard Harmony 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 (formerly MU-242 Music Theory and Keyboard Harmony 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 (formerly MU-211)

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 (formerly MU-212)

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.

MUS-221 Music Theory III (formerly MU-243 Music Theory and Keyboard Harmony 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 a 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-226

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 (formerly MU-231 Jazz Theory 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 (formerly MU-232 Jazz Theory 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.

¹ Course qualifies as Pathways Common Core 2C-Creative Expression.

MUSIC EDUCATION

MUS-210 Music for Teachers of Children¹ (formerly MU-261)

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 (formerly MU-290)

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 (formerly MU-312)

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 (formerly MU-313)

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 (formerly MU-314)

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 (formerly MU-321, 322)

2 studio hours 1 credit each course

Prerequisite for MUS-134: MUS-133

MUS-135, 136 Class Instruction in Guitar I, II (formerly MU-331, 332)

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 (formerly MU-381, 382)

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 (formerly MU-451, 452, 453, 454)

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.

INDIVIDUAL INSTRUCTION IN MUSICAL INSTRUMENTS, VOICE, AND CHAMBER MUSIC

The following courses offer individual 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-150, 151, 250, 251 Individual Study in Music Performance: Violin 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. Students have the option of taking 2 credits, 1 class hour

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 violin for A.S., Music degree students. Final examination will consist of a performance jury.

MUS-152, 153, 252, 253 Individual Study in Music Performance: Viola 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. Students have the option of taking 2 credits, 1 class hour

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 viola for A.S., Music degree students. Final examination will consist of a performance jury.

MUS-154, 155, 254, 255 Individual Study in Music Performance: Cello 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. Students have the option of taking 2 credits, 1 class hour

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 cello for A.S., Music degree students. Final examination will consist of a performance jury.

MUS-156, 157, 256, 257 Individual Study in Music Performance: Double Bass 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. Students have the option of taking 2 credits, 1 class hour

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 double bass for A.S., Music degree students. Final examination will consist of a performance jury.

¹ Pathways Gateway Course into Major, see “Understanding Program Requirements” in Academies and Programs of Study.

MUS-182, 183, 282, 283

Individual Study in Music Performance: Guitar 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. Students have the option of taking
2 credits, 1 class hour*

*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 guitar 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. Students have the option of taking
2 credits, 1 class hour*

*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, Barbara Rome, Mary Rosa, Dolores A. Weber

Assistant Professors: Jessica Ayers, Carlene Byfield, Janet Franzese-Rice, Shenaz Georgilis, Patricia Kinneary, Carol Martin-Brown, Philip Nelan, Kathleen Pecinka, Carmen Reid, Susan Rickert, Randelle Sasa, Margaret Stroehlein, Elizabeth Sutton

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

Daina Rivera, CUNY Office Assistant

Agatha Coletti, College Assistant

For information about admission to the Nursing program, contact the Admissions Office, 718-631-6236 (Administration Building, A-213)

PROGRAM OF STUDY

- **NURSING (A.A.S. Degree)**

The Nursing curriculum is designed to prepare students for entry into practice as well as transfer to a baccalaureate program. Upon award of the A.A.S. degree, graduates are qualified to sit for the examination for licensure as Registered Professional Nurses.¹ 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.

¹ "Determination of Good Moral Character" is a requirement for Registered Professional Nurse Licensure. Applicants who have been charged with or convicted of a crime (felony or misdemeanor) in any state or country will be referred to the State Office of Professional Discipline. Although these applicants may take the licensing examination, they may or may not be issued a limited permit and/or registered professional nurse license, depending on the results of the investigation process.

FEDERAL LAW LIMITS THE ISSUANCE OF PROFESSIONAL LICENSES, REGISTRATIONS AND LIMITED PERMITS TO UNITED STATES CITIZENS OR QUALIFIED ALIENS.

NURSING DEPARTMENT CLINICAL ADVISORY BOARD

Ms. Anne Marie Menendez, *Chair*

Dr. Lorraine Byrnes

Mr. Jeff Chen

Ms. Maria Cunningham-Johnson

Ms. Patricia Fitzsimons

Ms. Heather Greene-Cohens

Dr. Carolyn Harvey

Ms. Deborah Hoffer

Ms. Tywana James-Rouse

Ms. Angelina La Marche

Ms. Maria Mendoza

Ms. Diane Morris

Dr. Margaret Reilly

Ms. Janine Sullivan-Cohens

Ms. Denise Ward

Ms. Lisa Callinan

Ms. Lisa Chung

Ms. Barbara Fischer

Ms. Heather Gallagher

Ms. Peaches Grinon

Dr. Valerie Haslip-Taylor

Ms. Rachel Jacobs

Ms. Anne Langan

Mr. Alan Levin

Ms. Stephanie Mitchell

Ms. Sharon Narducci

Ms. Gina Sidoti

Ms. Leila Taqueban

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 I¹

3 class hours 12 clinical laboratory hours 7 credits

Prerequisite: (a) completion of Pre-Clinical Sequence with a minimum of a 3.0 grade average and a grade of C or better in BI-301; (b) satisfactory score on the Mathematics Placement Test, or MA-010, MA-013; (c) completion of speech remediation if required; and completion of the Pre-Admission RN PAX exam. *Corequisite:* BI-302, PSYC-220, BCLS Certification.²

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.³

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 II¹

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 Certification²

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 III¹

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 Certification²

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 IV¹

5 class hours 12 clinical laboratory hours 9 credits

Prerequisite: NU-201 (completed with grade of C or better) *Corequisite:* NU-204, BCLS Certification²

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.

¹ Students in NU-101, NU-102, NU-201 and NU-202 must pay a special supplies and services fee of \$191.00.

² 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.

³ For Repeat Policy, see page 95.

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: Sunil Dehipawala, Wenli Guo, Dimitrios Kokkinos, Charles P. Neuman, Vazgen Shekoyan

Assistant Professors: Raul Armendariz, Jill Bellovary, M. Chantale Damas, Kimberly Riegel, Rex Taibu

Instructor: Ian Schanning

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, Alex Flamholz, Sheldon E. Kaufman, Elie Lowy, Joseph Shaffer, Victor Young

Office Personnel:

Francesca R. Gianferrara, CUNY Administrative Assistant

For information about academic programs offered by the Department of Physics, contact the Department.

PROGRAMS OF STUDY:

- **ENGINEERING SCIENCE (A.S. Degree)**
- **LIBERAL ARTS AND SCIENCES (A.S. Degree program)**

Mathematics and Science Concentration

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'¹)

3 class hours 2 laboratory hours 4 credits

Presents a modern overview of the world around us, from the sub-miniature world inside an atomic nucleus to the vastness of outer space. Investigates selected subjects of interest to modern man in depth and detail. An understanding of physical principles is the major goal. Minimal use of mathematics. This course, or its equivalent, is required for elementary education majors at The City College.

PH-102 Physics from an Historical Viewpoint

3 class hours 2 laboratory hours 4 credits

Offered as needed

Traces the historical development of some key scientific ideas and the interaction of the individual scientist with his/her world. The relationship of science to major human events is considered. There is discussion of answers to such questions as: What is motion? What matters? What is life? What is man's relation to the rest of the universe? In the laboratory, experiments originally performed by famous scientists are recreated in an exact or simulated form.

PH-103 Frontiers of Physics

3 class hours 3 credits Offered as needed

An introduction to the ideas of research scientists of contemporary physics. Topics selected from such areas as astrophysics, atmospheric physics, atomic and nuclear physics, and medical applications. Lectures include multimedia illustrations of individual scientists in their actual working environment. Minimal use of mathematics.

PH-104 Frontiers of Physics Laboratory

2 laboratory hours 1 credit Offered as needed

Prerequisite or corequisite: PH-103

Experiments arranged to illustrate the basic principles of physics on which contemporary research is based. Students become familiar with such equipment as the cloud chamber, Geiger counter, transistor, spectroscope, air pollution laboratory, and nuclear magnetic resonance apparatus.

PH-105 Introduction to Space Science I: Stars and Normal Galaxies

Offered as needed

PH-106 Introduction to Space Science II: The Universe Including Strange Galaxies

2 class hours 2 credits for each course

Prerequisite for both courses: MA-010 or the equivalent
Offered as needed

An introduction to the Cosmos: stars, galaxies and the universe. Topics for 105 include gravitation, orbits, stellar lifecycles, the search for extra-solar planets and extraterrestrial life. Topics for 106 include galactic evolution (including quasars) and morphology, dark matter and large-scale structure, special and general relativity, black holes, and the Big Bang. Conceptual thinking and mathematical reasoning will be emphasized.

These courses will be taught at the American Museum of Natural History's Hayden Planetarium. They are designed as a two-semester sequence, but they may be taken separately and in either order. The two courses together would fulfill the non-laboratory science requirement. Individually, the courses will fulfill Liberal Arts and Sciences requirements.

¹ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences and 2E-Scientific World STEM Variant.

PH-110 Principles of Astronomy and Space

3 class hours 2 laboratory hours 4 credits

Features and physical processes of sky objects studied, using minimal mathematics. Covers such topics as the earth, sun, moon, asteroids, comets, meteors, origin of the solar system, the evolution of stars, stellar clusters, the classification and evolution of galaxies, pulsars, quasars, and theories about the origin of the universe.

PH-111 Space, Astronomy and Our Universe (1C¹)

2.25 class hours .75 laboratory hours 3 credits

"Space, Astronomy, and our Universe" discusses topics related to space and astronomy, beginning with our planet and our Moon, and extending to stars, galaxies, and the Universe as a whole. This course will explore physical processes and laws that govern the motion and evolution of all objects in the Universe, including planets, stars and galaxies.

PH-112 Space, Astronomy and Our Universe Laboratory

2 class hours 1 credit Corequisite: PH-111

Topics related to space and astronomy, such as our planet and moon, stars, galaxies and the universe and physical processes and laws that govern the motion and evolution of all objects in the universe will be studied through laboratory exercises.

PH-120 Introduction to Meteorology (2E²)

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 (2E²)

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 (2E²)

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 (2E²)

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 (2E²)

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 & 2E³)

3 lecture hours 1 recitation hour 2 lab hours 4 credits

Corequisite: MA-321 or MA-119 and MA-121 or MA-114 or the equivalent

Traveling waves and standing waves, energy, sound intensity, interaction of sound and materials, methods of sounds production by musical instruments, room acoustics, interference, human ear response to sound, magnetism and induction as they relate to audio equipment, microphones, speakers, pick-ups. This course is intended to satisfy the physics requirement for the Music Production Degree but is open to all majors.

PH-150 Introductory Laboratory in Fiber Optics

2 laboratory hours 1 credit Offered in Fall

Introduces students to basic ideas and techniques related to fiber optics and its applications in telecommunications in a laboratory setting. Topics include preparation of fiber optic cables, the concept of attenuation, power ratios expressed in dB, use of fiber optic test sets, the idea of time domain reflectometry, how to use an optical time domain reflectometer and how to interpret its results, wave-division multiplexing.

PH-151 Introductory Laser Laboratory

2 laboratory hours 1 credit Offered in Spring

Introduces students to lasers and some of the optical skills and concepts necessary for dealing with them. Students will get "hands-on" experience with several different types of lasers.

PH-201 General Physics I (1C & 2E³)

3 class hours 2 laboratory hours 4 credits

Prerequisite: MA-114 or MA-119 and MA-121 or the equivalent, or satisfactory score on the Mathematics Placement Test, Level II.

A beginning course for technology students. Topics include units, vectors, equilibrium, linear motion, Newton's laws, circular motion, angular motion, momentum, and fluid motion. Emphasis is on applications. A working knowledge of simple algebra is assumed.

PH-202 General Physics II (1C & 2E³)

3 class hours 2 laboratory hours 4 credits

Prerequisite: PH-201 (with a grade of C or better)

Second semester of PH-201, 202 sequence. Topics include vibration and wave motion, electrostatics, electric and magnetic fields, electromagnetic waves, optics and topics in modern physics.

PH-229 Introduction to Photonics

2 class hours 1 recitation hour 3 laboratory hours

4 credits Corequisite: MA-114

Topics in optics related to lasers and optical fiber and devices for modulating and directing signals from such devices. Students will study geometrical optics with emphasis on ray tracing and the application to lenses (thick and thin), mirrors, prisms and other passive optical elements and systems. Students will study the propagation of light in materials and dispersion and its effects. Additional topics will include an introduction to lasers and fiber optics, including an introduction to the propagation of light through fibers. Laboratory exercises complement class work.

¹ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences.

² Course qualifies as Pathways Common Core 2E-Scientific World.

³ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences and 2E-Scientific World STEM Variant.

PH-230 Matrix Optics and Aberrations

1 lecture hour 1 recitation/lab hour 1 credit
Prerequisite: PH-229

Topics in matrix optics applied to geometric (ray) optics including beam propagation, thin and thick lenses and lens systems. Introduction to aberrations in optical systems, how they are formed and controlled.

PH-231 Fundamentals of Lasers and Fiber Optics

3 class hours 3 laboratory hours 4 credits
Corequisite: MA-114.

Topics in optics related to lasers and optical fiber and devices for modulating and directing signals from such devices. Geometrical optics with emphasis on ray tracing. Matrix methods in optics. Lenses thick and thin, mirrors, prisms and other passive optical elements and systems. Propagation of light in materials. Dispersion and its effects. Special topics in geometric and wave optics. Laboratory complements class work.

PH-232¹ Laser and Electro-Optics Technology¹

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-234² Fiber Optics Devices, Measurements and Applications²

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 (2E³)

2 lecture hours 3 laboratory hours 3 credits
Prerequisites: Permission of the department based on one laboratory course in science or technology; MA-114, MA-119 and MA-121 or the equivalent; and ET-501, PH-303, BU-500 or the equivalent

Students will design applications with a graphical programming language such as LabVIEWTM and use the computer for measurement and automation. Topics include: theory of measurement, physical principles of transducers and their use in measurement, instrument control, data acquisition, virtual instrumentation, signal/data conditioning and analysis.

PH-301 College Physics I (1C & 2E⁴)

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 & 2E⁴)

3 class hours 1 recitation hour 2 laboratory hours 4 credits
Prerequisite: PH-301 (with a grade of C or better)

Second-semester course following PH-301. Topics include electro-magnetism, vibrations wave phenomena and radiation, and modern physics.

PH-303 Scientific Use of Computers

1 lecture hour, 2 laboratory hours, 2 credits
Offered as needed Prerequisite: MA-010

Introduces students to computers and the ways they are used in scientific work. This course includes elements of scientific programming and scientific data collection and analysis. Presentation and dissemination are also included. Automated data acquisition from a variety of sensors. Databases and spreadsheets. Presentations with graphs and text as well as dissemination via the Internet/E-mail are covered.

PH-311 College Physics A (1C & 2E⁴)

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 & 2E⁴)

3 class hours 1 recitation hour 2 laboratory hours 4 credits Prerequisite or Corequisite: PH-311

Second part of a two-semester introduction to physics with applications to biology, primarily for students majoring in biology or planning careers in optometry, dentistry, and other medically related fields. Topics include electromagnetism, optics, acoustics, and radiation phenomena. Strong algebra skills and knowledge of the ideas of calculus are required.

¹ Students registering in PH-232 are required to pay a special services charge of \$10.00.

² Students registering in PH-234 are required to pay a special services charge of \$40.00.

³ Course qualifies as Pathways Common Core 2E-Scientific World STEM Variant.

⁴ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences and 2E-Scientific World STEM Variant.

PH-401 General Calculus Physics A (1C & 2E¹)

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-402 General Calculus Physics B (1C & 2E¹)

3 class hours 3 recitation hours 3 laboratory hours
5 credits Prerequisite: MA-441, PH-401 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-411 Calculus Physics I (1C & 2E¹)

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 & 2E¹)

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 (2E²)

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 (2E²)

4 class hours 4 credits Prerequisite: PH-412 and MA-443

Introduction to concepts and definitions of thermodynamics. Temperature and Zeroth Law. Work, internal energy, heat, the First Law and applications. Second Law, reversibility and irreversibility, Carnot cycles, entropy, thermodynamic state variables. Power and refrigeration cycles. Chemical equilibrium, chemical potentials, phase rules.

PH-431 Calculus Optics

1 class hour 2 recitation hours 2 credits Offered as needed
Prerequisite: PH-201 or PH-411, MA-441
Corequisite: PH-231 and MA-442

The theory of diffraction and its applications to modern optics. Maxwell's equations in differential form with solutions for plane refraction. Propagation of electromagnetic radiation and Poynting's vector. Gain in laser mediums. Modulation of lasers. Calculus used throughout.

The department advises students who anticipate transferring into a Bachelor's degree program in Photonics or Engineering to take PH-413 and MA-443 with or before this course.

PH-440 Modern Physics (2E²)

4 class hours 4 credits Prerequisites: PH-412 and PH-413

Introduction to atomic and nuclear physics, relativity, space physics, and elementary particle physics. Considerable mathematics used.

PH-450 Introduction to Physics Research

3 class hours 3 laboratory hours 4 credits

An introduction to current physics laboratory techniques, methods and approaches, such as near field optical diffraction, microscopy-based motion analysis, biophysical analysis, and optical spectroscopy. Other topics include laboratory safety; research integrity; scientific literature review; analysis and interpretation of data; and written and oral communication of results. In the second half of the course, students will be expected to carry out research projects under the direction of the instructor. Students will prepare a final written report and give a presentation of their results at an undergraduate conference.

PH-900 Research Projects

90 laboratory hours 2 credits
Prerequisites: PH-201, PH-301, or PH-411
Co-requisites: PH-202, PH-302, PH-412, or PH-413

Students learn modern techniques, methods, and approaches and gain practical experience working in a professional physics laboratory. Students will meet with a coordinator to discuss design and execution of their research project at least once a month. Students will prepare a final written report and give a presentation of their results at an undergraduate conference.

PH-931 Cooperative Education in Laser and Fiber-Optics Technology

1 class hour plus a minimum of 135 hours
of appropriate work experience 3 credits

Prerequisite: a minimum of 12 credits in laser and fiber-optics technology courses

Cooperative education involves employment with a company in the laser, optics, fiber-optics or related fields. The experience supplements classroom theory and instruction with on-the-job professional training. The experience includes training in skills and/or with equipment beyond the ordinary classroom in a real job atmosphere. Students are placed in a work situation for a minimum of 135 hours, meet with the course coordinator twice a month and present orally and submit in writing a term project report related to the work experience. In addition, a written evaluation is provided by the employer. Students receive a pass/fail grade.

¹ Course qualifies as Pathways Common Core 1C-Life & Physical Sciences and 2E-Scientific World STEM Variant.

² 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. Joseph W. Culkin, **Chairperson**

Professors: Peter E. Alimaras, Peter Bales, Cheryl Bluestone, Joseph W. Culkin, Anita Ferdenzi, Jeffery Jankowski, Pellegrino Manfra, Philip A. Pecorino, Marshall I. Peller, Donald Tricarico

Associate Professors: Caf Dowlah, Eva Goldhammer, Larisa Honey, Shannon E. Kincaid, Anissa Moody, Jane Poulsen, Julia Rothenberg, Matthew Trachman, Amy Traver

Assistant Professors: Azadeh Aalai, Rose-Marie Āikās, Patrick Byers, Naja Hougaard, Chukwudi Ikwueze, Adam Luedtke, Trevor Milton, Emily Pelletier, Jody Resko, Rommel Robertson, Kersha Smith, Celia Sporer

Lecturer: Adrian Bordoni, John Gilleaudeau

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, Jay Mullin, 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 (Grades 1-6)**
Dual/Joint A.A./B.A. Degree with Queens College
- **CRIMINAL JUSTICE**
Dual/Joint A.S./B.S. Degree with John Jay College of Criminal Justice
- **LIBERAL ARTS AND SCIENCES (A.A. Degree Program)**
Concentrations:
American Studies
Education
Gender Studies
Liberal Studies
Psychology
Sociology
Urban Studies

DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

- The Choong-Shick Hong Memorial Scholarship Award
- The Naphtaly Levy Memorial Scholarship Fund
- The Mary M. McDougal Memorial Fund
- The Vincent E. Smith Memorial Scholarship Fund
- The Theresa P. Singer Award

ANTHROPOLOGY

ANTH-101 Anthropology (2D¹)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A survey of peoples and cultures, past and present, from many parts of the world. The student is introduced to the study of humankind through the four-discipline approach: sociocultural anthropology, linguistic anthropology, physical anthropology, and archeology. Critical issues concerning human behavior are explored, such as the ecological crisis or the clash of traditional and modern values in today's world.

ANTH-130 Cultures and Peoples of Asia (2A²)

3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

An introduction to the discipline of anthropology while surveying selected Asian peoples and cultures - China, Korea, Japan, the Indian subcontinent, Southeast Asia, Central Asia, and Mongolia. Traditional and contemporary patterns of religion, healing, marriage and family life, economy and social stratification are analyzed. The role of Asia in the biological and cultural evolution of humankind is traced.

ANTH-140 North American Indians (2B³)

3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

An introduction to the discipline of anthropology while focusing on the diversity of native American cultures throughout their long history in North America. Cultures to be analyzed include the Arctic, Plains, Eastern Woodlands, Northwest Coast, the Southwest, and the Aztec and Mayan societies. The effects of European contact on the native cultures and the problems facing American Indians today are discussed.

ANTH-150 Peoples and Cultures of the Caribbean (2A²)

3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

An introduction to the discipline of anthropology while surveying the peoples and cultures of the Caribbean. Topics include language, economy, religion, healing, kinship, and ethnic relations. The institutions of slavery and the consequences of European domination are examined.

ANTH-160 Anthropology of Health and Healing (2A²)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

This course offers an overview of health, illness and healing in cross-cultural perspective. Topics covered include cultural interpretations of health and illness, traditional healing practices, and important global health concerns. Students will become acquainted with medical anthropology methods and will learn anthropological approaches to solving health-related problems, including an examination of the ways social status, cultural meanings and economic inequalities influence health and illness. The course draws primarily on work from the fields of medical anthropology, sociology and public health but will also turn to more exploratory modes such as memoirs and expressive writing to gain a deeper, more personal understanding of the meaning and experience of health and illness in individual lives

ANTH-170 Sex and Gender in Cross-Cultural Perspective (2D¹)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

This course focuses on the construction of gender and sexuality across a wide range of cultures, exploring the role of kinship, religion, politics, and economics in the construction of gender roles, sexual practices, family arrangements, as well as gender and sexual identities and desires. This course confronts commonly-held assumptions about gender and sexuality, as it explores the diversity of gender and sexuality across cultures and historical eras, paying particular attention to the social conditions, ideologies and power-structures that inform people's lives across cultures and societies.

CRIMINAL JUSTICE

CRIM-101 Introduction to the American Criminal Justice System⁴ (2D¹)

3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

This course is an introductory survey of the American criminal justice system with a view to its social and institutional context and its structure and functioning. The course provides an overview of the foundations and components of the criminal justice system, including (substantive and procedural) criminal law, police, courts and corrections. The main emphasis will be placed on the criminal justice process and how the various institutions of criminal justice interact. Key issues will be addressed as they arise at different stages of the process, such as the conflict between crime control and due process, and conflicts related to, for example, gender, class and ethnicity. This course will satisfy the Social Sciences elective requirement for all QCC degree programs.

CRIM-102 Criminology⁴ (2D¹)

3 class hours 3 credits Prerequisites: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

An introduction to the study of crime. Focuses on theories and research concerning the nature, causes, treatment and prevention of crime. This course will satisfy the Social Sciences elective requirement for all QCC degree programs.

CRIM-106 Introduction to Criminal Justice Research

1 class hour 1 credit Prerequisites: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

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 Policing⁴

3 class hours 3 credits Prerequisites: CRIM-101 and CRIM-102

A survey of the history, roles, and policies of law enforcement agencies. Focuses on contemporary issues in the field of law enforcement.

CRIM-202 Corrections and Sentencing

3 class hours 3 credits Prerequisites: CRIM-101, CRIM-102 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.

CRIM-203 Criminal Law

3 class hours 3 credits Prerequisites: CRIM-101, CRIM-102 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, CRIM-102 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.

¹ Course qualifies as Pathways Common Core 2D-Individual and Society.

² Course qualifies as Pathways Common Core 2A-World Cultures and Global Issues.

³ Course qualifies as Pathways Common Core 2B-U.S. Experience and Its Diversity.

⁴ Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academics and Programs of Study.

SOCIAL SCIENCES COURSES

ECONOMICS

ECON-101 Introduction to Macroeconomics³ (2D¹)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A study of factors determining national output, income, employment, and prices; the impact of government spending, taxation, and monetary policy; the banking system; economic growth; international trade.

ECON-102 Introduction to Microeconomics³ (2D¹)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A study of the determination of prices and the distribution of income under various market conditions; government intervention in the market; a comparison of different types of economic systems.

ECON-150 Labor and Management (2D¹)

3 class hours 3 credits Prerequisites: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test

The labor force and the market for labor; theory of wage determination; employment and unemployment, including structural unemployment; trade unions and collective bargaining; the role of management and unions; emphasis on practical problems of labor-management relations, labor legislation, and public policy.

ECON-160 Contemporary Economic Issues (2D¹)

3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226), or satisfactory score on the English Placement Test

Principles of economics applied to contemporary economic issues, such as inflation and unemployment, urban affairs and discrimination, poverty and welfare programs, externalities and taxation policies, budget deficits and national debt, and international aid and trade. This course is issue-oriented, rather than technically-oriented, and is designed for students who want to familiarize themselves with contemporary national and international economic issues and concerns.

ECON-235 International Economics (2A²)

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 Practices³

4 class hours 4 credits Prerequisite: BE-122 (or BE-226) or satisfactory score on the CUNY/ACT Assessment Test

This course will examine the historical, philosophical and sociological foundations of American education. Students will study the evolution of educational theory and research-based practices that promote social, emotional, and cognitive development and enhance learning. Attention will be paid to comparative analysis of past and contemporary political, philosophical, and sociological factors that influence and shape education decision-making.

The course introduces students to the reflective decision-making model through readings, in-class activities and discussions, and intensive writing exercises. Students will directly observe the teaching and learning process through the experience of a required internship in a public or private educational institution with field hours to be arranged. Students will also be introduced to the applications of technology in the classroom.

EDUC-115 Special Education

3 class hours 3 credits Free elective only Offered as needed

Prerequisite: 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.

SOCIOLOGY

SOCY-101 Sociology³ (2D¹)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Introductory analysis and description of structure and dynamics of human society; special emphasis on application of scientific methods of observation and analysis of social groups, intergroup relations, social change, social stratification, and social institutions.

SOCY-125 Sociology and the Arts (2D¹)

3 class hours 3 credits Prerequisites (and/or) co-requisites: BE-122 (or BE-126) or satisfactory score on CUNY/ACT test

This course will examine "art worlds" - the social activities through which paintings, photographs, music, theatre, dance, literature and other arts are produced - from the perspective of the social sciences and related disciplines. Attention will be given to works of art, audiences, stylistic conventions, evaluative processes and systems of arts distribution. This course will also consider the impact of new technologies on the ways that art is produced and distributed and the ways that we think about and respond to new and traditional art forms.

SOCY-185 Introduction to Social Work (2D¹)

3 class hours 3 credits Offered as needed

Prerequisite: BE-122 (or BE-226) or satisfactory score on the English Placement Exam

This course introduces students to the field of social work. The emphasis is on fundamental principles and values in a historical perspective. Students will gain an appreciation of social work services and the basic competencies needed to pursue a career in social work.

SOCY-220 Urban Sociology³ (2D¹)

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 Family⁵ (2D¹)

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 Relations⁵ (2D¹)

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.

¹ Course qualifies as Pathways Common Core 2D-Individual and Society.

² Course qualifies as Pathways Common Core 2A-World Cultures and Global Issues.

³ Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academics and Programs of Study.

SOCY-250 Sociology of Gender⁵ (2D¹)

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 Society⁵ (2D¹)

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 Politics⁵ (2B²)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test.

Study and analysis of American government; its historical and intellectual origins and development; special consideration of its structure and operations; functions of the President, Congress, and judiciary; role of government and politics in modern industrial society.

PLSC-140 Comparative Political Systems (2A³)

3 class hours 3 credits Offered as needed
Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test.

Analysis of the political systems of the major powers in Europe. Topics include: nationalism, liberalism, democracy, Marxism, and fascism; a brief political background; an analysis of the role of political parties and pressure groups, and executive-legislative relations; factors behind the demise of the Soviet Union and the politics of European integration.

PLSC-170 War, Revolution, and Terrorism (2A³)

3 class hours 3 credits Offered as needed
Prerequisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test

An interdisciplinary survey of why and how nations, organizations, and individuals use violence to achieve political ends. Investigation of economic, social, and political conditions that stimulate violence in contemporary society – such as international, civil, and guerrilla war; revolution; terrorism; revolt, or threat. The ideological and legal aspects of violence also examined.

PLSC-180 American Foreign Policy⁵ (2B²)

3 class hours 3 credits Offered as needed
Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

An intense examination of American foreign policy, including the major theories concerning the sources and conduct of this policy; internal and external determinants of foreign policy; foreign policy-making processes; the substance of U.S. foreign policy; and execution and impact of this policy on other nation-states.

PSYCHOLOGY

PSYC-101 Psychology⁵ (2E⁴)

3 class hours 3 credits Prerequisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test

Introduction to the scientific study of behavior and mental processes. Topics include research methods, biological bases of brain and mind, sensation-perception, sleep and states of consciousness, learning-memory, development, cognition-intelligence, motivation-emotion, personality, abnormal psychology-therapy, and social psychology. Research findings and principles related to everyday life.

PSYC-125 Psychology of Personal Adjustment

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test.
Offered in Fall

Focus is on personal adjustment as an ongoing process of the normal individual. An examination of individual adjustment in terms of the psychological, developmental, and sociocultural dimensions of everyday living. A major concern is the practical application of psychological principles to the enhancement of personal adjustment. Main topics include the origins of adjustment, adjustment and identity, individual growth and change, social adjustment, and problems of adjustment.

PSYC-201 Research Methods in Psychology

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 Development⁵ (2E⁴)

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 Development⁵ (2E⁴)

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 Psychology⁵ (2E⁴)

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.

¹ Course qualifies as Pathways Common Core 2D-Individual and Society.

² Course qualifies as Pathways Common Core 2B-U.S. Experience and Its Diversity.

³ Course qualifies as Pathways Common Core 2A-World Cultures and Global Issues.

⁴ Course qualifies as Pathways Common Core 2E-Scientific World.

⁵ Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academies and Programs of Study.

SOCIAL SCIENCES COURSES

PSYC-240 Social Psychology (2E¹)

3 class hours 3 credits Offered as needed

Prerequisite: PSYC-101

An examination of the behavior of individuals in relation to society. Topics include the self in social context, interpersonal relationships, group behavior attitudes, communication, and attraction.

PSYC-245 Cross-Cultural Psychology

3 class hours 3 credits Prerequisite: PSYC-101

This course offers an introduction to the field of cross-cultural psychology. In this course students study the cultural similarities and differences of human behavior and mental processes. Students examine how race, gender, religion, geography, language and other demographic variables influence the ways in which individuals maneuver through their worlds. Relevant topics include: cross-cultural research methodology; culture and perception; intelligence, universality of human emotions; motivation; human development and socialization; psychological disorders; social cognition and cultural values; and social interactions.

PSYC-250 Personality³ (2E¹)

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 (2E¹)

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 (2E¹)

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 (2E¹)

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 (2E¹)

3 class hours 3 credits Offered as needed

Prerequisite: PSYC-101

Examines theory and research related to altered states of consciousness. Topics include sleep, dreaming, hypnosis, biofeedback, meditation, and parapsychology in its various manifestations.

PHILOSOPHY

PHIL-101 Introduction to Philosophy (2D²)

3 class hours 3 credits Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Fundamental philosophic problems presented through the study of several major philosophical writings, such as those of Plato, Aristotle, Descartes, Kant, Hume, Mill, and Whitehead.

PHIL-120 Philosophy of Religion (2D²)

3 class hours 3 credits Offered as needed

Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Central concepts in religious thought, such as God, faith, and immortality; problems of religious knowledge and revelation. Problems connected with the relation of theology and philosophy discussed with reference to selected medieval, modern, and contemporary texts.

PHIL-130 Ethics: Theories of the Good Life (2D²)

3 class hours 3 credits Offered as needed

Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Basic concepts and problems of ethics. Nature of values, virtue, moral judgment, and obligation considered and illustrated through writings of the major philosophers of the Western tradition, including Plato, Aristotle, Augustine, Spinoza, Kant, Moore, and Stevenson.

PHIL-140 Medical Ethics (2D²)

3 class hours 3 credits Offered as needed

Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A consideration of the ethical implications of modern medical research and practice. Topics include professional versus universal ethics, the rights of patients, genetic engineering, truth and information in medicine, the concept of mental illness; experimentation on human subjects and public health policy.

PHIL-145 Computers and Ethics (2D²)

3 class hours 3 credits Offered as needed

Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A consideration of the impact that computers have on society, emphasizing the effects on values produced by computerization and the responsibility that computer professionals have. Topics include: the process of ethical decision-making, privacy and confidentiality, computer crime, harassment, personal identification, checking honesty, mechanization, data secrecy, "computer" errors, computer decisions, proprietary rights, computer modeling, technological dependence, and professional codes.

PHIL-148 Public Health Ethics (2D²)

3 class hours 3 credits

Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

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 (2D²)

3 class hours 3 credits Offered as needed

Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A survey of major American thinkers from colonial times to the present. Figures such as Emerson, Thoreau, Peirce, James, Royce, C. I. Lewis and Dewey will be considered.

URBAN STUDIES

UBST-101, 102, 202 Urban Studies Internship Program

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 215.

¹ Course qualifies as Pathways Common Core 2E-Scientific World.

² Course qualifies as Pathways Common Core 2D-Individual and Society.

³ Pathways Gateway Course into Major, see "Understanding Program Requirements" in Academics and Programs of Study.

DEPARTMENT OF SPEECH COMMUNICATION AND THEATRE ARTS

HUMANITIES Building, Room 125 • Telephone: 718-631-6633 • Fax: 718-281-5137

Professor Georgia McGill, **Chairperson**

Professor: Georgia McGill

Associate Professors: Michael Cesarano, Franca Ferrari, Eileen White, Liisa Yonker

Assistant Professors: Arthur Adair, Heather Huggins, Christopher J. Jimenez, Supriya Karudapuram, Christina Saindon
Dr. Jodi Van Der Horn-Gibson

Lecturers: Ashlie Klepper, Gail Lewis, Elaine Thompson, Rosanne Vogel

Senior College Laboratory Technicians: Daniel McKleinfeld, Josh Rothenberg

College Laboratory Technician: Michael Birnbaum

Adjunct Faculty: approximately 30 each year

Professors Emeriti: Gertrude Orion, LeRoy Pavés, Victor Seymour, Robert Simons, Charles B. Wilson, Helen Yalof,
Mildred Zinberg

Office Personnel:

Veronica Manoo, CUNY Office Assistant

For information about academic programs and performances offered by the Department of Speech Communication and Theatre Arts, please see the Departmental web page at: www.qcc.cuny.edu/speechTheatre/index.html.

THE HUMANITIES THEATRE & THE SHADOWBOX THEATRE

The classically designed 875 seat Humanities Theatre and the more intimate Shadowbox Theatre (recently renovated with flexible seating and state of the art lighting and sound equipment) provide theatre students with a full spectrum of performance and design opportunities.

THE MEDIA DESIGN CENTER

The facilities of the Media Design Center provide computers and 3-dimensional modeling software to enhance theatrical scenic design and lighting plots. Video recording and editing are available on both Mac and PC platforms.

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.

PROGRAMS OF STUDY

• THEATRE (A.S. Degree Program)

Students interested in majoring in Theatre Arts may enroll in the Associate of Science in Theatre with concentrations in Acting or Technical Theatre Production. Students are advised to consult the Department as soon as possible after admission to Queensborough in order to work out an individual program of study. (See Programs of Study for a description of the A.S. Theatre curriculum.)

• LIBERAL ARTS AND SCIENCES (A.A. Degree Program)

Concentration:
Communication Studies

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).

DEPARTMENTAL AWARDS FOR STUDENT EXCELLENCE

The Beverly Lockwood Memorial Award
The Leroy Paves Memorial Award
The Thomas Smith Memorial Award

SPEECH COMMUNICATION AND THEATRE ARTS COURSES

SPEECH COMMUNICATION

SP-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

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 (2B¹)

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 (2D²)

3 class hours 3 credits *Prerequisite:* 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 (2A³)

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

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.

SP-321 Oral Performance for the Actor and Speaker (2C⁴)

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 (formerly SP-130 Video Production I)

2 class hours 2 lab hours 3 credits

Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

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 (formerly SP-231 Video Production II)

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, screen-writing, 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

Prerequisites: 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).

¹ Course qualifies as Pathways Common Core 2B—U.S. Experience and Its Diversity.

² Course qualifies as Pathways Common Core 2D—Individual and Society.

³ Course qualifies as Pathways Common Core 2A—World Cultures and Global Issues.

⁴ Course qualifies as Pathways Common Core 2C—Creative Expression.

SPEECH COMMUNICATION AND THEATRE ARTS COURSES

FMP-243 American Film History (formerly SP-471 American Film History I) (2C¹)

3 class hours 1 recitation hour 3 credits

Offered in Fall Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

A historical study of the nature and development of the cinema as an art form in the United States from its beginnings until present time. Technological, economic, industrial, legal, social and cultural factors which played an important role in shaping film genres are examined decade by decade. Significant foreign influences are also cited along with hundreds of illustrative clips and a classic feature film each session.

FMP-244 Elements of Film (formerly SP-472 American Film History II) (2C¹)

3 class hours 1 recitation hour 3 credits

Offered in Spring Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-0 credit, 226), or satisfactory score on the CUNY/ACT Assessment Test

This course introduces basic concepts of cinematic communication and presents them as “languages” which filmmakers use to create predictable emotional responses in audiences through historically significant films and their makers. Films will be examined and discussed in relation to American culture and society. Photography, framing, shots, angles, movement both within the frame and of the camera, sound, editing, story narrative, acting and ideology are some of the components of film structure which directors use to create a visual style. Viewings and discussions are positioned to provide an active film vocabulary and achieve critical perspectives of modern American history and cinema.

FMP-245 Introduction to Electronic Media (formerly SP-274 Introduction to Electronic Media) (2C¹)

3 class hours 3 credits Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

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 (formerly SP-275 Media Criticism) (2C¹)

3 hours 3 credits Offered in Fall

Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226)

Theories of mass culture will be introduced and applied to a diverse selection of media such as film, television, video games and the Internet. In the identification, examination and discussion of these theories, students will analyze and write critically about the influences of mediated images on society. This class is a designated Writing Intensive (WI) course.

THEATRE ARTS

TH-111 Introduction to Theatre (2C¹)

3 hours 3 credits Prerequisites: BE-122 (or BE-226) and BE-112 (or BE-205)

An introduction to the fundamentals of theater with an emphasis on the evolution of theatrical conventions and practices in Western Society. Material for analysis, discussion and illustration is selected from a body of dramaturgy that spans the history of the theater from the Greeks to the present day. Students are required to attend and critique theatrical performances on campus.

TH-120 Acting I (2C¹)

3 class hours 3 credits

For non-fine arts majors.

Theory and practice of the art of acting; exercises in sense impression; characterization, improvisations; scenes from plays; special reports. Designed for the development of a knowledgeable and appreciative audience as well as for basic acting techniques. For non-majors. FA1 majors should enroll in TH121. This course is a Writing Intensive course.

TH-121 Introduction to Acting for the Major

3 hours 3 credits Co and/or Prerequisite: Must be a Fine and Performing Arts Major

Students who have passed TH-120 should not enroll in this course, but take TH-221.

An introduction to the actor's process with particular emphasis placed upon the development of the basic tools of perception, expression and improvisation. Additionally, students will learn the basic concepts, vocabulary and methods of scenic analysis as introduced by Stanislavski and be able to apply them in performance.

TH-122/222 Actors' Workshop I & II

2 class hours 3 lab hours 3 credits

Prerequisites: Audition or Permission of the Department

In this actor's laboratory, students act in one or more plays for public performance under the guidance of a faculty director. A weekly production lecture concerns use of stage, props, diction, movement, styles and other pertinent issues. The history of the play, its author and its era are also covered. Hours to be arranged depending on rehearsal and performance schedules.

TH-124 Summer Theatre Workshop

2 class hours 2 studio hours plus participation in Summer campus productions 3 credits

Students participate in productions directed by professionals to gain experience in directing, acting, technical theater, design, lighting, stage management, publicity and promotion. Classroom projects are related to actual productions. A student showcase will provide opportunities for all students to act before an audience.

TH-131/231 Stagecraft I & II

4 class hours (plus participation in departmental productions)

3 credits each course Prerequisite for TH-231: TH-131

Project based learning with a concentration on the principles of technical stagecraft; fabrication of scenery for the stage; proper mounting and handling of scenic elements; introduction to various scenic painting techniques; installation and manipulation of lighting and sound systems for the stage; fabrication of stage properties. Students are required to apply stagecraft skills to laboratory projects outside of class studio hours. Students in TH-231 are given more complex class and crew assignments.

TH-132/232 Practicum in Stagecraft I & II

Prerequisite TH-132: None

Prerequisite TH- 232: TH-131 or Permission of the Department

1 class hour each course (plus rehearsal and performance hours) 1 credit each course

Project based learning with a concentration on introduction to backstage responsibilities, procedures, and preparations. Crew assignment to departmental productions provides students with experience on state of the art equipment. Students are required to attend all technical rehearsals and performances. Students enrolled in TH-232 are given crew assignments of greater complexity and responsibility.

TH-133/233 Theatre Production and Design I & II

2 class hours 2 studio hours (plus participation in departmental productions) 3 credits Prerequisite for TH- 233: TH-133

This course offers an overview of theatre production organization and management; a brief history of theatre architecture; styles of script analysis; basic process and concept for scenic, costume, lighting, and sound design; an introduction to basic theatre drafting and identifying information from ground plans; an introduction to stage management and stage properties. Students integrate analysis of dramatic works with generated design elements for class presentations. In this course students apply practical experience through supporting departmental productions. Students enrolling in TH-233 are given greater responsibility and advanced assignments in theatre production.

¹ Course qualifies as Pathways Common Core 2C-Creative Expression.

SPEECH COMMUNICATION AND THEATRE ARTS COURSES

TH-134 Stage Makeup

1 class hour 2 studio hours 2 credits

Theory and practice of theatrical stage makeup. Project-based learning with a concentration on the design and practical application of stage makeup for a variety of characters. Proper use of tools and materials used in the application of stage makeup techniques. Comprehension of terminology and function used in makeup design.

TH-135 Costume Construction

2 class hours 2 studio hours 3 credits

Students will learn the elementary skills required in the construction of garments and costumes. Through project based learning, students will learn the different techniques employed in hand sewing, machine sewing, fabric selection and the operation of costume shop equipment. Emphasis will be placed on basic pattern making, flat patterning, and draping. Student will apply their skills to various personal sewing and building projects, as well as being involved in builds and alterations for current theatrical productions. This will garner a greater understanding of the process and function of a professional costume shop.

TH-151 Vocal Production and Movement for the Actor

3 class hours 2 credits

Exercise the potential of the voice and body for strength, ease, flexibility and responsiveness in performance. Integrate greater plasticity of motion into movement, apply connection to the breath and voice in movement, combine physical action with psychological action, support the articulation of character through voice and movement

TH-152 Standard Speech for Stage, Film, Television and Digital Media

3 class hours 3 credits

Identify and apply the Detail Model of Standard Speech to communicate greater linguistic information to listeners of all theatrical media. Adapt vowel and consonant substitutions to a variety of performance demands. Integrate the use of the International Phonetic Alphabet into speaking and listening. Stretch and strengthen the muscles of vocal production and articulation for greater ease and intelligibility of speech. Exercise vocal techniques with technological amplification.

TH-221 Acting II

3 class hours 3 credits Prerequisites: SP-531 or TH-121

Acting I or TH-120 and permission of the Department

Application of the techniques learned in Acting I: further development of preparation, rehearsal and performance. The creation of believable characterizations through Stanislavski's concept of actions. Review of Stanislavskian-based actor vocabulary and introduction to character and scene analysis.

TH-235 Stage Management

3 class hours 3 credits

Prerequisite: TH-131 Stagecraft I

Project based learning with a concentration on stage management and production, call book, rehearsal and technical rehearsal process, and performance. Basic introduction to different techniques for organization and personal management. Student will apply their skills to stage manage current department theatrical productions. This will garner a greater understanding of the process and function of a professional stage manager.

STUDENT AFFAIRS COURSES

LIBRARY BUILDING, ROOM 412 • TELEPHONE: 718-631-6351 • FAX: 718-631-6352

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

Professors: Sandra Bygrave-Dozier

Associate Professor: Wilma Fletcher-Anthony, Jannette Urciuoli

Lecturer: Gina Capozzoli

Higher Education Associates: Dorith Brodbar, Linda Ostrowe

Adjunct Faculty: approximately 6 each semester

Professors Emeriti: Stephen Beltzer, Victor DeFazio, Barbara DeGregoria, Patricia Evanoski Maher, Frances P. Geer, Martin Jacobs, Michael Miller, John Prior, Stanley Rustin, Vita C. Tauss

Office Personnel:

Lenny Sanchez, *CUNY Office Assistant*

Darline Bertil, *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

John Aderounmu, *Chairperson, University Student Senate*

Martin J. Burke, *Chairperson, University Faculty Senate*

OFFICERS OF THE UNIVERSITY

Dr. Vita Rabinowitz, *Interim Chancellor*

Marc V. Shaw, *Interim Chief Operating Officer*

Dr. Jane P. Bowers, *Interim Executive Vice Chancellor and
University Provost*

Matthew Sapienza, *Senior Vice Chancellor and
Chief Financial Officer*

Judith Bergtraum, *Vice Chancellor for Facilities Planning,
Construction, and Management*

Brigette A. Bryants, *Vice Chancellor for University Advancement*

Brian Cohen, *Vice Chancellor & University Chief Information Officer*

Margaret Egan, *Interim Vice Chancellor for Human Resources*

Gayle Horwitz, *Senior Advisor to the Chancellor and
Secretary, to the Board of Trustees*

Loretta Martinez, *General Counsel and
Vice Chancellor for Legal Affairs*

Dr. Christopher Rosa, *Interim Vice Chancellor for Student Affairs*

Pamela Silverblatt, *Vice Chancellor for Labor Relations*

Vivek Upadhyay, *University Executive Registrar*

QUEENSBOROUGH ADMINISTRATION

OFFICE OF THE PRESIDENT

Timothy G. Lynch, B.A., M.Phil., Ph.D., *Interim President*

Elaine Ioannou, B.S., *Acting Executive Assistant to the President*

Michael Khan, B.A., *Acting Confidential 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 Communications Marketing Officer*

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*

Martha Aspromatis, B.A., M.S.L.I.S., *HR Employee Relations Manager*

Sunny Ahn, B.A., *HR Generalist for Instructional Staff*

Diane Cantor, B.A., *HR Coordinator for Adjunct Services*

Mildred Dellapina, M.A., *HR Manager, Adjunct Services*

Lois Florman, Esq., B.A., J.D., *Executive Counsel*

Angela Gmuca, B.A., *HR Manager*

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*

Title IX Compliance

Belinda Delgado, B.A., *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*

Elizabeth Alexander, B.A., M.A., *Confidential Executive Coordinator*

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*

Patrick Wynne, M.A., *Institutional Research Manager*

OneCard Office

vacant, *Administrative Coordinator*

Resource Planning and Analytics

Marc Carpentier, B.S., *Executive Director*

Shirley Chen, A.A.S., B.S., *Associate Budget Director*

OFFICE OF ACADEMIC AFFAIRS

Sandra Palmer, B.A., M.A., M.B.A., Ph.D.,

Interim Vice President for Academic Affairs

Arthur R. Corradetti, B.A., M. Phil., Ph.D., *Dean for Institutional Effectiveness*

David Humphries, B.A., M.A., Ph.D., *Interim Assistant Dean of Faculty*

Debra Maslanko, B.A., M.A., *Director of Academic Operations*

Michael Pullin, B.A., M.S., Ph.D., *Assistant Dean for Academics*

Olga Salamanca, B.S., M.A.,

Administrative Executive Coordinator

Shiang-Kwei Wang, Ph.D., *Dean of Research*

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*

Campus Writing Center

Stefan W. Spezio, B.A., M.A., *Director*

Vivian Kaufman, B.A., *Administrative Executive Coordinator*

Joseph Labozzetta, B.A., *Manager*

Mark Rabinovich, B.S., M.S., *CLT*

Center for Excellence in Teaching and Learning (CETL)

Kathleen Landy, B.A., M.S.T., Ed.D., *Assistant Dean for Teaching & Learning*

Ian Beckford, Ed.D., *Director of Policy Analysis for General Education and Student Learning Outcomes*

Henry Davis, B.A., M.A., Ph.D., *Academic Program Specialist*

Carol Lukasiewicz, B.S., *Administrative Coordinator for Faculty Development*

CETL Office of Educational Technology

Denis Bejar, B.A., *Academic Applications Director - Instructional Support*

Mark Anthony Carpenay, B.A., B.S., M.S., *Academic Technology Coordinator*

Aradhna Persaud, A.S., B.B.A., *Academic Applications 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., *Academy Advising Coordinator Student Learning Center*

Jose Holguin, B.A., *Academy Adviser, Academic Literacy*

John Pian, B.A., *Academy Adviser, Campus Writing Center*

Kendra Pierre, M.S.Ed., *Academy Adviser Mathematics Learning Center*

Karen Salvador, B.A., *Academy Adviser Student Learning Center*

Sidra Shamin, B.A., *Academy Adviser Student Learning Center*

Registrar

Patricia Canale, B.S., M.L.S., *Enrollment Registrar Director*

Xiao Yan Cai, A.S., B.S., *Enrollment Registrar Manager*

Florence Farrat, B.A., *Enrollment Registrar Manager*

Doreen Fox-Herron, M.A., *Enrollment Registrar Manager*

Ingrid Jaramillo Estrella, B.S., *Enrollment Registrar Coordinator*

Danie Jules, B.A., *Enrollment Registrar Specialist*

Catherine Lee, B.S., *Enrollment Registrar Coordinator, Records and Registration*

Robin Levine, B.A., *Project Assistant*

Daniela Porcelli, B.A., *Enrollment Registrar Coordinator, Records and Transcripts*

Liping Yeh, A.S., B.S., M.A., *Enrollment Registrar Coordinator*

Student Athletics

Jon Hochberg, A.S., B.S., M.A., *Student Athletics Director*

Joan Greenhut, B.A., M.A., Ph.D., *Advising Specialist*

Student Learning Center

Bonnie Cook, B.A., M.D.E., *Academic Resource Director*

Brenda Leong, B.A., *Academic Resource Center Coordinator*

Alexandra Nestoras, M.A., *Academic Resource Manager*

Transfer Resource Unit

Renee Rhodd, B.B.A., M.A., *Director*

Susan Madera, B.A., *Transfer Manager*

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

Macarthur Marshall, A.A.S., B.S., M.B.A., *Strategic Contracts and Sourcing Director*

Accounting and Related Entities

Miguel Quiroz, B.A., M.B.A., *Director of Accounting and Related Entities*

Wilson Leung, B.S., *Finance Manager, Related Entities*

Susan George, B.A., *Finance Coordinator*

Lucy Shi, B.A., M.S., *Finance and Risk Management Manager*

Kenrowe Williams, B.A., M.S., *Accountant*

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*
Joy Condello, B.A., M.A., *Enrollment Bursar Coordinator*
Andrea Tangarife, A.S., B.A., *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*

Gemma Martin, B.S., *Purchasing Manager*

Twana Lindsay, B.S., *Manager, Accounts Payable*

Maryann Cuevas, *Supervisor, Stock Workers, Central Receiving*

Robert Liquori, B.B.A., *Finance Accounts Payable Specialist*

Henry Gavilanes, B.A., *Finance Payments Specialist*

Deams M. Dalencourt, B.S., *Finance Procurement Specialist, Purchasing*

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.A., M.P.A., *Administrative Executive Coordinator*

Art Gallery

Faustino Quintanilla, B.Ph., B.Th., B.A., M.F.A., D.D., *Executive Director and Curator*

Lisa Scandaliato, B.A., *Assistant to the Director*

Kupferberg Holocaust Center (KHC)

Alexandra Herzog, B.A., M.A., Ph.D., *Executive Director*

Marisa Berman Hollywood, B.A., B.P.S., M.A., *Assistant 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 PRE-COLLEGE, CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT

Denise Ward, B.A., M.B.A., *Vice President for Pre-College, Continuing Education and Workforce Development*

Jeffrey Chen, 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., Ph.D., *Continuing Education Director of Labor Market Research & Workforce Development*

Ekaterina Manafeeva, B.A., M.A., M.B.A., *Administrative Specialist*

Jacqueline Montgomery, B.A., *Program Manager*

Miatta Weisel, B.A., M.B.A., *Student Career Program Manager*

Yang Xu, B.A., M.S., *Continuing Education Coordinator*

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*

College Now Program

Mary Anne Meyer, B.A., *Academic College Now Director*

CUNY Language Immersion Program & CUNY Start

Diana Berkowitz, B.A., M.A., M.Ed., Ph.D., *Director CLIP/Cuny Start*

Bonnie Flaherty, B.A., Ed.D., *CUNY Start Academic Student Support Manager*

Jamal Biggs, B.A., *CUNY Start/Math Program Support Specialist*

Freeman Blalock, B.A., *CUNY Start Administrative Coordinator*

Lorena Castro, B.A., *CUNY Start/Math Program Support 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)*

Alexis Tenenbaum, B.A., M.A., *CUNY Start Academic Student Support Program Specialist*

Grants/Sponsored Programs

Moira Adams, B.F.A., M.A., *Director*

Christine Spicknell, B.A., M.B.A., *Assistant Director*

SueAne Solares-Loza, B.A., *Administrative Coordinator*

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*

OFFICE OF STUDENT AFFAIRS

Brian Kerr, B.A., M.P.S., Ed.D., *Interim Vice President for Student Affairs*

Jennifer Klein, B.A., M.S., MSW, *Student Life Manager for Special Programs*

Annette Lazaro, *Special Projects Coordinator*

Elisabeth Scheiner, M.A., *Manager Academic Success Programs*

Academy Advisement

vacant, *Director*

Academy Advisers

Business Academy

Natalie Roopchand, A.S., B.A., M.S.,
Academy Advisement Manager

Kendra Mason, B.A., M.A., *Academy Adviser*

Crystal Moscat, B.A., *Academy Adviser*

Health Related Sciences Academy

Gail Patterson, B.A., M.S., *Academy Advisement Manager*

Arthur Abramov, B.A., M.S., *Academy Adviser*

Deborah Karlin, A.A., B.A., *Academy Adviser*

Sabera Saadullah, M.A., *Academy Adviser*

Liberal Arts Academy

Sandra Sacrestano, B.A., M.S., *Academy Advisement Manager*

Patricia Beale, B.A., M.A., *Academy Adviser*

David Buckner, A.A., B.A., *Academy Adviser*

Mary Casatelli, B.A., M.L.S., *Academy Adviser*

Andre Coombs, B.S., *Academy Adviser*

Adrienne Crosson, B.A., M.S., *Academy Adviser*

Matthew Flood, B.A., *Academy Adviser*

Mark Tullio, B.S., *Academy Advising Coordinator*

Science, Technology, Engineering and Math (STEM) Academy

Scott Beltzer, A.A., B.S., *Academy Advisement Manager*

Ryan Brannan, M.M.S., *Academy Adviser*

Kadiffa Brown, B.S., M.S., *Academy Advising Coordinator*

Edna Spencer, M.S., *Academy Advising Coordinator*

Visual & Performing Arts (VAPA) Academy

William Duque, A.A.S., B.B.A., *Academy Advisement Manager*

Salvatore Pisciotta, B.A., *Academy Advising Coordinator*

Admissions and Recruitment

Linda Evangelou, B.A., M.S., *Admissions Director*

Edgar DeCastro, B.S., *Senior Adviser*

Stephanie Allen, B.S., *Admissions Manager for Transfer Services, Assistant Director for Transfer Services and Evaluation*

Thomas Byrnes, B.A., *Admissions Specialist*

Frank Del Gaiso, B.A., M.A., *Admissions Specialist*

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., *Director*
Fatima Ali, B.A., M.A., *Student Manager*
Jackeline Almonte, B.S., M.S., *Student Manager*
Stephen Atkins, B.S., *Career & Employment Specialist*
Sara Brown, B.S., M.S., *Student Manager*
Christina Chala, A.A., B.A., M.A., *Student Manager*
Annastacia Charles, A.A.S., B.A., *Student Manager*
Khadijah Cole, B.A., M.A., *Student Manager*
Tishana Daniel, B.A., M.A., *Student Manager*
Juliana Dorcelus, B.S., M.A., *Student Manager*
Christopher Ferentino, B.A., M.A., *Recruitment Specialist*
Rosanna Fernandez, B.A., *Student Manager*
Courtney Fusco, B.S., M.S.Ed., *Program Manager/Associate Director*
Stephanie Guilbaud, B.A., M.B.A., *Program Coordinator*
Stephanie Jerome, B.A., M.A., *Recruitment Coordinator*
Naureen Khan, B.A., M.A., *Student Manager*
Matthew Konkel, B.S., M.S.Ed., *Student Manager*
Krystal Liriano-Gonzalez, B.B.A., *Student Manager*
Angela McAleese, B.A., M.P.A., M.S.Ed., *Student Manager*
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*
Ranita Ramotar, B.A., M.S.Ed., *Student Manager*
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*
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

Winston Yarde, M.B.A., *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*

Counseling Center

Dr. Wilma Fletcher-Anthony, *Associate Professor*
Dr. Jannette A. Urciuoli, *Associate Professor*
Dr. Sandra Bygrave-Dozier, *Professor*
Ms. Gina Capozzoli, *Lecturer*
Dorith Brodbar, M.A., Ph.D., *Student Psychological Counselor*
Linda Ostrowe, M.S.Ed., *Student Psychological Counselor*

Financial Services

Veronica Lukas, B.A., M.B.A., *Executive Director of Student
Financial Services*
Mary Anne Langbart, B.S., M.B.A., *Associate Director,
Financial Aid Manager*
Carla Guevara, B.S., M.A., *Financial Aid Specialist*
Jori Happonen, B.B.A., M.S., *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*
Simon Ulubabov, 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

Carol Alleyne, B.S., M.S., Ed.D., *New Student Engagement Manager*
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*
Andrew Muller, B.A., M.S., *Disability Accommodations Specialist*
Sheryl Sobel, M.S.W., *LEADS Support Specialist*
Katheryn Wong, M.S., *Student Support Specialist, CUNY LEADS*

Single Stop

Amawati Gonesh, B.A., M.A., *Single Stop Program Administrator*
Melissa Brito, B.A., *Single Stop Coordinator*
Krystal Rodriguez, B.A., M.A., *Academy Advising Coordinator
STEM/Single Stop*

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 SEPTEMBER 2018)

Aalai, Azadeh

Assistant Professor, Social Sciences
Ph.D., Loyola University

Abramov, Arthur

Assistant to Higher Education Officer, Office of Student Affairs, Academy Advisement; Academy Advising Coordinator, Health Related Sciences Academy
B.A., M.S., CUNY Queens College

Adair, Arthur

Assistant Professor, Speech Communication and Theatre Arts
B.A., State University of New York at Old Westbury;
M.F.A., Brooklyn College

Adams, Ellen

Higher Education Officer, Office of the President, Director of Personnel
A.S., State University of New York at Farmingdale;
B.S., State University of New York at Albany;
M.S.Ed., CUNY Bernard M. Baruch College

Adams, Moira

Higher Education Officer, Pre-College, Continuing Education & Workforce Development; Grants/Sponsored Programs, Development Grants Director
B.F.A., San Francisco Art Institute; M.A., University of California at Los Angeles

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; QPAC Performing Arts Center, Director
B.A., M.S., CUNY Queens College

Ahmad, Asmaa

Instructor; Office of Pre-College, Continuing Education and Workforce Development, CUNY Start Program
B.A., CUNY Queens College; M.A., CUNY Hunter College

Ahn, Sunny

Higher Education Assistant, Office of Human Resources and Labor Relations, Office of Faculty & Staff Relations; HR Generalist for Instructional Staff
B.A., Penn State University

Äikäs, Rose-Marie

Associate Professor, Social Sciences (Criminal Justice)
M.A., Ph.D., Rutgers University

Akcay, Zeynep

Assistant Professor, Mathematics and Computer Science
M.S., Florida State University; Ph.D. New Jersey Institute of Technology

Akpınar, Rezan

Assistant Professor, Health, Physical Education and Dance
A.S., B.A., M.S., New York College of Wholistic Health and Research

Alexander, Elizabeth

Assistant to Higher Education Officer, Office of Chief Operating Officer & Senior Vice President, Confidential Executive Coordinator
B.A., Marymount College; M.A., New York University

Alexandratos, Jonathan

Instructor; Office of Pre-College, Continuing Education and Workforce Development, 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

Alimaras, Peter E.

Professor, Social Sciences (Psychology)
B.S., M.A., CUNY Queens College; Ph.D., The City University of New York

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

Allen, Stephanie

Higher Education Associate, Office of Student Affairs, Admissions; Admissions Specialist, Transfer Services and Evaluation
B.A., M.S., Quinnipiac University

Alleyne, Carol

Higher Education Associate, Office of Student Affairs; New Student Engagement Manager
B.S., M.S., St. John's University; Ed.D., St. John Fisher 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

Assistant Professor, Biological Sciences and Geology
M.S., Adelphi University, Ph.D., St. John's University

Alves, Kathleen Tamayo

Assistant 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

Anderson, Robert

Lecturer, Music
B.S., CUNY York College

Anderst, Leah

Assistant 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

Ansani, Antonella

Professor, Foreign Languages and Literatures
M.Phil., Ph.D., Yale University

Anschlowar, Kurt

Instructor; Office of Pre-College, Continuing Education and Workforce Development, 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 Pre-College, Continuing Education and Workforce Development, CUNY Language Immersion Program (CLIP)
M.S., Hofstra University

Armendariz, Raul

Assistant Professor, Physics
Ph.D., New Mexico State University

Armstrong, Daniel

Assistant Professor; Health, Physical Education and Dance
M.S., Brooklyn College; D.P.T., CUNY Hunter College

Aspromatis, Martha

Higher Education Associate, Office of the President, Office of Human Resources and Labor Relations, HR Employee Relations Manager
B.A., State University of New York at Oswego; M.S.L.I.S., Long Island University, C. W. Post

Asser, Stuart M.

Professor, Engineering Technology
A.A.S., Queensborough Community College; B.S., M.S.A., New York Institute of Technology; P.E., State of New York

Atik, Aliza

Assistant Professor, English
B.A., CUNY Queens College; Ph.D., State University of New York at Stony Brook

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

Avens, Indra

Lecturer, Foreign Languages and Literatures
M.Phil., City University of New York

Ayers, Jessica

Assistant Professor, Nursing
B.S., Adelphi+ University; M.A., Malloy College

Baek, Namsik

Assistant to Higher Education Officer, Academic Resource Center Coordinator, Mathematics and Computer Science
M.A., CUNY Queens College; M.Ed., Korea University

Baheri, Bahar

Lecturer, Mathematics and Computer Science
B.A., M.A., CUNY Queens College

Baig, Sami

Senior College Laboratory Technician, English
A.S., Queensboroug Community College; B.S., CUNY York College

CURRENT FACULTY & INSTRUCTIONAL STAFF

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., Douglas 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; Academy Advising Specialist, Liberal Arts Academy
B.A., M.A., CUNY Queens College

Beck, Sheila*

Associate Professor, Library
B.A., M.A., M.L.S., 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, Instructional Support
B.A., CUNY Queens College, M.B.A., State University of New York at Stony Brook

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

Berkhout, Bjorn

Associate Professor, Music
D.M., Northwestern University

Berkowitz, Diana

Higher Education Officer, Pre-College, Continuing Education & Workforce Development; CUNY Language Immersion Program Director/CUNY Start Director
M.A., M.Ed., M.Phil., Ph.D., Columbia 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

Bertorelli, Joseph

Professor, Mathematics and Computer Science
B.S., Manhattan College; M.S., Ph.D., Purdue 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 Pre-College, Continuing Education and Workforce Development, 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

Birnbaum, Michael

College Laboratory Technician; Speech, Communication & Theatre Arts
B.T., New York City College of Technology

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

Blalock, Freeman

Assistant to Higher Education Officer; Office of Pre-College, Continuing Education & Workforce Development; CUNY Start Program, Administrative Coordinator
B.A., CUNY Lehman College

Blick, William

Assistant Professor, Library
B.A., M.A., M.L.I.S., CUNY Queens College

Bluestone, Cheryl

Professor, Social Sciences
B.A., The City College of New York; M.A., Ph.D., New York University

Boccio, Dona V.

Professor, Mathematics and Computer Science
B.A., M.S., New York University; Ph.D., The City University of New York

Bogacka-Rode, Magdalena

Assistant Professor, English
M.A., M.Phil., 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, Leila

Instructor; Office of Pre-College, Continuing Education and Workforce Development, 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

Assistant to Higher Education Officer, Office of Student Affairs, Academy Advisement; Academy Advisement Coordinator, STEM Academy
B.S., Adelphi University; M.S., Long Island University, C. W. Post

Braxton, Cecelia

Instructor; Office of Pre-College, Continuing Education and Workforce Development, 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

Assistant to Higher Education Officer; Office of Student Affairs, Academy Advisement; Academy Advising Coordinator, 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

Assistant to Higher Education Officer, Office of Student Affairs, Academy Advisement; Academy Adviser, Liberal Arts Academy
A.A., Queensborough Community College; B.A., CUNY Hunter College

Bulawa, Andrew

Assistant Professor, Mathematics and Computer Science
B.S., M.S., Idaho State University; Ph.D., State University of New York at Stony Brook

Buoncora, John

Lecturer, Engineering Technology
M.S., Polytechnic University

Bukvich-Nichols, Svjetlana

Assistant Professor, Music
B.A., Sarajevo University Academy of Music

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

* *Travels leave, Fall 2018.*

CURRENT FACULTY & INSTRUCTIONAL STAFF

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 Pre-College, Continuing Education and
Workforce Development, CUNY Start Program*
M.S.E., CUNY Hunter College

Cambre, Javier

Associate Professor, Art and Design
M.F.A., Art Institute of Chicago

Canale, Patricia

*Higher Education Officer, Office of Academic Affairs, Office of
the Registrar; Director*
B.S., M.L.S., St. John's University

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

Carpenay, Mark Anthony

*Assistant to Higher Education Officer, Office of Academic Affairs,
Office of Academic Computing and eLearning; IT Academic
Applications Coordinator*
B.S., CUNY Queens College; M.S., CUNY Lehman
College

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

Carroll, Elizabeth

*Instructor; Office of Pre-College, Continuing Education and
Workforce Development, 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; Academy Advising Specialist, Liberal Arts Academy*
B.A., CUNY Lehman College; M.L.S., CUNY Queens
College

Castro, Lorena

*Higher Education Assistant; Office of Pre-College, Continuing
Education and Workforce Development, CUNYStart Program;
CUNYStart/Math Program Support 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

Chala, Christina G.

*Higher Education Assistant, Office of Student Affairs; Accelerated
Study in Associate Programs (ASAP), Student Adviser*
A.A., Saddleback College; B.A., University of
California; M.A., New York University

Chan, Lukka (Lawrence)

Senior College Laboratory Technician, Library

Chang, JoAnne Chung-Wen

Associate Professor, Music
M.M., Manhattan School of Music, Ed.D., Columbia
University, Teacher's College

Charles, Annastacia

*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

Chen, Jeffrey

Dean; Pre-College, Continuing Education & Workforce Development
B.A., Yale University

Chen, Shirley

*Higher Education Associate, 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

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;

Coherian, Arpy S.

*Higher Education Officer; Pre-College, 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

*Assistant to Higher Education Officer, Office of Finance and
Administration; Bursar Coordinator*
B.A., M.A., Long Island University

Conkling, Lori

*Higher Education Officer; Pre-College, Continuing Education &
Workforce Development; Director of Labor Market Research &
Workforce Development*
B.A., Lehman College; M.A., Northwestern University

CURRENT FACULTY & INSTRUCTIONAL STAFF

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

Cook, Bonnie

Higher Education Officer, Office of Academic Affairs; Director of Student Learning Center
B.A., University of Maine at Machias; M.D.E., Athabasca University

Coombs, Andre

Higher Education Assistant, Office of Student Affairs, Academy Advisement; Academy 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; Academy Advising Specialist, Liberal Arts Academy
B.A., CUNY Queens College; M.S., Fordham University

Culkin, Joseph W.

Professor and Chairperson, 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

Dabkowska, Ewa

Lecturer, Mathematics and Computer Science
B.S., State University of New York at Stony Brook; M.S., Hofstra University

D'Agnes, Suzanne B.

Lecturer, Business
B.A., CUNY Queens College; M.B.A., Fordham University

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

Assistant 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 Pre-College, Continuing Education and Workforce Development, CUNY Language Immersion Program (CLIP)

Daniel, Tishana

Higher Education Assistant, Office of Student Affairs; Accelerated Study in Associate Programs, Student Adviser
B.A., State University of New York at Buffalo; M.A., Canisius College

Danielsson, Sarah

Associate 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

Darwish, Ihab

Assistant Professor, Engineering Technology
B.E.E., M.E.E., Ph.D., The City College of New York

Davis, Edward

Associate Professor, Engineering Technology
B.S., M.S., New York Institute of Technology; R.A., State of New of New York

Davis, Henry

Higher Education Assistant, Office of Academic Affairs, Center for Excellence in Teaching and Learning (CETL); Academic Program Specialist
B.A., Iona College; M.A., Manhattanville College; Ph.D., Forham University

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

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

Dennihi, 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

DeSola, Arthurine

Higher Education Assistant, Office of Student Affairs; Office of College Discovery, CD Student Support Specialist
B.A., St. John's University; M.A., CUNY Hunter 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 Communications 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

Dolan, Michael

Lecturer, English
M.A., CUNY Queens College

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

Dowlah, Caf

Associate Professor, Social Sciences
Ph.D., University of Southern California

Doyle, Alice

Higher Education Associate, Office of the President; Marketing and Communications, Communications College Relations Manager
B.A., University of Maryland-College Park

CURRENT FACULTY & INSTRUCTIONAL STAFF

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

Associate 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

Higher Education Officer, Office of Student Affairs, Office of Admissions; Director
B.A., M.S., The College of New Rochelle

Farrat, Florence

Higher Education Associate, Office of Academic Affairs; Office of the Registrar, Enrollment Registrar Manager
B.A., M.S., The College of New Rochelle

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

Ferentino, Christopher

Assistant to Higher Education Officer, Office of Student Affairs; Accelerated Study in Associate Programs (ASAP); Recruitment Coordinator
B.A., M.A., CUNY Queens 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
Ph.D., New York 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 Associate; Office of Pre-College, Continuing Education and Workforce Development, CUNYStart Program; CUNYStart Academic Student Support Manager
B.A., University of Iowa; M.A., CUNY Hunter College; Ed.D., St. John's University

Fletcher-Anthony, Wilma

Associate Professor, Office of Student Affairs; Director, Counseling Services
B.Ed., University of the West Indies; M.S., Arizona State University; Ph.D., Capella University

Flood, Matthew

Assistant to Higher Education Officer, Office of Student Affairs, Academy Advisement; Academy Adviser, Liberal Arts Academy
B.A., College of St. Rose

Florman, Lois

Executive Counsel, Office of President, College Attorney, Human Resources and Labor Relations
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

Assistant 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 and Chairperson, 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

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

Fung-Shelley, King

Higher Education Assistant; Office of Pre-College, Continuing Education and Workforce Development, 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

Fusco, 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

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

Assistant 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

CURRENT FACULTY & INSTRUCTIONAL STAFF

Geismar, Aviva

Assistant 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

Assistant 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

Gilleaudeau, John

Lecturer, Social Sciences
M.A., Fordham University

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, HR Manager
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

Gomes, Monalisa

Higher Education Assistant; Office of Pre-College, Continuing Education and Workforce Development, 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 Bernard M. Baruch College

Gonzalez (Sweeney), Monica

Higher Education Assistant; Office of Pre-College, Continuing Education and Workforce Development, CUNY Language Immersion Program (CLIP); Academic ESL Program Specialist
B.A., CUNY Queens 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

Grant, Karen

Professor, Business
B.B.A., St. John's University; M.S., CUNY Hunter College

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, Wenli

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

College Laboratory Technician, Biological Sciences and Geology
A.S., Queensborough Community College

Happonen, Jori

Higher Education Assistant, Office of Student Affairs; Financial Services, Financial Aid Specialist
B.B.A., M.S., CUNY Bernard M. Baruch College

Haro, Enrique

College Laboratory Technician, Engineering Technology
A.A.S., Queensborough Community College; B.S., 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 Specialist, 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

Assistant to Higher Education Officer, Office of Academic Affairs; S.T.E.M. Adviser, Campus Writing Center
B.A., CUNY Queens College

Hollywood, Marisa Berman

Higher Education Assistant, Office of Institutional Advancement; Museum Specialist, 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
Ph.D., The City University of New York

Hossain, Mahir

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

Huang, Hsiaofang

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

CURRENT FACULTY & INSTRUCTIONAL STAFF

Humphries, David

Interim Assistant Dean of Faculty, Academic Affairs; 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

Iconis, Rosemary

Associate Professor, Health, Physical Education and Dance
B.A., CUNY Queens College; M.S., Long Island University; Ed.D., University of Sarasota

Ikweze, Chukwudi

Assistant Professor, Social Sciences
B.Sc., M.Sc., Ph.D., Poznan University of Economics

Ioannou, Elaine

Interim Higher Education Assistant, Office of the President, Acting Confidential Executive Assistant to the President
B.S., CUNY Hunter College

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

Associate Professor, English
M.F.A., Mills College; Ph.D., Brandeis University

James, Marie Antonette

Assistant to Higher Education Officer; Office of Pre-College, Continuing Education & Workforce Development; CUNY Start Program, CUNY Start Administrative Coordinator
B.A., Cornell University; M.A., State University of New York at Binghamton

Jankowski, Jeffery

Professor, 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

Assistant to Higher Education Officer; Office of Student Affairs, Accelerated Study in Associate Programs (ASAP); Recruitment Coordinator
A.S., Queensborough Community College; B.A., M.A., CUNY Berard 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.

Assistant 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

Assistant to Higher Education Officer, Office of Institutional Advancement; Administrative Executive Coordinator
B.S., St. John's University

Jones, Ruth

Higher Education Assistant; Office of Pre-College, Continuing Education and Workforce Development; Academic Student Support Program Specialist, BTECH
B.S., College of Charlestown; M.B.A., University of Phoenix

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

Jules, Danie

Higher Education Assistant, Office of Academic Affairs, Office of the Registrar; Enrollment Registrar Specialist
B.A., CUNY Queens College

Kao, Simon

Instructor; Office of Pre-College, Continuing Education and Workforce Development, CUNY Language Immersion Program (CLIP)
B.A., M.B.A., State University of New York at Binghamton; M.A., New York University

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; Academy Advising Specialist, Health Related Sciences Academy
B.A., CUNY Hunter College

Karudapuram, Supriya

Assistant Professor, Speech Communication and Theater Arts
M.A., University of Oklahoma; Ph.D., University of Illinois

Katz, Marilyn

Lecturer, Business
B.A., CUNY Queens College; M.B.A., New York University

Katz, Zivah Perel

Associate Professor, English
B.A., Cornell University; M.A., Ph.D., University of Delaware

Kaufman, Vivian

Assistant to Higher Education Officer, English Department Learning Center; Administrative Executive Coordinator
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

Interim 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

Interim Assistant to Higher Education Officer, Office of the President, Acting Confidential 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

Assistant 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

Assistant Professor, Mathematics and Computer Science
M.A., New York University; Ph.D., The City University of New York

Kinneary, Patricia

Assistant 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; College Discovery, Student Psychological Counselor
B.A., Canisius College; M.S., State University of New York at Buffalo; M.S.W., Adelphi University

CURRENT FACULTY & INSTRUCTIONAL STAFF

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

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

Labozzetta, Joseph

Higher Education Associate, *Office of Academic Affairs; Campus Writing Center, Academic Resource Center Manager*
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

Assistant 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

Landy, Kathleen

Assistant Dean, *Office of Academic Affairs, Center for Excellence in Teaching and Learning (CETL)*
B.A., State University of New York at Geneseo;
M.S.T., Ed.D., Fordham University

Lane, Cary

Assistant 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

Assistant 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

Assistant Professor, *Mathematics and Computer Science*
Ph.D., The City University of New York

Legitime, Ashley

Higher Education Officer; *Pre-College, Continuing Education and Workforce Development; 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

Leong, Brenda

Assistant to Higher Education Officer, *Office of Academic Affairs; Student Learning Center, Academic Resource Center Coordinator*
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

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

Lin, Maan (Jenny)

Associate Professor, *Foreign Languages and Literatures*
M.A., M.Ed., Ed.D., Teachers College; Columbia University

Lindsay, Twana

Higher Education Associate, *Office of Finance and Administration; Manager 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

Liriano-Gonzalez, Krystal

Higher Education Assistant, *Office of Student Affairs; Accelerated Study in Associate Programs (ASAP), Student Adviser*
B.B.A., CUNY Bernard M. Baruch College

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

CURRENT FACULTY & INSTRUCTIONAL STAFF

Longobardi, Maria

Instructor; Office of Pre-College, Continuing Education and Workforce Development, CUNY Language Immersion Program (CLIP)

Luby, John B.

Chief College Laboratory Technician, Business
A.A.S., Queensborough Community College

Luedtke, Adam

Assistant Professor, Social Sciences
Ph.D., University of Washington

Lukas, Veronica

Office of Student Affairs; Associate Administrator, Executive Director of Student Financial Services
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, Barbara*

Lecturer, Speech Communication and Theater Arts
M.A., Teachers College, Columbia University

Lynch, Timothy

Interim College President
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

Mack, Anissa

Associate Professor, Art and Design
M.F.A., Temple University.

Mader, Bryn J.

Associate 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

Madriral, José Luis

Associate Professor, Foreign Languages and Literatures
M. Phil., Ph.D., The City University of New York

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

Makalanda, Lucian

Lecturer, Mathematics and Computer Science
M.A., CUNY Queens College

Mako, Richard

Assistant Professor, Library
B.A., California State University; M.A., Manhattanville College; M.L.S., CUNY Queens College

Maloy, Jennifer

Associate Professor and Acting Chairperson, English
Ph.D., Temple University

Manafeeva, Ekaterina

Higher Education Assistant; Pre-College, Continuing Education and Workforce Development; Administrative Specialist
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

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 Pre-College, Continuing Education and Workforce Development, 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

Marshall, MacArthur

Higher Education Officer, Office of Finance and Administration; Strategic Contracts and Sourcing Director
A.A.S., New York City Community College; B.S., State University of New York at Old Westbury; M.B.A., Adelphi University

Martin, Gemma

Higher Education Associate, Office of Finance and Administration, Purchasing Manager
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, Danae

Instructor; Office of Pre-College, Continuing Education and Workforce Development, CUNY Language Immersion Program (CLIP)
M.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; Acting Director of Academic Operations; Lecturer, Mathematics and Computer Science
B.A., M.A., CUNY Herbert H. Lehman College

Mason, Kendra

Assistant to Higher Education Officer, Office of Student Affairs, Academy Advisement; Academy Adviser, 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; Admissions 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

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

McKay, Devin

Professor, Library
A.A., Bradford Junior College; B.A., Empire State College; State University of New York; M.L.S., M.A., St. John's University

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

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

* Travia leave, Fall 2018.

CURRENT FACULTY & INSTRUCTIONAL STAFF

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

Assistant 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 Pre-College, Continuing
Education and Workforce Development; Academic College Now
Director*
B.A., CUNY Queens College

Miceli, 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

Assistant 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

Assistant 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 Associate; Pre-College, Continuing Education
and Workforce Development; Program Manager*
B.A., State University of New York at Cortland

Montgomery, Kip

Associate Professor and Chairperson, 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

Associate Professor, Business
B.A., M.A., CUNY Queens College; J.D., New York
Law School

Morales, Christina

*Higher Education Assistant; Office of Pre-College, Continuing
Education and Workforce Development; 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

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

*Assistant to Higher Education Officer, Office of Student Affairs,
Academy Advisement; Academy Adviser, Business Academy,
B.Tech., New York College of Technology*

Murley, Jean

Associate Professor, English
B.A., CUNY Hunter College; Ph.D., The City of
University of New York

Murolo, Sebastian

Assistant 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;
Academic Resource Center Manager, 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

Associate Professor, Biological Sciences and Geology
M.S., University of Connecticut; Ph.D., Albert
Einstein College of Medicine

Nichols, James David

Assistant 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
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

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

*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), Academic
Advising Specialist*
B.A., MS.Ed., CUNY Queens College

Osorio, José J.

Associate Professor, 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 Office*
MS.Ed., CUNY Queens College

CURRENT FACULTY & INSTRUCTIONAL STAFF

O'Sullivan, Karen

Higher Education Associate, Office of Student Affairs; Financial Aid Manager; Financial Services
B.A., M.B.A., St. John's University

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

Palmer, Sandra

Interim Vice President for Academic Affairs
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

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.

Assistant 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

Peller, Marshall I.

Professor, Social Sciences (Psychology)
B.A., University of Miami; M.A., Hofstra University; Ph.D., Yeshiva 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

Persaud, Aradhna

Assistant to Higher Education Officer, Office of Academic Affairs; IT Academic Applications Coordinator, Office of Academic Computing and eLearning
A.S., Queensborough Community College; B.B.A., CUNY Bernard M. Baruch College

Petersen, Joan

Associate 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

Assistant to Higher Education Officer, Office of Academic Affairs; STEM Adviser, Campus Writing Center
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

Assistant to Higher Education Officer, Office of Student Affairs, Academy Advisement; Academy Advising Coordinator, Visual and Performing (VAPA) Arts Academy
A.A., Queensborough Community College; B.A., CUNY Queens College

Porcelli, Daniella

Assistant to Higher Education Officer, Office of Academic Affairs, Office of Registrar; Registrar Coordinator, Records & Registration
B.S., University of Dayton

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 Pre-College, Continuing Education and Workforce Development, CUNY Language Immersion Program (CLIP)
M.A., CUNY Hunter 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

Assistant 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

Higher Education Officer, Office of Academic Affairs; Director of Accelerated Study in Associate Programs (ASAP)
B.A., M.A., CUNY Queens College

Quan, Yimo

Instructor; Office of Pre-College, Continuing Education and Workforce Development, 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, Instructional Support Services, Campus 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

Rada, Sherry Gillman

Lecturer, Speech Communication and Theatre Arts
B.A., M.A., CUNY Queens College; M.Phil., The City University of New York

CURRENT FACULTY & INSTRUCTIONAL STAFF

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

Ramjerdi, Jan

Associate Professor, English

B.A., M.S., University of Illinois at Urbana-Champaign; D.A., State University of New York at Albany

Ramotar, Ranita

Higher Education Assistant, Office of Student Affairs;

Accelerated Study in Associate Programs (ASAP); Student Adviser

B.A., M.S.Ed., CUNY Queens College

Ravi, M. S.

Assistant Professor, Mathematics and Computer Science

M.A., Ph.D., University of Rochester

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., Mollo 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

Assistant 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, Krystal

Assistant to Higher Education Officer, Office of Student Affairs,

Single Stop; Academic Advising Coordinator, STEM

B.A., CUNY Hunter 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 and Chairperson, Art and Design

B.A., M.F.A., Brooklyn College

Rohan, Terence

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.A., M.S., 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 Pre-College, Continuing Education and Workforce Development, CUNY Start Program

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

Russell, Andrew

Lecturer, Mathematics and Computer Science

M.S., Teacher's College, Columbia 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 and Chairperson, Foreign Languages and Literatures

B.A., M.A., CUNY Queens College; Ph.D., New York University

Sacrestano, Sandra

Higher Education Associate, Office of Student Affairs, Academy

Advisement; Academy Advisement Manager, Liberal Arts Academy

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

Assistant to Higher Education Officer, Office of Academic

Affairs; Administrative Executive Coordinator

B.S., CUNY Baccalaureate Program; M.A., CUNY Queens College

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

CURRENT FACULTY & INSTRUCTIONAL STAFF

Salvador, Karen

Higher Education Assistant, Office of Academic Affairs; S.T.E.M. Adviser, Student Learning Center
B.A., CUNY Queens College

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, Kaitlin

College Laboratory Technician, Art and Design
B.A., University of Connecticut

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

Assistant 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

Scandaliato, Lisa

Assistant to Higher Education Officer, Office of Institutional Advancement; Administrative Executive Coordinator, QCC Art Gallery and Community Outreach
B.F.A., CUNY Queens College

Schanning, Ian

Instructor, Physics
B.A., M.S., 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

Assistant 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

Instructor, Library
B.A., State University of New York at Purchase; M.L.S., North Carolina Central University

Schrynemakers, Ilse

Assistant Professor, English
B.A., Manhattan College; M.A., St. John's University; M.Phil., Ph.D., Fordham University

Schwartz, Jeffrey

Assistant Professor, 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

Assistant 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

Assistant 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

Singhroy, Venessa

Lecturer, 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

Assistant Professor, English
M.A., Brooklyn College CUNY; B.A., Ph.D., Binghamton University; Ed.D., State University of New York at Stony Brook

Smith, Lakersha

Assistant 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, Pre-College, Continuing Education & Workforce Development; 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

CURRENT FACULTY & INSTRUCTIONAL STAFF

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

Assistant to Higher Education Officer, Office of Student Affairs, Academy Advisement; Coordinator, STEM Academy

B.A., College of New Rochelle; M.S., Long Island University

Spezio, Stefan W.

Higher Education Officer, Office of Academic Affairs; Campus Writing Center, Academic Resource Center Director
B.A., M.A., State University of New York at New Paltz

Spicknell, Christine

Office of Pre-College, Continuing Education & Workforce Development; Grants/Sponsored Programs, Assistant Grants Officer
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

Stoian, Nicolas

Senior College Laboratory Technician, Engineering Technology

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

Stroehlein, Margaret

Assistant Professor, Nursing

B.S., Molloy College; M.S., State University of New York at Stony Brook, R.N., State of New York

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

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

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

Tejada, Deyanira

Instructor; Office of Pre-College, Continuing Education and

Workforce Development, 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

Tenenbaum, Alexis

Higher Education Assistant; Pre-College, Continuing Education

and Workforce Development; CUNY Language Immersion

Program (CLIP), CUNY Start; Academic Student Support

Program Specialist, CLIP

B.A., American University; M.A., University of Liverpool, U.K.

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

Tokke, Cheryl

Assistant Professor, Business

B.S., M.S., Nyack College; D.P., Eastern University;

Ph.D., Eastern University

Toohy, Elizabeth

Assistant 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

Associate 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

CURRENT FACULTY & INSTRUCTIONAL STAFF

Tsarouhas, Vivi

Administrative Superintendent, Campus Buildings and Grounds, Office of Finance and Administration

Tse, Florence

Higher Education Officer; Pre-College, Continuing Education and Workforce Development; 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

Tulio, Mark

Assistant to Higher Education Officer, Office of Student Affairs, Academy Advisement; Academic Advising Coordinator, 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

Assistant 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

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

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., Empire State College

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

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

Associate Professor and Chairperson, History
B.A., CUNY Queens College;
M.A., Ph.D., Fordham University

Vogel, Rosanne

Lecturer, Speech Communication and Theater Arts
M.A., Teachers College, Columbia University

Voigt, Chrystelle

Instructor; Office of Pre-College, Continuing Education and Workforce Development, CUNY Start Program
B.A., CUNY Queens College

Volchok, Edward

Associate 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

Wang, Shiang-Kwei

Dean for Research, Office of Academic Affairs
Ph.D., University of Georgia

Ward, Denise

Vice President for Pre-College, Continuing Education and Workforce Development
M.B.A., Pace 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

Assistant Professor, Chemistry
M.A., M.Phil., Ph.D., Columbia University

Weisel, Miatta

Higher Education Associate; Pre-College, Continuing Education and Workforce Development; Student Career Program Manager, Career Counseling
B.A., Berkley College; M.B.A., Keller Graduate School of Management

Wengler, Susan

Assistant Professor, Library
B.A., Wellesley College; M.B.A., Columbia University; M.L.I.S., Rutgers University

Wentrack, Kathleen

Associate Professor, 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

Wess, Stefanie

Instructor; Office of Pre-College, Continuing Education and Workforce Development, CUNY Start Program
B.A., Rutgers University

White, Eileen

Associate Professor, Speech Communication and Theater Arts
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 Pre-College, Continuing Education and Workforce Development, CUNY Start Program
B.A., M.A., St. John's University

Wong, Kathryn

Higher Education Assistant, Office of Student Affairs, Student Support Specialist; CUNY Leads, Office of Services for Students with Disabilities
B.A., State University of New York at Albany; M.S., New York University

CURRENT FACULTY & INSTRUCTIONAL STAFF

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

Wynne, Patrick

Higher Education Assistant; Office of Chief Operating Officer & Senior Vice President, Institutional Research and Assessment; Institutional Research Manager
M.A., CUNY Queens College

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 Pre-College, Continuing Education and Workforce Development; Continuing Education Coordinator
M.S., Dowling College

Yao, Haishen

Professor, Mathematics and Computer Science
M.S., Ph.D., University of Illinois at Chicago

Yarde, Winston

Higher Education Officer, Office of Student Affairs; Director of College Discovery
B.B.A., M.B.A., CUNY Bernard M. Baruch College

Ye, Fei

Assistant Professor, Mathematics and Computer Science
B.S., Guangzhou University; Ph.D., University of Illinois and E. China Normal University

Ye, Weier

Assistant Professor, English
B.A., Zhejiang University, China;
M.A., Long Island University, C.W. Post Campus;
Ph.D., Indiana University of Pennsylvania

Yeh, Liping

Assistant to Higher Education Officer, Office of Academic Affairs; Office of Registrar, Enrollment Registrar Coordinator
B.S., State University of New York at Binghamton;
M.A., CUNY Queens College

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

Younge, Ernie

Senior College Laboratory Technician, Engineering Technology
A.S., Taylor Business Institute; B.A., CUNY Queens College

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

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

Assistant Professor, English
Ph.D., Northeastern 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 Pre-College, Continuing Education and Workforce Development, 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

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

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

Glass, Elliot S., B.A., M.A., Ph.D.
Professor Emeritus, Foreign Languages and Literatures

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

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

Kohen, Sheldon I., B.M.E., M.S., P.E.
Professor Emeritus, Mechanical Engineering Technology and Design Drafting

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, Melchiorre L., B.S., M.S.
Professor Emeritus, Business

Leff, Eugene, B.S., M.S., Ph.D.
Professor Emeritus, Biological Sciences and Geology

Leombo, 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

Levine, Leo M., B.S., Ph.D.
Professor Emeritus, Mathematics and Computer Science

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

PROFESSORS EMERITI

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

Merchant, Eli, B.A., M.A., Ph.D.
Professor Emeritus, English

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

Mitrakos, 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

Panes, Paul B., B.A., M.A., Ed.D.
Professor Emeritus, Basic Educational Skills

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

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

Schnall, Edith, B.A., M.A., Ph.D.
Professor Emerita, Biological Sciences and Geology

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

Schwartz, Helga, B.A., M.S., M.Phil., Ph.D.
Professor Emerita, Mathematics & Computer Science

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

Stanley, Linda C., B.A., M.A., Ph.D.
Professor Emerita, English

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

Zucker, Lawrence, B.E.E., M.E.E., **D.Sc.**, P.E.
Professor Emeritus, Electrical & Computer Engineering Technology

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

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.¹

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.

¹ 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 247.

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-DISCRIMINATION¹

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 247.
- 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 245.

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.

¹ 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 President² 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.

² 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' 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,

¹ For the purpose of these procedures, "students" refers to students and prospective students.

- 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/>

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

I. POLICY STATEMENT

Every member of The City University of New York (“CUNY”) community, including students, employees and visitors, deserves the opportunity to live, learn and work free from Sexual Misconduct (sexual harassment, gender-based harassment and sexual violence). Accordingly, CUNY is committed to:

- 1 Defining conduct that constitutes prohibited Sexual Misconduct;
- 2 Providing clear guidelines for students, employees and visitors on how to report incidents of Sexual Misconduct and a commitment that any complaints will be handled respectfully;
- 3 Promptly responding to and investigating allegations of Sexual Misconduct, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;
- 4 Providing ongoing assistance and support to students and employees who make allegations of Sexual Misconduct;
- 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; and
- 6 Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

This is the sole policy at CUNY addressing Sexual Misconduct and is applicable at all college and units at the University. It will be interpreted in accordance with the principles of academic freedom adopted by CUNY’s Board of Trustees.

The CUNY community should also be aware of the following CUNY policies:

- “The City University of New York Policy on Equal Opportunity and Non-Discrimination” on page 241 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.
- The CUNY Violence Prevention Policy (http://policy.cuny.edu/policyimport/manual_of_general_policy/article_vii_legal/policy_6.09_violence_prevention/document.pdf) addresses workplace violence.
- The CUNY Domestic Violence and the Workplace Policy (http://policy.cuny.edu/policyimport/manual_of_general_policy/article_v/policy_5.061/policy/text/index.html#Navigation_Location) addresses domestic violence in or affecting employees in the workplace.
- The CUNY “Reasonable Accommodations and Academic Adjustments” on page 245. addresses the procedures CUNY will follow when there is a request for a reasonable accommodation and 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 from the Office of Public Safety at each college and/or on its Public Safety website.

II. SCOPE OF THIS POLICY

This policy governs the conduct of (i) all the members of CUNY’s community, including employees and students, and (ii) non-members of CUNY’s community who interact with members of the CUNY community (hereinafter “visitors”). Visitors are both protected by and subject to this policy. A non-member may make a complaint of or report a violation of this policy committed by a member of CUNY’s community. A non-member may also be subject to restrictions for failing to comply with this policy. This policy applies to conduct that occurs on and off CUNY property.

III. DEFINITIONS

a. 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. 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.

In order to give consent, one must be of legal age (17 years or older).

Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

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. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

Consent may be initially given but withdrawn at any time. When consent is withdrawn or no can longer be given, sexual activity must stop.

- b. Complainant** refers to the individual who alleges that she/he has been the subject of Sexual Misconduct, and can be a CUNY student, employee (including all full-time and part-time faculty and staff), or visitor. Under this policy, the alleged incident(s) may have been brought to the college's attention by someone other than the complainant.
- c. Complaint** is an allegation of Sexual Misconduct made under this policy.
- d. 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 legally required to report known incidents of Sexual Misconduct to college officials. Licensed mental health counselors, medical providers & pastoral counselors may offer confidentiality.
- e. Dating Violence** is violence or sexual assault committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the reporting party's statement and with consideration of the length of the relationship and the frequency of the interaction between the persons involved in the relationship. Dating violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct. A relationship may be romantic or intimate regardless of whether the relationship was sexual in nature. Dating violence includes the threat of sexual or physical abuse.
- f. Domestic Violence** is any violence or sexual assault committed by
 - i a current or former spouse or intimate partner of the victim;
 - ii a person with whom the victim shares a child;
 - iii a person who cohabits or cohabited with the victim as a spouse or intimate partner; or
 - iv anyone else covered by applicable domestic violence laws. Domestic violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct.

g. Forcible Touching/Fondling is intentionally touching the sexual or other intimate parts of another person without the latter's consent for the purpose of degrading or abusing such person, or for the purpose of gratifying the actor's sexual desire.

h. Gender-Based Harassment is unwelcome conduct of a non-sexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities. The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant. An example of gender-based harassment would be persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

i. Intimate Partner Violence ("IPV") includes both Domestic Violence and Dating Violence.

j. 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.

k. Pastoral counselor. A person who is associated with a religious order or denomination, recognized by that order or denomination as someone who provides confidential counseling, and functioning within the scope of that recognition.

l. Privacy is the assurance that the college will only reveal information about a report 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.

m. Rape and Attempted Rape is the penetration or attempted penetration, no matter how slight, of any body part by a sex organ of another person, without the consent of that person.

n. Respondent refers to the individual who is alleged to have committed Sexual Misconduct against a CUNY student, employee, or visitor.

o. Retaliation is adverse treatment of an individual as a result of that individual's reporting Sexual Misconduct, assisting someone with a report of Sexual Misconduct, opposing in a reasonable manner an act or policy believed to constitute Sexual Misconduct, or participating in any manner in an investigation or resolution of a Sexual Misconduct report. Adverse treatment includes threats, intimidation and reprisals by either a complainant or respondent or by others such as friends or relatives of either a complainant or respondent.

p. Sexual Activity is

- contact between the penis and the vulva or the penis and the anus;
- contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus;
- penetration, however slight, of the of the anal or genital opening of another by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

q. Sexual Assault is any form of sexual activity that occurs without consent.

r. Sex Discrimination is 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.

s. Sexual Harassment is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct of a sexual nature when:

- i. submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo); or
- ii. such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with, an individual's educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant.

Conduct is considered "unwelcome" if the individual did not request or invite it and considered the conduct to be undesirable or offensive.

While it is not possible to list all circumstances that might constitute sexual harassment, the following are some examples of conduct that might constitute sexual harassment depending on the totality of the circumstances:

- i. Inappropriate or unwelcome physical contact or suggestive body language, such as touching, groping, patting, pinching, hugging, kissing, or brushing against an individual's body;

- ii. Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;
- iii. Visual displays or distribution of sexually explicit drawings, pictures, or written materials; or
- iv. Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures.

t. Sexual Misconduct is sexual harassment, gender-based harassment or sexual violence, as defined in this policy.

u. Sexual Violence includes:

- 1 sexual activity without affirmative consent, such as sexual assault rape/attempted rape, and forcible touching/fondling;
- 2 dating, domestic and intimate partner violence;
- 3 stalking as defined below; and
- 4 voyeurism, as defined below.

v. Stalking is intentionally engaging in a course of conduct directed at a specific person that:

1. is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person's immediate family or a third party with whom such person is acquainted; or
2. is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.

Where stalking is directed at an individual with whom the perpetrator has, had, or sought some form of sexual or romantic relationship, it will be addressed under this Policy. Stalking that lacks a sexual or gender-based nexus may be addressed under the Code of Conduct.

w. 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.

x. Visitor is an individual who is present at a CUNY campus or unit but is not a student or an employee.

y. Voyeurism is unlawful surveillance and includes acts that violate an individual's right to privacy in connection with her/his 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 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, 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;
- 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.

z. Writing. Whenever this policy requires in "writing," electronic mail satisfies the writing requirement.

IV. PROHIBITED CONDUCT

A. Sexual Harassment, Gender-Based Harassment and Sexual Violence

This policy prohibits sexual harassment, gender-based harassment and sexual violence (together "Sexual Misconduct") against any CUNY student, employee or visitor. Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

Sexual harassment is considered a form of employee misconduct and an employee who engages in such conduct, or managerial and supervisory personnel who knowingly allow such behavior to continue, shall be subject to discipline in accordance with applicable rules, policies and collective bargaining agreements.

Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

Sexual violence is an umbrella term that includes: (1) sexual activity without affirmative consent, sexual assault, rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking/cyberstalking ("stalking"), and (4) voyeurism.

The complete definitions of these terms, as well as other key terms used in this policy, are in Section III above.

B. Retaliation

This policy prohibits retaliation against any person who reports Sexual Misconduct, assists someone making such a report, participates in any manner in an investigation or resolution of a Sexual Misconduct complaint, including testifying or assisting in a legal proceeding, or opposes in a reasonable manner an act or policy believed to constitute Sexual Misconduct. Federal, state, and local laws also prohibit retaliation.

C. Certain Intimate Relationships

This policy also prohibits certain intimate relationships when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility as set forth in Section XII below.

V. TITLE IX COORDINATOR

Each college or unit of CUNY has an employee who has been designated as the Title IX Coordinator. This employee is responsible for compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination, including Sexual Misconduct, in education programs, and with New York State Law Article 129B, commonly referred to as the Enough is Enough, Combating Sexual Assault and Domestic Violence on College Campuses (hereafter "Enough is Enough"). The Title IX Coordinator has overall responsibility for implementing this policy, including overseeing the investigation of complaints at her/his college or unit and carrying out the other functions of that position set forth in this policy. All Title IX Coordinators shall receive annual training on Sexual Misconduct as required by Title IX, the Clery Act, Enough is Enough, and other civil rights law. The name and contact information for all Title IX Coordinators at CUNY can be found on the university's dedicated Title IX website (<http://www1.cuny.edu/sites/title-ix/campus-websites/campus/university/>).

VI. ASSISTANCE IN CASES OF SEXUAL VIOLENCE

A. Reporting to Law Enforcement

Students, employees and other community members who experience any form of sexual violence on or off-campus (including CUNY-sponsored trips and events) and visitors who experience sexual violence on a CUNY campus may, but are not required to, report to local law enforcement, and/or state police. CUNY does not require a complainant to report sexual misconduct to law enforcement; however, if a student, employee, or other community member does wish to report to law enforcement, CUNY will provide assistance. Each college public safety office shall 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 filing a complaint both on and off-campus, and in obtaining immediate medical attention and other services.

Additional information is available on the university's Title IX website (<http://www1.cuny.edu/sites/title-ix/campus-websites/campus/university/>).

B. Relationship of CUNY's Investigation to the Action of Outside Law Enforcement

In cases where the complainant files a complaint with outside law enforcement authorities as well as with the college, the college shall determine what actions to take based on its own investigation. The college may coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this policy.

Students, employees and other community members should be aware that CUNY procedures and standards differ from those of criminal procedures. 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 substantiates the complaint, 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 state 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.

C. Obtaining Immediate Medical Attention and Emotional Support

CUNY encourages anyone who has experienced sexual assault or domestic, dating or intimate partner 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 very helpful if an individual later decides to seek criminal proceedings or a protective order.

Individuals who have experienced or witnessed sexual violence are also encouraged to seek emotional support, either on or off-campus.

D. On-campus resources

On campus resources include nurses and/or nurse practitioners at campus health offices and counselors at campus counseling centers. Counselors are trained to provide crisis intervention and provide referrals for longer-term care as necessary.

CUNY also maintains a list of off-campus emergency contacts and resources, including rape crisis centers, available throughout New York City on its dedicated web page.

(<http://www1.cuny.edu/sites/title-ix/campus-websites/resources/>) 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.

VII. IMPORTANT INFORMATION ABOUT CONFIDENTIALTY, PRIVACY AND REQUIRED REFERRALS

CUNY values the privacy of its students, employees, and visitors. They should be able to seek the assistance they need without fear that the information they provide will be shared more broadly. Some individuals who serve as resources on campus are **confidential** resources and will not share any identifying information with others, except as required by law in emergency circumstances. Other individuals are not permitted to maintain confidentiality but will protect **privacy** to the greatest extent possible and share information with other staff only on a need-to-know basis.

Confidential resources. Individuals considered confidential resources include counselors and health care providers at the college counseling centers and health offices, pastoral counselors, and designated staff members at women's or men's centers, if they exist on campus. *Students may use these resources even if they decide not to make a report or participate in University disciplinary proceedings or the criminal justice process.*

Private but non-confidential resources. Many college employees are required by federal and state law to provide information about possible sexual misconduct to the Title IX Coordinator. Individuals designated as non-confidential but private resources will protect **privacy** to the greatest extent possible, but must share relevant information about sexual misconduct with the Title IX Coordinator.

More information about confidential and private but non-confidential resources is provided in Section IX, below.

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 the names of reporting individuals.

VIII. REPORTING SEXUAL MISCONDUCT TO THE COLLEGE

In order for the University to address allegations of sexual misconduct, it has to learn about them. Accordingly, CUNY strongly encourages individuals who have experienced sexual misconduct to file a complaint with a designated campus official, as outlined below. The designated officials are trained to accept complaints, to ensure they are investigated in accordance with this policy, and to help complainants get necessary assistance.

Students, faculty, staff and visitors are encouraged to report incidents of sexual misconduct to campus officials, even if they have reported the incident to outside law enforcement authorities, and regardless of whether the incident took place on or off-campus (including "study abroad" programs.) Such reporting will enable complainants to get the support they need and provide the college with the information it needs to take appropriate action.

A. Complainant's Rights

Individuals who have experienced sexual misconduct have the right to file a complaint with the college or to decide not to do so. (The decision on whether to bring disciplinary charges, however, rests with the campus.) Students who report sexual misconduct have all of the rights contained in the Students Bill of Rights (copy attached).

Complainants also have these rights:

- To notify campus public safety, local law enforcement, and/or the state police; or to choose not to report.
- 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 the reporting individual 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, 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.
- To disclose the incident to a college representative who can offer confidentiality or privacy and assist in obtaining services for reporting individuals. See Section IX, below.
- 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.
- To have complaints investigated in accordance with CUNY policy.
- To have privacy preserved to the extent possible.
- 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.
- To disclose the incident to the college's Human Resources Director or designee (if the accused is a college employee) or request that a confidential or private resource assist in doing so.
- To disclose the incident confidentially and obtain services from state and local governments.
- 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, www1.nyc.gov/site/ocdv/programs/family-justice-centers.page.

- 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.
- To withdraw a complaint or involvement from the process at any time.

Students can speak with confidential resources on a strictly confidential basis before determining whether to make a report to college authorities. See Section IX, below. Students also have the right to consult confidentially with state, local and private resources who can provide other assistance.

B. Where to File a Complaint on Campus

Students, employees and visitors who experience sexual misconduct should bring their complaints to one of these campus officials/offices:

- Title IX Coordinator;
- Office of Public Safety;
- Office of Vice President for Student Affairs or Dean of Students (students only)
- Residence Life staff in CUNY owned or operated housing (students and residence visitors only)
- Human Resources Director (employees only)

Contact information for these officials can be found on page 265

There is no prescribed method for filing a complaint of sexual misconduct and the college will respond to complaints whether they are oral or written. Complainants may, but are not required to, fill out the CUNY Sexual Misconduct Complaint form. After the form is filled out, it should be brought to one of the offices listed above.

Once any of the officials or offices above is notified of an incident of sexual misconduct, she/he 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 taking appropriate interim and supportive measures. These officials and offices will maintain a complainant's privacy to the greatest extent possible, and all information in connection with the complaint, including the identities of the complainant and the respondent, will be shared only with those who have a legitimate need for the information.

Visitors: CUNY strongly encourages visitors to report all incidents of sexual misconduct that they observe or experience while on a CUNY campus or at a CUNY sponsored event to the Office of Public Safety, Residence Life staff, or other appropriate college officials listed above. In certain instances, CUNY may be able to offer those visitors who have experienced sexual misconduct with resources and assistance.

C. Request that the College Maintain a Complainant's Confidentiality or Not Conduct an Investigation

After a report of an alleged incident of sexual misconduct is made to the Title IX Coordinator, a complainant may request (a) that the matter be investigated only to the extent possible without further revealing her/his identity or any details regarding the incident being divulged further (b) that no investigation into a particular incident be conducted, or (c) that an incident not be reported to outside law enforcement.

In all such cases, 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.

A decision to maintain confidentiality does not mean that confidentiality can be absolutely guaranteed in all circumstances, but that reasonable efforts will be made to keep information confidential consistent with law. Notwithstanding the decision of the Title IX Coordinator regarding the scope of any investigation, the college will provide the complainant with ongoing assistance and support, including, where appropriate, the interim and supportive measures set forth in Section VII of this policy.

If the Title IX Coordinator determines that the college may maintain confidentiality as requested by the complainant, the college will, if possible, take reasonable steps to investigate the incident consistent with the request for confidentiality. However, a college's ability to meaningfully investigate the incident and pursue disciplinary action may be limited by such a request for confidentiality.

D. Filing External Complaints

Complainants who feel that they have been subjected to unlawful sexual harassment and/or violence 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.

- U.S. Department of Education, Office for Civil Rights
<http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>

- U.S. Equal Employment Opportunity Commission
https://www.eeoc.gov/federal/fed_employees/filing_complaint.cfm
- New York State Division of Human Rights
<http://www.dhr.ny.gov/complaint>
- New York City Commission on Human Rights
<https://www1.nyc.gov/site/cchr/about/resources.page>

E. Action by Bystanders and Other Community Members

While only employees designated as "responsible" employees are required reporters as set forth in Section IX below, CUNY encourages all other community members, including faculty, students and visitors, to take reasonable and prudent actions to prevent or stop an act of sexual misconduct that they may witness. Although these actions 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 all community members to report any incident of sexual misconduct that they observe or become aware of to the Title IX Coordinator, or the offices of Public Safety, Vice President of Students Affairs (students), Dean of Students (students) or Human Resources (employees) at their college. Community members who take action in accordance with this paragraph will be supported by the college, and anyone who retaliates against them will be subject to disciplinary charges.

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 violence (including but not limited to sexual violence) 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 violence to college officials. A bystander or complainant acting in good faith who discloses any incident of sexual violence to college officials or law enforcement will not be subject to discipline under "The City University of New York Policy on Drugs and Alcohol," page 272 for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the sexual violence.

This policy does not provide amnesty for drug dealers or those who use drugs or alcohol as a weapon or to facilitate assault. Under CUNY's Amnesty for Drug and Alcohol Policy, personal drug use and possession, whether it is intentional or accidental, will not form the basis of faculty student disciplinary charges.

G. Reporting Suspected Child Abuse

Certain members of the CUNY community who interact with, supervise, chaperone, or otherwise oversee minors in programs or activities at CUNY or sponsored by CUNY are required to report immediately to the New York State Maltreatment Hotline if they have reasonable cause to suspect abuse or maltreatment of individuals under the age of 18. Information regarding mandated child abuse reporting is available on the Office of the General Counsel web page. (<http://www.cuny.edu/about/administration/offices/la/advisories/reporting-suspected-child-abuse.pdf>)

If anyone other than New York State mandated reporters has reasonable cause to believe that a minor is being or has been abused or maltreated on campus, she/he should notify either the Title IX Coordinator or Director of Public Safety. If any CUNY community member witnesses child abuse while it is happening, she/he should immediately call 911.

H. Reporting Retaliation

An individual may file a complaint with the Title IX Coordinator if the individual has been retaliated against for reporting sexual misconduct, opposing in a reasonable manner an act or policy believed to constitute sexual misconduct, assisting someone making such a report, or participating in any manner in an investigation or resolution of a sexual misconduct complaint. All retaliation complaints will be investigated in accordance with the investigation procedures set forth in Section XI of this policy, and individuals who are found to have engaged in retaliation will be subject to disciplinary action.

IX. REPORTING/CONFIDENTIALITY OBLIGATIONS OF COLLEGE AND UNIVERSITY EMPLOYEES

An individual who speaks to a college or CUNY employee about sexual misconduct should be aware that employees fall into three categories:

- “confidential” employees, who have an obligation to maintain a complainant’s confidentiality regarding the incident(s);
- “responsible” employees, who are required to report the incident(s) to the Title IX Coordinator
- all other employees, who are strongly encouraged but not required to report the incident(s).

A. Confidential Employees

i. For Students. Students at CUNY who wish to speak to someone who will keep all of the communications confidential should speak to one of the following:

- Counselor or other staff member at their college counseling center;
- Nurse, nurse practitioner or other college health office staff member;
- Pastoral counselor, if available at the college; or
- Designated staff member in a women’s or men’s center, if one exists at their college.

These individuals will not report information about an incident to the college’s Title IX Coordinator or other college employees without the student’s permission. The only exception is in the case where there is an imminent threat of serious harm 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 particular incident or pursue disciplinary action against the alleged perpetrator. Confidential employees will assist students in obtaining other necessary support. A student who first requests confidentiality may later decide to file a complaint with the college or with local law enforcement.

ii. 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 (<http://www2.cuny.edu/about/administration/offices/hr/benefits/>), which is administered by an outside company. Confidential community counseling resources are also available throughout New York City (<http://www.nownyc.org/service-fund/get-help/rape-sexual-assault/medical-help-counseling-for-sexual-assault/>).

B. “Responsible” Employees – Private, but not confidential.

“Responsible” employees have a duty to report incidents of sexual misconduct, including all relevant details, to the Title IX Coordinator. Such employees are not permitted to maintain a complainant’s confidentiality, except that the Title IX Coordinator may honor a request for confidentiality under the circumstances described in Section VII above. However, these employees 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 shall advise the complainant of the employee’s reporting obligations—and if the complainant wants to maintain confidentiality, direct the complainant to confidential resources identified above.

CUNY has designated the following individuals as “responsible” employees. Complainants who wish to report sexual violence are encouraged to speak with one of the responsible employees marked *

- i. Title IX Coordinator and her/his staff
- ii. * Office of Public Safety employees (all)
- iii. * Vice President for Student Affairs or Dean of Students and all staff housed in those offices
- iv. * Residence Life staff in CUNY owned or operated housing, including Resident Assistants (all) (for students and housing visitors)
- v. * Human Resources staff (all) (for employees)
- vi. College President, Vice Presidents and Deans

- vii. Athletics Staff (all)
- viii. Faculty Athletics Representatives
- ix. Department Chairpersons/Executive Officers
- x. University Office of the General Counsel employees (all)
- xi. College/unit attorney and her/his staff
- xii. College/unit labor designee and her/his staff
- xiii. International Education Liaisons/Study Abroad Campus Directors and Field Directors
- xiv. Faculty and staff members at times when they are leading or supervising student on off-campus trips
- xv. Faculty or staff advisors to student groups
- xvi. Employees who are Managers or Supervisors (all)
- xvii. SEEK/College Discovery staff (all)
- xviii. College Childcare Center staff (all)
- xix. Directors of “Educational Opportunity Centers” affiliated with CUNY colleges
- xx. Faculty or staff academic advisors

C. All Other Employees

Employees other than those identified in subsections “A” and “B” above are strongly encouraged but not required to report any possible sexual misconduct to the Title IX Coordinator. They are also strongly encouraged to maintain individual privacy to the greatest extent possible by sharing information, including the identities of the complainant and the respondent, only with the Title IX coordinator.

It is important to emphasize that faculty members other than those specifically identified in sub-Section “B” above have not been designated as “responsible” employees and do not have an obligation to report the matter to the Title IX Coordinator, although they are strongly encouraged to do so. An individual who wishes to ensure that the Title IX Coordinator is notified of an incident is strongly encouraged to speak with the Title IX Coordinator or one of the other individuals identified in Section IX, above.

D. 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.

X. NO CONTACT ORDERS AND OTHER INTERIM AND SUPPORTIVE MEASURES

When a college becomes aware of an allegation of sexual misconduct and the complainant or other affected parties request interim or supportive measures, the college will take appropriate interim and supportive measures to protect the complainant and other affected parties, to assist the parties, and to protect against retaliation. Appropriate interim and supportive measures may also be available to respondents. The college may also take interim measures to protect the college community at large.

The college’s Title IX Coordinator is responsible for coordinating interim and supportive measures, which are available even if the complainant chooses not to file or continue to pursue a complaint. Requests for interim and supportive measures should be made to the Title IX Coordinator.

The Title IX Coordinator will work with the Chief Student Affairs Officer to identify a trained staff member to assist students to obtain interim and supporting measures. The Title IX Coordinator will work with the Human Resources Director to assist employee complainants to obtain interim and supporting measures.

A. No Contact Orders

When respondent is a student, the complainant has the right to a college-issued “no contact order” under which continued intentional contact with the complainant would violate this policy. No contact orders may be issued for both the complainant and the respondent, as well as other individuals as appropriate.

B. Types of Interim and Supportive Measures

Possible interim and supportive measures include:

- i. Making appropriate changes to academic programs, including changes in class schedule, accommodations to permit the complainant to take an incomplete or drop a course or courses without penalty, permitting complainant or respondent to attend a class via skype or other alternative means, providing an academic tutor, or extending deadlines for assignments;
- ii. Making appropriate changes to residential housing situations or providing assistance in finding alternate housing;
- iii. Changing an employee’s work assignment or schedule;
- iv. Providing the complainant with an escort to and from class or campus work location;
- v. Arranging appropriate transportation services to ensure safety;
- vi. Offering counseling services through the college Counseling Center or other appropriate office, or referral to an off-campus agency;
- vii. Assisting the complainant in obtaining medical and other services, including access to rape crisis centers;

- viii. Assisting the complainant with filing a criminal complaint and/or seeking an order of protection;
- ix. Enforcing an order of protection;
- x. Obtaining a copy and/or explaining the terms of an order of protection and the consequences of violating it;
- xi. Addressing situations in which it appears that a complainant's academic progress is affected by the alleged incident;
- xii. In exceptional circumstances, where a respondent is determined to present a continuing threat to the health and safety of the community, the college may seek an emergency interim suspension of a student or take similar emergency measures against an employee, consistent with applicable CUNY Bylaws, rules, policies and collective bargaining agreements. The Office of Public Safety will, in cooperation with the Title IX Coordinator and appropriate other campus officials, determine whether a respondent presents a continuing threat to the health and safety of the campus, including (a) whether the respondent has a history of violent behavior or is a repeat offender; (b) whether the incident represents escalation in unlawful conduct by the accused; and (c) any increased risk that the accused will commit additional acts of violence.

C. Interim Emergency Student Suspensions

The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing for not more than twelve (12) calendar days, unless the student requests an adjournment. See Section B above.

Prior to the commencement of a temporary suspension of a student, the college shall give the student respondent oral notice (which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges. If the respondent denies them, the college shall forthwith give the respondent an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter.

Both complainant and the respondent will be notified of the suspension and if or when it the suspension is lifted at the same time and in the same manner.

D. Process for Review of Interim Measures, including "No Contact" Orders and Interim Suspensions.

Upon request, the complainant and the respondent shall each be afforded a prompt review of the need for and terms of restrictive interim measures, including "no contact" orders and interim suspensions. Issues that may be raised include possible modification or discontinuance of a "no contact" order. Complainants and respondents shall be allowed to submit evidence to support their request. The request shall be made to the college's Chief Student Affairs Officer, if either the complainant or the respondent is a student, or to the college's Human Resources Director, if neither the complainant nor the respondent are students. If a request is made in a case involving both a student and an employee, the Chief Student

Affairs Officer shall consult with the Human Resources Director. The Chief Student Affairs Officer or Human Resources Director may consult with the Title IX Coordinator and other relevant officials regarding the request. If appropriate and possible, the college may establish an appropriate schedule for the complainant and the respondent to access college facilities when they are not being used by the other party to enable both parties to use college facilities to the maximum extent feasible, without violation of the "no contact" order.

Requests for accommodations that were made under CUNY's Procedures for Implementing Reasonable Accommodations and Academic Adjustments and do not directly affect the other party are governed by the appeals provisions set forth in those Procedures.

XI. INVESTIGATING COMPLAINTS OF SEXUAL MISCONDUCT

The college will conduct an investigation when it becomes aware, from any source (including third-parties not connected to the college or university), that sexual misconduct may have been committed against a student, employee or visitor, 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 VIII, above.

A. Rights of the Complainant and Respondent.

Whenever an investigation takes place, the complainant and respondent shall have these rights:

- to an investigation and process that is fair, impartial, timely and thorough and provides a meaningful opportunity to be heard;
- to have the complaint 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;
- 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;
- to receive reasonable advance written or electronic notice of any meeting they are required to or eligible to attend, of the specific rule or law alleged to have been violated and in what manner;
- to exclude their own prior sexual history with persons other than the other party in the conduct process or their own mental health diagnosis and/or treatment from admittance in the stage that determines responsibility. (Past findings of sexual misconduct may be admissible in the stage that determines sanction.)

- to offer evidence during the investigation;
- to review documents and tangible evidence, consistent with FERPA and other law;
- to be accompanied by an attorney or other advisor of their choice, who may assist and advise the complainant or respondent throughout the process including during all related meetings and hearings. Such attorneys or advisors must comply with the CUNY policies and procedures; and
- to simultaneous notice of the outcome of proceedings.

B. The Investigation

The college Title IX Coordinator is responsible for conducting any investigation in a prompt, thorough, and impartial manner and may designate another appropriately trained administrator to conduct all or part of the investigation. Whenever an investigation is conducted, the Title IX Coordinator shall

- coordinate investigative efforts with other appropriate offices;
- inform the complainant that an investigation is being commenced and that the respondent will receive a written summary of the allegations;
- inform the respondent that an investigation is being commenced and provide the respondent with a written summary of the allegations of the complaint. 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;
- 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 shall be informed that they have the right to provide relevant documents and to propose for interview witnesses whom they reasonably believe can provide relevant information.

Neither the complainant nor the respondent is restricted from discussing and sharing information related to the complaint with others who may support or assist them. This does not, however, permit unreasonable sharing of private information in a manner intended to harm or embarrass another, or in a manner that would recklessly do so regardless of intention. Such unreasonable sharing may constitute retaliation under this Policy.

The college Title IX Coordinator shall maintain all documents of the investigation in accordance with the CUNY Records Retention and Disposition Policy. <http://policy.cuny.edu/schedule/>

The college shall make reasonable efforts to ensure that the investigation and resolution of a complaint are carried out as timely and efficiently as possible. However, the college may need to temporarily delay the fact-finding portion of its investigation during the evidence-gathering phase of a law enforce-

ment investigation. Temporary delays will generally not last more than ten days except when law enforcement specifically requests and justifies a longer delay. While some complaints may require more extensive investigation, when possible, the investigation of complaints should be completed within sixty (60) calendar days of the receipt of the complaint. If there is a delay in completing the investigation, the Title IX Coordinator shall notify the complainant and the respondent in writing.

i. Role of the Advisor

In cases involving this Policy, both the complainant and respondent may be accompanied by an advisor of their choice (including an attorney) who may advise throughout the entire process, including all meetings and hearings. While advisors may represent a party and fully participate at a hearing, they may not speak during the meetings that proceed the hearing nor give testimony as a witness at the hearing.

C. Conflicts

If a complainant or respondent believes that any individual involved in the investigatory or adjudication process has a conflict of interest, he or she may make a request to the Chief Student Affairs Officer (or, if no students are involved, to the Legal or Labor Designee) to have that conflicted individual removed from the process. The request for removal must be in writing within five days of the complaint or respondent's notification that the individual is to be involved and include a detailed description of the conflict. If the Chief Student Affairs Officer (or Legal or Labor Designee) determines that a conflict does exist, he or she will take immediate steps to address the conflict in order to ensure an impartial and fair process.

If any administrator designated by this policy to participate in the investigation or resolution of a complaint (including but not limited to the Title IX Coordinator) is the respondent, the College President will appoint another college administrator to perform such person's duties under this policy. If the President is the respondent, the investigation will be handled by the University Title IX Coordinator or her/his designee.

D. Informal Resolution

Except in instances involving sexual assault, the Title IX Coordinator, in their discretion, may offer the respondent and the complainant the opportunity to participate in the informal resolution process. Informal resolution may take place after the Title IX Coordinator has completed the investigation, but before the Title IX report has been completed, in an effort to resolve the matter by mutual agreement. The informal resolution process shall be conducted by the Title IX Coordinator, or by a qualified staff or faculty member designated by Title IX Coordinator, in coordination with the Chief Student Affairs Officer.

Both the complainant and the respondent have the right to end the informal resolution process at any time. Any informal resolution must be acceptable to the complainant, the respondent, and the Title IX Coordinator. Even if both the

respondent and complainant agree to a resolution, the Title IX Coordinator must also agree with the resolution for it to be final.

If a resolution is reached, the complainant and the respondent shall be notified in writing, and the Title IX Coordinator will confer with the Chief Student Affairs Officer when creating a written memorandum memorializing the agreed upon resolution and consequences for non-compliance. This memorandum will be included in the respondent's student record.

If no agreement is reached within a reasonable time, the Title IX Coordinator shall complete the Title IX report and take action in accordance with subsection E below. Information learned during and directly from the informal resolution process will not be documented in the Title IX report.

E. Action Following the Investigation or Closure of a Complaint.

- i. Within 30 days following the completion of an investigation, the Title IX Coordinator shall report her/his findings to the College President in writing ("Report of Findings"). In the event the complainant or the respondent is a student, the report shall also be sent to the Chief Student Affairs Officer. A copy of the report shall be maintained in the files of the Title IX Coordinator.
- ii. In making findings regarding the allegations, the Title IX Coordinator shall use the "preponderance of the evidence" standard.
- iii. Following receipt of the Report of Findings, the College President shall, when warranted by the facts, authorize such action as she/he deems necessary to address the issues raised in the Report of Findings, 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 below.
- iv. Within 30 calendar days following the termination of an investigation that has not been completed (for example, because it was resolved by mediation or the complainant withdrew cooperation) the Title IX Coordinator will summarize for the file the actions taken in response to the complaint and the basis on which the investigation was closed.

F. Malicious Allegations

Members of the CUNY community who make false and malicious complaints of violations of this policy or as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action.

XII. DISCIPLINARY PROCESS AND PROCEDURES

A. Disciplinary Action

If the College President recommends that disciplinary action be commenced against a respondent student or employee for violations of this Policy, the following procedures shall apply:

Discipline Against Students:

- a. In cases where a College President recommends discipline against a student for violations of this Policy, the matter shall be referred to the college's Office of Student Affairs and action shall be taken in accordance with Section 11.A-C of this Policy, below. This Section provides for, among other things, a University-Wide Faculty-Student Disciplinary Committee consisting of faculty members, students and in some cases staff members to hear and decide charges of violation of this Policy.
- b. As described in Sections XI above, complainants have the same rights as respondents:
 - to receive notice of the charges, including the date, time, location and factual allegations, concerning alleged violation of this Policy;
 - to receive notice of the specific provisions alleged to have been violated and possible sanctions;
 - to present evidence and testimony at any hearing, where appropriate;
 - to be represented by an attorney or advisor of their choice;
 - to receive access to a full and fair record of any hearing;
 - to receive written notice of the decision of the faculty-student disciplinary committee, specifically whether the allegations were substantiated and what, if any, penalty was imposed;
 - to make an impact statement at the point when the decision maker is deliberating on appropriate sanctions;
 - To written notice of findings of fact, decisions and sanctions if any, as well as the rationale for the decision and any sanction;
 - to choose whether to or discuss the outcome of a conduct or judicial process;
 - to appeal to a decision maker that is fair and impartial and does not include individuals with conflicts of interest;
 - 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.
- c. Penalties for students instituted after a hearing before the faculty-student disciplinary committee range from a warning to suspension or expulsion from the University. Students accused of crimes of violence are also subject to the university's policy on transcript notations which is discussed in this Section below.

Discipline Against Employees

In cases where the college President recommends discipline against an employee, the matter shall be 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 particular collective bargaining agreement.

For additional information on the disciplinary process in specific cases, complainants should consult their campus Title IX Coordinator, who will work with campus Human Resources Director to provide information. Respondents should consult their union representative, if any, or campus Human Resources Director.

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 accused is usually extremely limited. However, the college shall take all appropriate actions within its control, such as restricting the visitor's access to campus. In addition, subject to Section VI, above, the matter may be referred to local law enforcement for legal action, including seeking Orders of Protection and/or reporting to local law enforcement, where appropriate. College Public Safety will assist both students and employees in enforcing Orders of Protection on the campus.

No Disciplinary Action

In cases where a determination is made not to bring disciplinary action, the Title IX Coordinator shall inform the complainant and respondent of that decision at the same time, in writing, and shall offer any appropriate support services, including counseling to both.

B. Student Disciplinary Procedures

Referral of Violation for Disciplinary Action

If the 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 University-Wide Faculty Student Disciplinary Committee and will follow the rules and procedures outlined in Section XI of this Policy.

Respondent Withdrawal Before Completion of the Process

In the event that a respondent withdraws from the college before a decision is rendered on the charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from

attending any other unit of the university until a decision on the charges is made, or the charges are otherwise resolved.

Immediately following such withdrawal, the college shall place a notation on the respondent's transcript that the respondent "withdrew with conduct charges pending." If the respondent fails to appear, the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding, and the transcript notation, if any, resulting from that decision and penalty shall replace the notation.

Issuance of Charges & Notice of Hearing

Notice of the charge(s) and of the time and place of the hearing shall be sent to the respondent by both first-class mail and email to the address appearing on the records of the college. Notice shall also be sent in a similar manner to the complainant to the extent that charges relate to the complainant. 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, 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) 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 without the respondent present, and any decision and sanction shall be binding.

Content of Notice of Charges and Hearing The notice shall contain the following:

- A. 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.
- B. 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, the exception being that the complainant and respondent may not cross-examine each other as discussed below;
 - iv. for the respondent 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 requests it, the college shall assist in finding a legal counsel or advisor.
- vi. A warning that anything the respondent says may be used against the respondent at a non-college hearing.

Review of Evidence before Hearing:

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 documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by the Family Educational Rights and Privacy Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the complainant or the respondent submits documentary evidence, the chairperson may, at the request of any other party grant, adjournment of the hearing as necessary in the interest of fairness, to permit the requesting party time to review the newly produced evidence.

Admission & Acceptance of Penalty

After the charges have been preferred by the chief student affairs officer, but prior to the commencement of a disciplinary hearing, the respondent may admit to the charges and accept the penalty that the chief student affairs officer or designee determines to be appropriate to address the misconduct. If required by this Policy, the agreed-upon penalty shall be placed on the respondent's transcript consistent with CUNY's policy on Transcript Notations (see below). Before resolving a complaint in this manner, the chief student affairs officer or designee shall 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 or designee shall provide the complainant with a statement of the reasons supporting such resolution, and the complainant may appeal the resolution to the college President.

C. Faculty Student Disciplinary Committee Structure:

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.

The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training upon appointment and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons; CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.

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. Members of the panel shall be trained on an annual basis in compliance with the law and this Policy. 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.

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.

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.

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

Roles and Responsibilities of Individuals during the Hearing

a. Role and Responsibilities of Panel Chairperson:

The chairperson shall preside at the hearing. The parties to the hearing are the college, the respondent, and if the complainant chooses to participate, the complainant. At the commencement of the hearing, the chairperson shall inform the respondent of the charges, the hearing procedures, and her or his rights. After informing the respondent of the charges, the hearing procedures, and respondent's rights, the chairperson shall ask the respondent to state whether he or she is responsible or not responsible for the conduct. 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 shall rule on any motions regarding the admissibility of evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. The chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.

The chairperson shall preside at all hearing sessions and meetings and make all 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. All hearings pursuant to this Policy shall be closed hearings. The chairperson shall not be a voting member of the panel but shall vote in the event of a tie. In the event that the chairperson cannot continue, the Vice Chancellor for Student Affairs, or his or his designee, shall appoint another chairperson from the University-wide committee. In the event that a seat on the panel 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 committee members by lot.

b. Presenters:

Each academic year, the chief student affairs officer at each College or designee shall identify one or more college employees to serve as presenters for the hearings. This list will be forwarded to the Offices of the Vice Chancellor for Student Affairs and General Counsel and Vice Chancellor for Legal Affairs prior to the first day of the academic year. The employee who serves as presenter during the hearing shall be from the same institution as the respondent.

c. Recording of Proceeding

The college shall make a recording of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. No other recording of the proceedings shall 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 advisor. 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 advisors.

Basic Hearing Rules:

If, at the commencement of the hearing, the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the hearing panel 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 evidence. At the conclusion of the college's presentation, the respondent may move to dismiss the charges. If the motion is denied by the committee, the complainant, if the complainant chooses to participate, shall be given an opportunity to make a presentation. After the college's, and, if complainant chooses to participate, complainant's presentation, the Respondent shall be given an opportunity to make a presentation.

The college bears the burden of proving the charge(s) by a preponderance of the evidence. The role of the hearing panel 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 shall then determine the penalty to be imposed.

The college, the respondent and the complainant are permitted to have advisors act on their behalf during the pendency of a hearing, which shall include the calling and examining of witnesses, and presenting evidence. Any party intending to appear with an attorney shall give the other party five (5) calendar days' notice of such representation.

Neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they choose to, the respondent and the complainant shall cross-examine each other only through an advisor. If either or both of them do not have an advisor, the college shall assist them to find an advisor to conduct such cross-examination. In the alternative, the complainant and respondent may provide written questions to the chairperson to be posed to the witness, in the chairperson's discretion.

Responsibility Phase

The following rules apply to the introduction of evidence at the hearing: Evidence of the mental health diagnosis and/or treatment of a complainant, respondent, or witness may not be introduced; and b) Evidence of either party's prior sexual history may not be introduced except that (i) evidence of prior sexual history between complainant and respondent is admissible at any stage of the hearing, and (ii) past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage of that hearing related to penalty.

Penalty Phase

If the panel has found 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, or 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 shall be submitted to the panel in a sealed envelope, bearing the respondent's signature across the seal, and shall only be opened if the respondent has been found responsible for the conduct charged. The hearing panel, to determine an appropriate penalty, shall use the disciplinary records, as well as any documents or character evidence introduced by the respondent, the complainant, or the college.

If either the complainant or the respondent 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.

ii. Decision

The panel shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing, including the penalty phase. The college shall send to the respondent a copy of the panel'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 college has fourteen (14) calendar days of the conclusion of the hearing to send the panel's decision. The college is also encouraged to send the decision to any other e-mail address that it 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, 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.

When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the respondent shall be barred from admission to, or attendance at, any other unit of the university while the penalty is being served.

iii. Appeals/Review

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

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 non-appealing party shall be sent a written notice of the other party's appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party's appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal

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.

iv. Transcript Notation(s)

In cases in which the panel finds the respondent responsible and the penalty is either suspension or expulsion, the college shall 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. In cases where a student has been expelled as a result of a Clery Act crime of violence, the notation will not be removed.

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. If a finding of responsibility for any violation is vacated for any reason, the notation shall be removed.

XIII. COLLEGE OBLIGATIONS UNDER THIS POLICY

In addition to addressing possible violations of this policy, colleges/units of CUNY have the following obligations:

a. Dissemination of Policies, Procedures and Notices

The college Title IX Coordinator, in coordination with the Office of Student Affairs, Office of Public Safety, Human Resources Department and other appropriate offices, is responsible for the wide dissemination of the following on her/his campus: (i) this Policy; (ii) CUNY's Notice of Non-Discrimination; (iii) the Title IX Coordinator's name, phone number, office location, and email address; and (iv) contact information for the campus Public Safety Office. Such dissemination shall include posting the documents and information on the college website, and including it in residence life materials and training and educational materials. In addition, 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 college Title IX Coordinators and others who may serve as investigators. The college 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:

i. Training For Responsible and Confidential Employees

The college shall 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.

ii. Training For Title IX Coordinator and other investigators

CUNY shall provide at least annual training to Title IX Coordinators and other investigators in conducting investigations of sexual misconduct, including

- the effects of trauma;
- impartiality;
- the rights of the respondent, include the right to a presumption that the respondent is "not responsible" until any finding of responsibility is made;
- relevant CUNY policies and procedures; and
- other issues including what constitutes crimes of sexual misconduct.

iii. Student Onboarding and Ongoing Education

Each college shall 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 shall 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 shall 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 shall 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-%20ofamilies/campus/university/>

c. Campus Climate Assessments

Each college of the University shall conduct, no less than every other year, a climate assessment using an assessment instrument provided by the University central office, to ascertain its students' general awareness and knowledge of the University'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 shall include all topics required to be included under applicable law, including Section 129-B of the New York State Education Law. The University shall publish the results of the surveys on its Title IX web page. The published results shall not contain any information which would enable a reader to identify any individual who responded to the climate assessment.

Rules Regarding Intimate Relationships

d. Relationships between Faculty or Employees and Students

Amorous, dating or sexual activity or relationships (“intimate relationships”), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual misconduct.

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.

e. Relationships between Supervisors and Employees

Many of the concerns about intimate relationships between faculty members or employees and students also apply to relationships between supervisors and employees they supervise. Those relationships therefore are strongly discouraged. Supervisors shall disclose any such relationships to their supervisors in order to avoid or mitigate conflicts of interest in connection with the supervision and evaluation of the employees with whom they have an intimate relationship. Mitigation may involve the transfer of either the supervisor or employee, reassigning the responsibility to evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this Section, supervising an employee means supervising in an employment setting, including hiring, evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.

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.

Policy adopted by the Board of Trustees on 12/1/2014 Cal. 4.C., with effective date of 1/1/2015. Amended by the Board of Trustees on 10/1/2015. Cal. 6.B.

FOR FURTHER INFORMATION CONTACT:

Title IX Coordinator: Belinda Delgado, Esq., Administration Building, Room 413 (718) 281-5755 bdelgado@qcc.cuny.edu

Public Safety Director: John M. Triolo, Library, 3rd Floor (718) 631-6320 jtriolo@qcc.cuny.edu

Chief Student Affairs Officer: Interim V.P. Brian Kerr, Library Building, Room 412 (718) 631-6351 bkerr@qcc.cuny.edu

Human Resources Dean: Liza Larios, Administration Building, Room 505 (718) 631-6356 llarios@qcc.cuny.edu

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

Counseling Center (confidential source): Library Building, Room 422 (718) 631-6370 <http://www.qcc.cuny.edu/counseling/>

Office of Health Services (confidential source): Medical Arts Lower Level, Room MC-02 (718) 631-6375 HealthServices@qcc.cuny.edu

In addition, the College's Title IX website, <http://www.qcc.cuny.edu/titleix>, and CUNY's Title IX website, <http://www1.cuny.edu/sites/title-ix/campus/university/>, contain important information on topics such as reporting an incident, confidentiality, getting medical care and emotional support, and ways to support someone who has experienced sexual harassment. The 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/.*

STUDENT CODE OF CONDUCT

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination, as set forth in the university's non-discrimination policy.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

CONDUCT STANDARD DEFINED (SECTION 15.1)

Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey (1) the laws of the city, state and nation; (2) the bylaws and resolutions of the board, including the rules and regulations for the maintenance of public order pursuant to article 129-a of the education law ("Henderson rules"); and (3) the governance plan, policies, regulations, and orders of the college.

Such laws, bylaws, resolutions, policies, rules, regulations and orders shall, of course, be limited by the right of students to the freedoms of speech, press, assembly and petition as construed by the courts.

STUDENT ORGANIZATIONS (SECTION 15.2)

- a. Any group of students may form an organization, association, club or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the chief student affairs officer of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

The board recognizes that students have rights to free expression and association. At the same time, the board strongly believes that respect for all members of the university's diverse community is an essential attribute of a great university.

- b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1.

Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.
2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint.
- c. 1. Any person or organization affiliated with the college may file a complaint with the chief student affairs officer if there is reason to believe that a student organization has violated any of the standards of conduct set forth in section 15.1 above. The chief student affairs officer shall promptly notify the affected organization,

investigate any complaint and report the results of that investigation along with a recommendation for appropriate action to the complainant and the student government which shall take action as it deems appropriate, except that in the case of a complaint against the student government itself, the chief student affairs officer shall report the results of the investigation and the recommendation for appropriate action directly to the president.

2. The complainant or any student organization adversely affected by the action of the student government pursuant to subparagraph c (1) above may appeal to the president. The president may take such action as he or she deems appropriate, and such action shall be final.
- d. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda. Decisions of the student elections review committee may be appealed to the college president, whose decision shall be final. An appeal from the decision of the student elections review committee must be made in writing to the President within ten (10) calendar days of the decision. The President shall consult with the student elections review committee and render a decision as expeditiously as possible which may affirm, reverse, or modify the decision of the student elections review committee.
- e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

THE UNIVERSITY STUDENT SENATE (SECTION 15.3)

There shall be a university student senate responsible, subject to the board of trustees, for the formulation of university-wide student policy relating to the academic status, role, rights and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in

these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments

STUDENT DISCIPLINARY PROCEDURES (SECTION 15.4)

Complaint procedures:

- a. A University student, employee, visitor, organization or department who/which believes she/he/it is the victim of a student's misconduct (hereinafter "complainant") may make a charge, accusation, or allegation against a student (hereinafter "respondent") which if proved, may subject the respondent to disciplinary action. Such charge, accusation, or allegation must be communicated to the chief student affairs officer of the college the respondent attends.
- b. The chief student affairs officer of the college or her or his designee shall conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or her or his designee shall advise the respondent of the allegation against her or him, explain to the respondent and the complainant their rights, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. The preliminary investigation shall be concluded within thirty (30) calendar days of the filing of the complaint, unless: (i) said complaint involves two or more complainants or respondents; or (ii) said complaint involves a matter that is also under investigation by law enforcement authorities. In those cases, the preliminary investigation shall be completed within sixty (60) calendar days. Further, if the matter has been previously investigated pursuant to the Board of Trustees Policy Against Sex-Based Harassment and Sexual Violence, the chief student affairs officer shall dispense with a preliminary investigation and rely on the report completed by the Title IX Coordinator. Following the completion of the preliminary investigation, the chief student affairs officer or designee shall take one of the following actions:
 - (i) Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;
 - (ii) Refer the matter to mediation (except in cases involving allegations of sexual assault, stalking or other forms of sexual violence); or
 - (iii) Prefer formal disciplinary charges.

- c. In the event that a respondent withdraws from the college after a charge, accusation or allegation against a respondent has been made, and the college prefers formal disciplinary charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made or the charges are otherwise resolved. If the respondent fails to appear the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding.

MEDIATION CONFERENCE:

- d. The college may offer the respondent and the complainant the opportunity to participate in a mediation conference prior to the time the disciplinary hearing takes place in an effort to resolve the matter by mutual agreement (except in cases involving sexual assault, stalking and other forms of sexual violence). The conference shall be conducted by a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort shall be made to resolve the matter by mutual agreement.
2. If an agreement is reached, the faculty or staff member conducting the conference shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant and the respondent shall be notified, and a written memorandum shall be created memorializing the resolution and any consequences for non-compliance.
3. If no agreement is reached within a reasonable time, or if the respondent fails to appear, the faculty or staff member conducting the conference shall refer the matter back to the chief student affairs officer who may prefer disciplinary charges.
4. The faculty or staff member conducting the mediation conference is precluded from testifying in a college hearing regarding information received during the mediation conference, or presenting the case on behalf of the college.

NOTICE OF HEARING AND CHARGES, AND PRE-HEARING DOCUMENT INSPECTION:

- e. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered to the respondent, or sent by certified or overnight mail and email to the respondent's CUNY-assigned email address. Notice shall also be sent in a similar manner to the complainant to the extent the charges relate to her/him/it. The chief student affairs officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant. The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing.

The respondent is permitted one (1) adjournment as of right. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the faculty-student disciplinary committee. If the respondent fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed in absentia, and any decision and sanction shall be binding.

- f. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the respondent including the rule, bylaw or regulation she/he is charged with violating, and the possible penalties for such violation.
2. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:
 - (i) to present their side of the story;
 - (ii) to present witnesses and evidence on their behalf;
 - (iii) to cross-examine witnesses presenting evidence;
 - (iv) to remain silent without assumption of guilt; and
 - (v) to be represented by an advisor or legal counsel at their expense; if the respondent or the complainant request it, the college shall assist in finding a legal counsel or advisor.
3. A warning that anything the respondent says may be used against her/him at a non-college hearing.
4. At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review any documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by Family Education Rights and Privacy Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during, or some time prior to, the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the respondent submits documentary evidence, the chairperson may, at the request of either the college or the complainant, direct the respondent to produce such other documents as may be necessary in the interest of fairness.

EMERGENCY SUSPENSION:

- g. The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing as provided in this bylaw section 15.4. to take place within not more than twelve (12) calendar days, unless the student requests an adjournment. Such suspension shall be for conduct which impedes, obstructs, impairs or interferes with the orderly and continuous administration and operation of any college, school, or unit of the

university in the use of its facilities or in the achievement of its purposes as an educational institution. Prior to the commencement of a temporary suspension of a student, the college shall give the student oral notice (which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges against her/him and, if she/he denies them, the college shall forthwith give the student an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter. The complainant shall be notified in the event that an emergency suspension is imposed against a student, and/or when the suspension is subsequently lifted to the extent that the suspension involves the complainant in the same manner notice is given to the student.

FACULTY-STUDENT DISCIPLINARY COMMITTEE STRUCTURE:

- h. Each faculty-student disciplinary committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.
- i. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons: CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.
- j. The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a panel of six (6) HEO appointed biennially by the president. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) HEO's. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which all students registered at the college shall be eligible to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) students. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than four (4) consecutive years. Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the president shall designate one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained, and who shall constitute the faculty-student disciplinary committee in all such cases.
- k. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student panel by lottery.
- l. Each academic year, the chief student affairs officer, and her or his designee, shall appoint/identify one or more college employees to serve as presenters for the hearings. This list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day of the academic year.
- m. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

FACULTY-STUDENT DISCIPLINARY COMMITTEE PROCEDURES:

- n. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:
 1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures and her or his rights.
 2. All faculty student disciplinary committee hearings are closed hearings, but the respondent has the right to request an open public hearing. However, the chairperson has the right to deny the request and hold a closed hearing when an open public hearing would adversely affect and be disruptive to the committee's normal operations, or when the complainant in a case involving allegations of sexual assault, stalking, or other forms of sexual violence requests a closed hearing. In the event of an open hearing, the respondent must sign

- a written waiver acknowledging that those present will hear the evidence introduced at the hearing.
3. After informing the respondent of the charges, the hearing procedures, and her or his rights, the chairperson shall ask the respondent to respond. If the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the committee and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its case. At the conclusion of the college's case, the respondent may move to dismiss the charges. If the motion is denied by the committee, the respondent shall be given an opportunity to present her or his defense.
 4. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may rule on the admissibility of the evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. In addition, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.
 5. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. The college must assign a staff member for each hearing, with the sole responsibility of ensuring that the hearing is recorded in its entirety. No other recording of the proceedings may be permitted. A respondent who has been found to have committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent's representative or attorney. In the event of an appeal, both the respondent and the complainant are entitled upon request to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their representatives or attorneys.
 6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.
 7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination. In the event the respondent is found to have committed the conduct charged, the committee shall then determine the penalty to be imposed.
 8. The college, the respondent and the complainant are permitted to have lawyers or other representatives act on their behalf during the pendency of a disciplinary action, which shall include the calling and examining of witnesses, and presenting other evidence. Any party intending to appear with an attorney shall give the other party 5 (five) calendar days' notice of such representation.
 9. The chairperson of the faculty-student disciplinary committee retains discretion to limit the number of witnesses and the time of testimony for the presentations by any party and/or their representative.
 10. In the event that the respondent is charged with a sexual assault, stalking or other forms of sexual violence, neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they wish to, the respondent and the complainant may cross-examine each other only through a representative. If either or both of them do not have a representative, the college shall work with them to find a representative to conduct such cross-examination. In the alternative, either party may provide written questions to the chairperson to be posed to the witness.
 11. At the end of the presentations, the respondent and the complainant may introduce individual character references. The college may introduce a copy of the respondent's previous disciplinary record, including records from any CUNY institution the respondent has attended, where applicable, provided the respondent was shown a copy of the record prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the committee in a sealed envelope, bearing the respondent's signature across the seal, and shall only be opened if the respondent has been found to have committed the conduct charged. The previous disciplinary records, as well as documents and character evidence introduced by the respondent, the complainant, and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.
 12. The committee shall deliberate in closed session. The committee shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.
 13. The respondent shall be sent a copy of the faculty-student disciplinary committee's decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the respondent shall be sent a copy of faculty-student disciplinary committee's decision within fourteen (14) calendar days of the con-

clusion 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 appropri-

ately 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 pro-

cedure 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

HEALTH RISKS ASSOCIATED WITH ABUSE OF ALCOHOL, USE OF TOBACCO, AND ILLICIT DRUGS

ALCOHOL

Alcohol (ethanol) is toxic to the human body. It is a central nervous system depressant which slows bodily functions such as heart rate, pulse, and respiration. Taken in large quantities, it progressively causes intoxication, sedation, and unconsciousness (even death, if consumed in large amounts). These effects are similar to those produced by other sedative-hypnotic drugs such as barbiturates and narcotics.

Alcoholics may be able to consume large quantities of alcohol without appearing to be drunk or uncontrolled. Nevertheless, alcoholism causes severe emotional, physical, and psychological damage. Prolonged heavy drinking can damage various organs, resulting in disorders such as cirrhosis of the liver, heart disease, pancreatitis and cancer. It can also lead to gastrointestinal irritation (nausea, diarrhea, gastritis, ulcers), malnutrition, sexual dysfunctions, high blood pressure, lowered resistance to disease, and possible irreversible brain and nervous system damage. Alcoholism also leads to a wide variety of problems involving one's emotional, family, work, and social life.

ALCOHOL IMPAIRS DRIVING

Even small amounts of alcohol impair driving ability. In your body, alcohol is quickly absorbed into the bloodstream. The liver is able to break down the alcohol at a rate of about one ounce per hour. Alcohol in excess of that amount stays in the bloodstream and affects these brain functions involved in driving:

- **Judgment** – Alcohol alters your perception. It makes you overconfident and encourages you to take reckless chances.
- **Coordination** – Your reaction time and ability to perform multiple tasks decrease with alcohol.
- **Vision** – Alcohol decreases your pupil reaction time, depth perception, and peripheral vision.

TOBACCO

It is illegal to sell tobacco products to any person under the age of twenty-one in the State of New York. The City University of New York has adopted a tobacco-free policy which prohibits the use of tobacco on University premises.

Forty-eight years ago the first report of the Surgeon General of the United States was issued on the impact of tobacco use on health. This 1964 report presented stark conclusions: that cigarette-smoking causes lung cancer and is the most important cause of chronic bronchitis. The report also linked tobacco smoking with emphysema and other forms of cancer. The tobacco industry contested the report, arguing that there was no conclusive link between smoking and poor health. Since that time, however, the evidence supporting the conclusions reached in that landmark report has continued to mount.

The Department of Health and Human Services, the American Psychiatric Association and the World Health Organization have determined that nicotine, the chief component of tobacco, is a highly addictive drug.

CANNABIS (MARIJUANA) - EFFECTS

All forms of cannabis have negative physical and mental effects. Several regularly observed physical effects of cannabis are a substantial increase in the heart rate, bloodshot eyes, a dry mouth and throat, and increased appetite.

Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time, and reduce ability to perform tasks requiring concentration and coordination, such as driving a car. Research also shows that students do not retain knowledge when they are "high." Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco.

Long-term users of cannabis may develop psychological dependence and require more of the drug to get the same effect. The drug can become the center of their lives.

Many people mistakenly believe driving under the influence of marijuana is safer than driving on alcohol. But marijuana significantly slows your reaction time, decreases your ability to judge speed and distance, and impairs your coordination. It also decreases your visual acuity. The effects may last 4-10 hours, even after the feeling of being "high" is gone.

ALCOHOL AND DRUGS

The college recognizes that students are adults and expects them to obey the law and adhere to college regulations. All students must take personal responsibility for their own actions and behavior.

The college has established policies regarding the consumption of alcohol and the use of illegal drugs, narcotics and other controlled substances, and supports federal, state and local laws regarding their usage.

POLICY ON POSSESSION/USE OF ALCOHOLIC BEVERAGES

1. The unlawful possession, use or distribution of alcohol by students and employees on college property or as a part of any college activity is prohibited.
2. No student or student organization is permitted to serve alcoholic beverages on this campus.
3. No alcoholic beverages are to be brought on this campus for any reason unless approved in advance and in writing by the Department for Student Affairs.
4. It is also the policy of The City University of New York and of this college that:

Any actions or behaviors which recklessly or intentionally endanger mental or physical health or involve the forced consumption of liquor or drugs for the purpose of initiation or affiliation with any organization is prohibited.

The legal drinking age in New York State is 21 and underage drinking is strictly prohibited. It is also unlawful to sell or give away alcohol to anyone under the age of 21. In addition to college disciplinary action, violators will also be subject to criminal prosecution.

POLICY ON ILLEGAL POSSESSION AND USE OF DRUGS

1. The unlawful manufacture, distribution, dispensing, possession, sale or use of marijuana, illegal drugs or other controlled substances by college students or employees on college premises or as a part of any college activity is prohibited. Violators will be subject to campus disciplinary sanctions, as well as criminal prosecution.
2. Non-college personnel apprehended on campus for any alcohol or drug violation will be subject to arrest and criminal prosecution.
3. Since this campus is in no sense a sanctuary, outside law enforcement officials may, on their own initiative, take such action as they deem necessary and appropriate.
4. For the purpose of this policy, the campus is understood to be all facilities in which this college conducts, administers and is responsible for college business.

STUDENT PARKING ON CAMPUS

Although parking on campus is limited, registered QCC students are eligible to park on campus on a **SPACE AVAILABLE BASIS**. Students can pay for parking by utilizing their QCC OneCard by which they can deposit funds in their TigerBucks account for parking on campus in Lots 2 & 6.

Lots 1, 3 & 4 are reserved for Faculty & Staff parking only. Students **are** allowed to park in Lot 1 **after 5:00 pm** using their OneCard.

Funds may be deposited to students' accounts at the OneCard stations in the following locations: Administration Building, first floor; Library Building, 2nd floor; Student Union, Lower Level. Funds can also be deposited online at: www.qcc.cuny.edu/onecard

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 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 resources¹ 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.

- 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.

¹ 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.

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, 104
- A.A.S. (Associate in Applied Science) Programs, 6
- A.A.S./B.S. Dual/Joint Programs, 6; in Nursing, 96
- 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, 84; with York College in Biotechnology, 114; with York College in Chemistry for Pharmaceutical Sciences, 115; with John Jay College of Criminal Justice in Computer Science and Information Security, 112; with John Jay College of Criminal Justice in Criminal Justice, 103; with John Jay College of Criminal Justice in Science for Forensics, 113
- Academic advisement, see Academy Advisement
- Academic Calendar, 7-9
- Academic Computing Center, 22
- Academic Departments, 135-215
- Academic dismissal, 46
- Academic integrity, 40-42
- Academic Literacy courses, see English Developmental Courses, 170
- Academic probation, 46
- Academic requirements: for holding office in student government, 65; for intercollegiate athletics, 178; for transfer students, 29
- Academic Service-Learning, see High Impact Learning Experiences
- Academic standing, 40-49
- Academies, 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, 38, 70
- Accelerated Learning Program (ALP), 36, 166
- Accelerated Study in Associate Programs (ASAP), 20
- Accessible facilities for people with Disabilities, 287
- Accounting, A.A.S. degree program in, 86; dual/joint degree program for Forensic Accounting with John Jay College, 113; Accounting /Office Administration certificate option, 92; courses in, see Business Courses, 149
- Accreditation of programs, 2
- Activities, student, 65, 66
- Admissions, of degree students, 26, 28; of non-degree students, 26, 31; readmission, 32; of transfer students, 27, 29, of International Students with foreign credentials 27
- Admissions Faculty Committee, 31
- Admissions, Office of, 26
- Adult Education, see Pre-College, Continuing Education and Workforce Development
- Advanced Placement (AP) Exams, 48
- Advisory Boards: Art & Design Department Gallery & Museum Studies, 136 Business Department, 148; Clinical Nursing, 199; Engineering Technology, 156; Massage Therapy, 176
- Affirmative Action policy, 2, 241-240
- Aid for Part-time Students (APTS), 60
- Alcohol regulations, 272-259, 280-267
- Allied Health Programs, Health Sciences, 97-101; Health Care Office Administration Assistant Certificate, 92; Health Care Office Administration: Managing, Coding, and Billing Certificate, 91
- Alpha Beta Gamma, 50
- Alpha Sigma Lambda, 50
- Alumni Association, 15
- American Studies, see Liberal Arts and Sciences A.A. degree program, 106
- Anthropology, courses in, 206
- Appeals, admissions, see readmission; academic, 32, disciplinary, 270; Emergency Suspension, 267
- Application, 28
- Application deadlines, 27
- Arabic, courses in, 172
- Architectural Technology; A.A.S. degree program in, 120; courses in, 157
- Art, A.S. degree 127
- Art and Design Department, 136; courses in, 137; see also A.S. degree program in Art, 127; Digital Art and Design, 130; Gallery and Museum Studies, 131; art internships, 139
- Art Gallery, see QCC Art Gallery, 13
- Art History, courses in, 139; concentration in, see A.S. degree program in Art, 127
- ASAP, see Accelerated Study in Associate Programs
- Associate in Applied Science (A.A.S.) degree programs, 6; in Accounting, 86; Architectural Technology, 120; Computer Engineering Technology, 118; Computer Information Systems, 87; Electronic Engineering Technology, 122; Internet and Information Technology, 123; Management, 88; Massage Therapy, 99; Mechanical Engineering Technology, 124; Medical Assistant, 100; Music Production, 134; Nursing, 96; dual/Joint programs in Nursing with Hunter-Bellevue, School of Professional Studies and York, 96; Office Administration & Technology, 89; Telecommunications Technology, 125
- Associate in Arts (A.A) degree programs, 6; dual/joint program with Queens College in Liberal Arts and Sciences and Education, 104; in Liberal Arts and Sciences, 106
- Associate in Science (A.S.) degree programs, 6; in Art 127; dual/joint program with John Jay in Accounting for Forensic Accounting, 84; dual/joint program with York in Biotechnology, 114; in Business Administration, 85; dual/joint program with York in Chemistry for Pharmaceutical Sciences, 115; dual/joint program with John Jay in Criminal Justice, 103; in Digital Art and Design, 130; in Engineering Science, 116; in Environmental Science, 117; Gallery & Museum Studies, 131; Health Sciences, 97; Liberal Arts & Sciences (Mathematics & Science), 118; in Music, 132; in Public Health 98; dual/joint program with John Jay in Science for Forensics, 113; in Theatre, 133
- Aurora yearbook, 66
- Awards, see Honors and Awards, 50
- Band, Queens Symphonic, 196
- Biological Sciences and Geology Department, 141; courses in, 143
- Biotechnology, Dual/Joint A.S./B.S.(with York College), 114
- Board of Trustees, CUNY, 216
- Bookstore, 67
- Bullying, see Expectation of Civility, 2
- Business Academy, 70; degree programs in, 83-92; 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, 85
- Business Department, 147; courses in, 149
- Business Technology Early College High School (BTECH), 19
- Calendar, 7-8
- Campus: description, 11; how to reach, 288; map of, 289
- Campus Writing Center, 21
- Cancelled registration, 49
- Career Curricula 30
- Career Programs 6, 30
- Career Services, 63
- Center for Excellence in Teaching and Learning (CETL), 11
- Center for International Affairs, Immigration and Study Abroad, 14, 64
- Certificate Programs, 6, 31; requirements for second Certificate, 49; also see Certificates in: Computer Information Systems, 90; Health Care Office Administration: Managing, Coding and Billing, 91; Internet and Information Technology, 125; Medical Office Assistant, 101; Office Administration Assistant (Corporate, Legal, Accounting & Health Care options), 92
- Certification of Attendance, 38
- Change: to catalog, 2; of curriculum, 47; Program Change Fees, 55
- Chemistry, Dual/Joint A.S./B.S. in Pharmaceutical Sciences with York College, 115
- Chemistry Department, 152; courses in, 153
- Chinese, courses in, 172
- Chorus, Queensborough, 196
- CIS, see Computer Information Systems
- City University of New York, see CUNY
- CLIP, see CUNY Language Immersion Program
- Clubs and organizations, 36
- Codes, HEGIS codes (New York State registration codes), 6
- Collaborative Assignments and Projects, see High Impact Learning Experiences
- College Calendar, 7-9
- College Discovery Program, 21
- College Focus, 18
- Collegium Musicum, 196
- College Now, 18; courses offered by, 215
- College Preparatory Coursework, 36
- Collegiate Science and Technology Entry Program (CSTEP), 22
- Commercial Art, courses in, 138
- Commitment Deposit, 28
- Committee on Course and Standing, 46
- Common Core, see Pathways Common Core
- 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, 66
- Complaint: procedures regarding equal opportunity and non-discrimination, 242; regarding faculty conduct, 277; regarding sexual misconduct, 251
- Computer Engineering Technology, A.A.S. degree program in, 118
- Computer Graphics, Digital Art and Design; New Media Technology
- Computer Information Systems (CIS), A.A.S. degree program in, 87; Certificate in, 90; courses in, 150
- Computer Science, courses in, 191
- Computer User Responsibilities, 282
- Connect2College, 18
- Consolidated fee, see CUNY Consolidated Fee
- Construction Management, courses in, 158
- Continuing Education and Workforce Development, see Pre-College, Continuing Education and Workforce Development
- Conversion days, 7, 9
- Cooperative Education, 24; offered in: Chemical Instrumental Analysis, 155; Engineering Technology, 162, 164; Journalism, 169; Laser and Fiber Optics Technology, 204; Health Professions, 146; Mathematics and Computer Science, 193; Speech, Communications & Theatre Arts, 211; see Internships
- COPE, see College Opportunity to Prepare for Employment
- Corequisite, 80
- Corporate Office Administration Assistant option, see Office Administration Assistant Certificate program
- Counseling Center 63
- Course Descriptions 137-211
- Credit Hours Guidelines and Definitions, 135
- Credits: from other institutions, 35, 49; graduation requirements, 43; credit load, 52; transfer credit, 35; by exam, 48
- Crime statistics, access to, 281
- Criminal Justice, courses in, 206
- Criminal Justice, Dual/Joint A.S./B.S. (with John Jay College), 103
- CSTEP, see Collegiate Science and Technology Entry Program
- Cultural resources, 12, 13
- CUNY: administration/ Board of Trustees for, 216; Baccalaureate Program of, 25; CUNY Assessment Tests, 34; Summer Immersion Program, 15; CUNY EPermit, 48; transferring to other units of, 39; University policies, 241-266; Policy on Academic Integrity, 40
- CUNY Alert, 16
- CUNY Center for Higher Education, 13
- CUNY Consolidated fee, 53
- CUNY EDGE (Educate-Develop-Graduate-Empower), 36
- CUNY Language Immersion Program (CLIP), 18
- CUNY Start, 17
- Curriculum (pl. curricula), 30
- Dance, A.S. degree 129
- Dance, courses in, 184
- Dean's List, 50
- Deferring admission, 28
- Degree programs, 6
- Degree requirements, see Graduation Requirements, 43; Understanding Program Requirements, 73; courses from other institutions credited toward, 49; for second degree, 49
- Degree Student, 26; applying as, 26
- Department proficiency examinations for credit, 48
- Developmental Courses, equated credits for, 56
- Digital Art and Design, A.S. degree program in, 130
- Direct Loans (formerly Federal Family Education Loan Program, Stafford Loans), 61
- Directions to campus, 288
- Disabilities, Services for Students with, 23, 64; in testing, 37; attendance requirements for TAP program, 59
- Dismissal, academic, 46
- Drama, see A.S. degree in Theatre; Visual and Performing Arts Academy; Department of Speech Communication and Theatre Arts; QPAC Professional Performing Arts Series
- Drug policy: CUNY, 272; Queensborough, 280
- Dual/Joint Programs, A.A./B.A. Liberal Arts and Sciences in Childhood Education with Queens College, 104; A.A.S./B.S. Nursing with Hunter-Bellevue School of Nursing, 96; A.A.S./B.S. Nursing with York College, 96; A.A.S./B.S. Nursing with the School of Professional Studies, 96; A.S./B.S. Accounting for Forensic Accounting with John Jay College, 84; A.S./B.S. Biotechnology with York College, 114; A.S./B.S. Chemistry/Pharmaceutical Sciences with York College, 115; A.S./B.S. Criminal Justice with John Jay College, 103; A.S./B.S. Science for Forensics with John Jay College, 113
- Economics, courses in, 207
- Education, Childhood, A.A./B.A. Dual/Joint Program with Queens College in, 104
- Education: courses in, 207; concentration in, see Liberal Arts and Sciences A.A. degree program, 106
- Educational Goals and Objectives at Queensborough, 10
- Educational Opportunity Grants (PELL), 60
- eLearning, 14
- Electrical & Computer Engineering Technology, courses in, 158
- Electrical Engineering, courses in, 158
- Electronic Engineering Technology, A.A.S. degree program, 122
- Emergency Medical Education, courses in, 181
- Employment: work-study, 61; see Career Services, 63
- Engineering Science, A.S. degree program, 116; see also A.A.S. programs in Computer Engineering Technology, 118; Electronic Engineering Technology, 122; Internet & Information Technology, 123; Mechanical Engineering Technology, 124; Telecommunications Technology, 125
- Engineering Technology Department, 156; courses in, 157
- English Composition, required core, 74; courses in, 167
- English concentration, see Liberal Arts and Sciences A.A. degree program, 106
- English Department, 165; courses in, 167; developmental courses in, 170
- English as a second language courses, 170
- Enrollment options 14
- Entrance requirements, see Admissions
- Environmental Science, A.S. degree program in, 117
- Equivalency diploma 31
- Evening and weekend study, 14
- Examinations; advanced placement 48; CUNY Assessment, 34; CUNY policies on testing, 34; CUNY Assessment Test in Reading & Writing, 36; credit by examination, 48; make-up of final exams, 47; medical, 64; SAT/ACT/ NYS Regents Exams, 34
- Excelsior College Examinations, 48
- Excelsior Scholarship, 60
- Exemptions from testing, 34, 35
- Exercise Science, concentration in; see Liberal Arts and Sciences A.A. degree program, 106
- Expectation of Civility, 2
- Faculty, 11; Admissions Committee, 31; listing of, 222-237
- Faculty Coordinator, 70
- FAFSA (Free Application for Federal Student Aid), 60
- Federal: Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans, Direct Loans, Parent Direct Loans, work-study, 60
- Fees, 53-54
- FERPA, student rights, 240
- Final examinations, make-up of, 47
- Financial Aid, see Financial Services, 57
- Financial Services, Student, 57
- Flexible Core, 74, 76
- Food Services, 67
- Foreign Languages and Literatures Department, 172; courses in, 172; see also Arabic, Chinese, French, German, Italian and Spanish
- Foreign language placement, 35, 171
- Foreign student applicants, 27
- Forensic Accounting, dual/joint A.S./B.S. program with John Jay College of Criminal Justice, 84
- Forensics, see Science for Forensics
- Freedom of Information Law, 2
- French, courses in, 173
- Freshman Application, 26
- Full-time Student, 52
- Gallery and Museum Studies, A.S. degree program in, 131; courses in, 140
- GED, see High School equivalency
- GPA, see Grade-point average
- Gender Studies concentration, see Liberal Arts and Sciences A.A. degree program, 106
- Geology, courses in, 143
- German, courses in, 173
- Global and Diversity Learning, see High Impact Learning Experiences
- Government and Public Affairs, Rogowsky Internship, 24
- Grade Point Average (GPA), 45
- Grades, 44; appeal of, 45
- Graduation information, 15; requirements, 43
- Graphic art, courses in, 138
- Gymnasium facilities, 177
- Health and Behavior concentration, see Liberal Arts and Sciences A.A. degree program, 106
- Health Care Office Administration: Managing, Coding, and Billing, Certificate in, 91; Health Care Office Administration Assistant option, see Office Administration Assistant, 92; Medical Office Assistant, Certificate in, 101
- Health Education, courses in, 180
- Health, Physical Education and Dance Department, 176; courses in, 179
- Health Promotion and Disease Prevention concentration, see Liberal Arts and Sciences A.A. degree program, 106

- Health requirements for all students, see Health, Physical Education and Dance; medical examination requirements, 177; immunization requirements, 33; Medical Examination requirements, 64
- Health Related Sciences Academy, 71; degree programs in, 93-101; see also Health Sciences, Massage Therapy, Medical Office Assistant, Nursing, and Public Health
- Health Sciences, A.S. degree program in, 97
- Health Services, 64
- 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, 186; courses in, 186
- Holocaust Center, see Kupferberg Holocaust Center, 13
- Honor Societies, 50
- Honors and Awards, 50
- Honors Courses, 50
- Hours, definition of, 135; remedial contact hours, 56
- Humanities electives, 79
- Immigration, 14; also see International Affairs, Immigration and Study Abroad, Center for, 64
- Immunization requirements, 33
- Independent study, 24
- Intercollegiate athletics, 178, 183
- Interdisciplinary courses, 215
- International Affairs, Immigration and Study Abroad, Center for, 14, 64
- International Students, 27, 64
- International Studies concentration, see Liberal Arts and Sciences A.A. degree program, 106
- Internet and Information Technology, A.A.S. degree program in, 123; certificate in 125
- Internships, 24; in art, 139; in Business, 149; in Gallery studies, 140; in Health Sciences, 146; in Mathematics Teaching, 193; in Urban Studies, 209; see Cooperative Education
- Intramural athletics, 178
- Italian, courses in, 174
- Jazz ensemble, 196
- Journalism, courses in, 168, 169
- Kappa Delta Pi, 51
- Kupferberg Holocaust Center, 13
- Laboratory science requirements for degrees, 78
- Languages, see Foreign Languages and Literatures, 171
- Laser and Fiber Optics Technology, courses in, see Physics Department
- Learning Center, Student, 20
- Legal Office Administration Assistant option, see Office Administration Assistant Certificate program, 92
- Liberal Arts Academy, 71; degree programs in, 102-110; see also Criminal Justice and Liberal Arts and Sciences degree programs
- Liberal Arts and Sciences, NY State requirements, 78; degree programs: A.A./B.A. Dual/Joint Program with Queens College in Liberal Arts and Sciences in Childhood Education, 104; 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, 106; A.S. (Mathematics and Science) program, 118
- Liberal Studies, see Liberal Arts and Sciences A.A. degree program, 106
- Liberty Partnerships/Project PRIZE, 64
- Library, 68
- Life and Physical Sciences, required core, 74
- Literature, courses in, 167, 169
- Loans, see Financial Services, 57
- Management, A.A.S. degree program in, 88; courses in, see Business Department, courses in, 149
- Map of campus, 289; how to reach, 288
- Marketing, see A.A.S. degree program in Management, 88; courses in, see Business Department, courses in, 149
- Massage Therapy, A.A.S. degree program in, 99; courses in, 179
- Mathematical and Quantitative Reasoning, required core, 74
- Mathematics placement test, 34, 190
- Mathematics and Computer Science Department, 190; courses in, 191
- Matriculation, 26
- Mechanical Engineering Technology, A.A.S. degree program in, 124; courses in, 163
- Medical, related courses in, see Biological Sciences and Geology Department
- Medical Assistant, A.A.S. degree program in, 100
- Medical Examination Requirements, 64
- Medical Office Assistant, certificate in, 101; also see Office Administration Assistant Certificate, Health Care option, 92; Health Care Office Administration: Managing, Coding and Billing Certificate, 91; Medical Assistant, A.A.S. degree program, 100
- Medical requirements for physical education, 177
- Medical Withdrawal and Reentry, 273
- Military and Veterans Services, Office of, 33
- Military service refunds, 56
- Military veterans transfer credit, 29
- Mission of the College, 10
- Music, A.S. degree program, 132
- Music Department, 194; courses in, 194; placement test, 194; performance ensembles, 196
- Music Production, A.A.S. degree program in, 134; courses in, 198
- New York State Tuition Assistance Programs, 57
- Non-degree status, 26, 31; change of status, 32
- Non-discrimination, statement of, 2
- Non-discrimination, University policy, 241
- Nursing Department, 199; A.A.S. degree program, 96; dual/joint degree programs with Hunter-Bellevue School of Nursing, with School of Professional Studies, with York College, 96; courses in, 200
- Nutrition concentration, see Liberal Arts and Sciences A.A. degree program, 106
- Office Administration and Technology, A.A.S. degree program, 89
- Office Administration Assistant, certificate program (options Corporate, Legal, Accounting, Health Care), 92
- Online courses, about, 14
- Online services: advisement, 38; Registrar, 38; withdrawal, 47
- Orchestra, 196
- Orientation, freshman course for, 38
- Other Colleges, permits to attend, 48; transfer to, 39
- Out-of-state students, fees for, 53
- Parking regulations, 281
- Part-time study, see Admissions, Academic Standing, Honors and Awards, Tuition and Fees
- Pathways Common Core, 74
- Pathways Gateway Courses into Majors, 80
- Payment policy, 55
- PELL grants, 60
- Permits, CUNY E-Permit, 48
- Personal Training concentration, see Liberal Arts and Sciences A.A. degree program, 106
- Pharmaceutical Sciences, see Chemistry, Dual/Joint A.S./B.S. with York College, 115
- Phi Theta Kappa, 50
- Philosophy, courses in, 209
- Photography, courses in, 138
- Physical Education, see Health, Physical Education and Dance Department, 176; concentration in, Liberal Arts and Sciences A.A. degree program, 106
- Physical Science, see Life and Physical Sciences, required core, 74
- Physics Department, 201; courses in, 202
- Policies and regulations, 240-285
- Political Science, courses in, 208
- Port of Entry Program, 19
- Pre-College, Continuing Education and Workforce Development, 17
- Pre-College study, 17
- Prerequisite, 80
- President of the College, 4, 11, 217
- Probation, see Academic Probation, 46
- Professional Performing Arts Series, 12
- Profile of the College, 10
- Program changes, fees for, 55; see also college calendar, 7
- Program requirements, 73; see also individual degree and certificate programs
- Programs of Study, 6, 10, 70; in Business, 83; in Health Related Studies, 93; in Liberal Arts, 102; in Science, Technology, Engineering and Mathematics (STEM), 111; in Visual and Performing Arts (VAPA), 126
- Project PRIZE, 64
- Psi Beta, 51
- Psychology, courses in, 208; concentration in Liberal Arts and Sciences A.A. degree program, 106
- Public Health, A.S. degree program in, 98
- Public Safety Services, Department of, 16, 281
- Pursuit of Program, academic rate of for TAP, 58
- QCC Art Gallery, 13
- QCC Literacy Program, 14
- Queensborough Academies, 11, 70; Academy Advisement, 38, 70; Academy for Business, 83; Academy for Health Related Sciences, 93; Academy for Liberal Arts, 102; Academy for Science, Technology, Engineering and Mathematics (STEM), 111; Academy for Visual and Performing Arts (VAPA), 126
- Queensborough Administration, 217
- Queensborough Community College Student Auxiliary Enterprises Association, Inc., 67
- Queensborough Community College Student Activities Association, Inc., 66
- Queensborough Performing Arts Center (QPAC), 12
- Readmission, 32
- Recreation program, 178
- Re-entry from Medical Withdrawal, 276
- Refund policy, 56
- Registrar, Office of, 38
- Registration, 38; registration and tuition, 52
- Reinstatement from cancelled Registration, 49
- Religious holidays/observances student rights concerning, 240
- Remediation (College Preparatory Coursework), 36; equated credits for, 56; understanding sequence of, 36
- Repeat of courses, 46
- Required Core, 75

- Requirements for matriculation, see Admissions
- Residence requirements for tuition, 52
- Rogowsky Internship, 24
- Sabbatical teachers, 31
- Satisfactory academic progress, 46; for New York State tuition assistance, 58; see also Financial Services, Academic Standing; graduation requirements, 45
- Scheduling courses, 135
- Scholarship Awards, 51; see also Financial Services and individual departments
- Science courses: see Biological Sciences and Geology Department, 143; Chemistry Department, 153; Engineering Technology Department, 157; Health Physical Education & Dance Department, 179; Physics Department, 202; Social Sciences Department, 206; requirements in Pathways Common Core, 74
- Science requirements for degrees, 78; in Pathways Common Core, 74
- Science for Forensics, Dual/Joint A.S./B.S. (with John Jay College), 113
- Science, Technology, Engineering and Technology Academy (STEM), 72; degree programs in, 111-125; 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, 32, 49
- Secretarial Science, see Office Administration & Technology, 89; Office Administration Assistant, 92
- Senior citizens, fees for, 53
- Service learning, Academic Service-Learning, see High Impact Learning Experiences
- Services for Students with Disabilities, 23, 64; in testing, 37; attendance requirements for TAP program, 59
- Sexual Assault CUNY (Title IX) policy, 247
- Sexual Misconduct (sexual harassment, gender-based harassment and sexual violence) policy & procedure, 247
- Single Stop, 67
- Social Science electives, 78
- Social Sciences Department, 205; courses in, 206; see also, Anthropology, Criminal Justice, Economics, Education, Philosophy, Political Science, Psychology, Sociology and Urban Studies
- Sociology, courses in, 207; concentration in Liberal Arts and Sciences A.A. degree program, 106
- Spanish, courses in, 175
- Special Learning Opportunities, 20
- Speech Communication and Theatre Arts Department, 210; courses in, 211; speech evaluation placement tests, 35, 210
- Sports, see Health, Physical Education and Dance Department
- Status change in, 18
- STEM, see Science Technology, Engineering and Mathematics Academy, 111
- Student activities, 64, 66; participation in student government and organizations, 65, 265
- Student Affairs, office of, 63, 220; courses offered by, 214
- Student Association, 66
- Student complaint (concerning faculty conduct) procedure, CUNY, 277
- Student conduct: University regulations governing, 265
- Student Conduct Office, 64
- Student fees, 54
- Student Financial Services (Aid), see Financial Services, 57
- Student Learning Center, 20
- Student Life, 63
- Student organizations, 65, 265
- Student publications, 66
- Student, policies and regulations pertaining to: 65, 240; regarding Academic Integrity, 40
- Student responsibility for Catalog information, 2
- Students with Disabilities, Services for, 23, 64; in testing, 37
- Studio Art, courses in, 137
- Study Abroad, 24; see also International Affairs, Immigration and Study Abroad, Center for, 14, 64
- Summer Session, 14
- Support & Enrichment programs, 20
- Suspension, 267, 272
- TAP (Tuition Assistance Program), 57; requirements for maintaining eligibility, 58; Aid for Part-time Study (APTS), 60
- TASC, see High School equivalency
- Tau Alpha Pi, 51
- Teacher Education, see A.A./B.A. Dual/Joint Program with Queens College in Liberal Arts and Sciences and Education program, 104; and Education concentration in Liberal Arts and Sciences A.A. degree program, 106
- Technology degree programs, see Science, Technology, Engineering and Mathematics Academy, 111
- Telecommunications Technology, A.A.S. degree program in, 125
- Telephone numbers, 290
- Testing and Placement, 34
- Testing Center, 35
- Testing requirements (assessment tests incoming students), 34; testing placement 34; Foreign Language placement testing, 35, 171; Speech Department placement testing, 35, 210
- Theatre, A.S. degree program, 133
- Theatre, see QPAC Professional Performing Arts Series, 12; Speech Communication and Theatre Arts Department, 210
- Theatre Arts, courses in, 212
- Title IX (sexual assault) CUNY policy, 247; coordinator, 265, 217
- TOEFL (Test of English as a Foreign Language), 27; see also Port of Entry Program, 19
- Transcripts, 38, 49; fee for, 54
- Transfer, counseling, 39, 64
- Transfer credit for veterans, 29
- Transfer Programs, 6, 30
- Transfer Resource Center, 39
- Transfer Students, 27, 29; testing, 35
- Tuition and fees, 52
- Tuition Assistance Program, see TAP, 57
- Tutoring, 20, 23, 37, 166, 190
- Undergraduate Research, see High Impact Learning Experiences, 23
- Understanding Program Requirements, 73
- University Skills Immersion Program, 15
- Urban Studies, courses in, 209; concentration in Liberal Arts and Sciences A.A. degree program, 106; internship program, 24, 209
- Veterans, admission of, and benefits, 33; physical education waiver for, 177; occupational programs, 17; transfer credit, 29
- Veterans Services, see Military and Veterans Services, 33
- Video Art, courses in, 138
- Visa regulations for foreign students, 27
- Visual and Performing Arts, A.S. degree program, see individual A.S. degree programs in Art, Dance, Music and Theatre
- Visual and Performing Arts Academy, 72; degree programs in, 126;
- Vocal ensemble, 196
- Waivers, of placement examinations, 34, 35; of program change fees, 55; of physical education requirements, 177
- Weekend Program in Liberal Arts and Sciences, 14
- Who's Who Among Students in American Junior Colleges, 51
- Winter Session, 14
- Withdrawal from course or college, 47
- Work Study Program, Federal, 61
- Workforce Development, see Pre-College, Continuing Education and Workforce Development, 17
- Writing Center, Campus, 21
- Writing Intensive (WI) requirement, 80; 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 and Fourth 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.

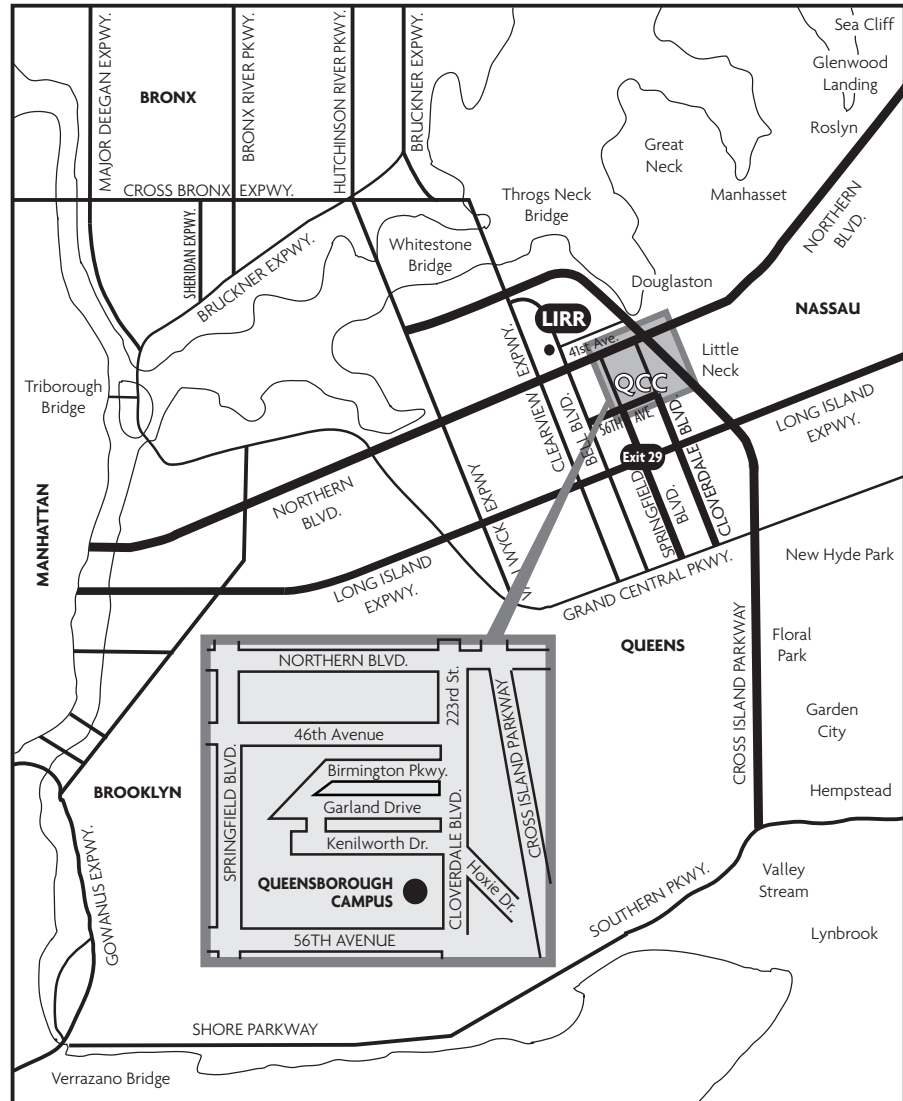
From Jamaica: Take the F train to 169th Street and Hillside Ave then the Q30 bus via Horace Harding Blvd. to 56th Ave. and 223rd Street

(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.

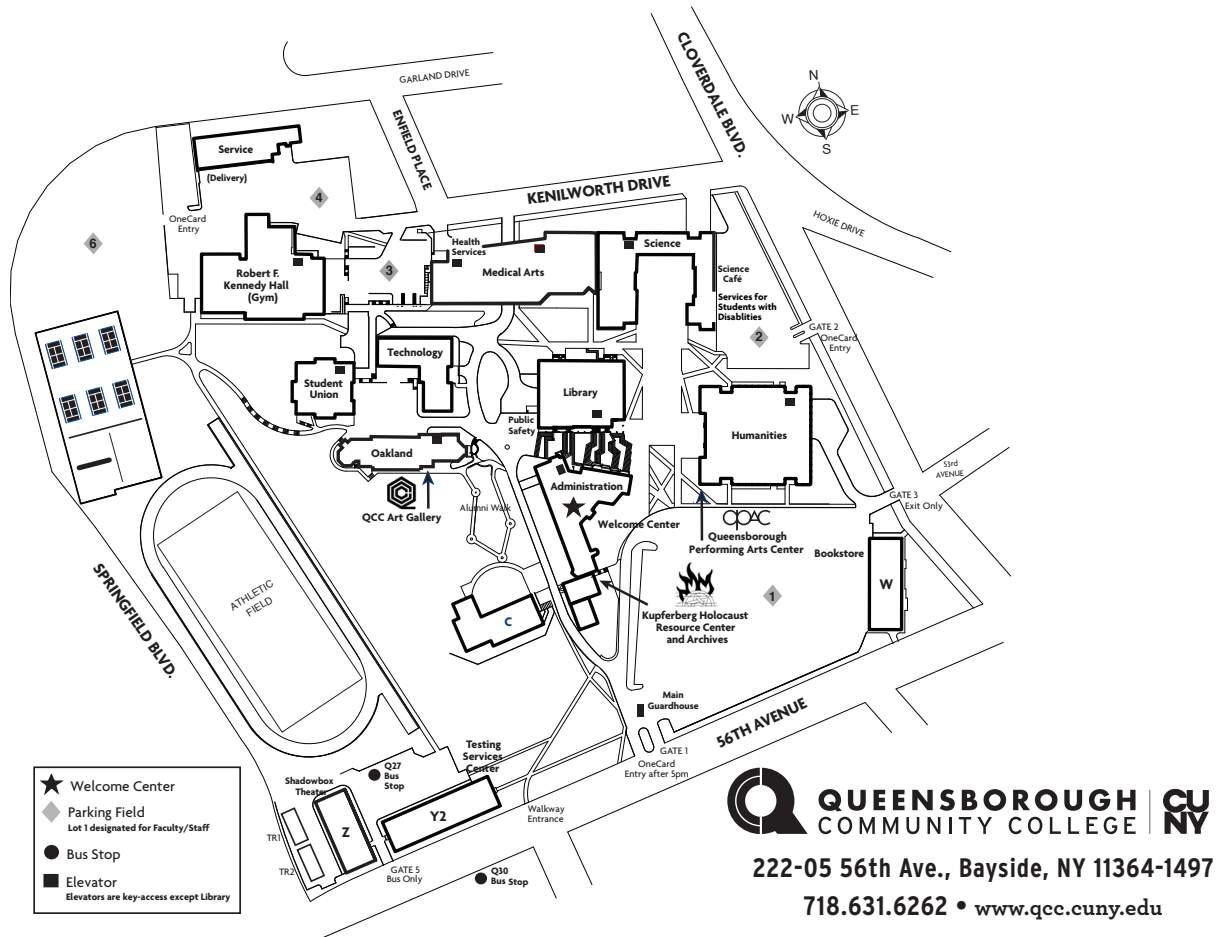
From the Bronx: Take the Q44 bus to Flushing Main Street. Transfer to the Q27* bus to campus.

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
- Biological Sciences and Geology
- Bookstore
- Business
- Bursar
- Campus Writing Center
- Career Services
- Chemistry
- CLIP (College Language Immersion Prgm)
- College Discovery
- College ID (TigerCard)
- Pre-College, 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

Library 434

- Administration 210
- Administration 508
- "C" Building 106
- W Building
- Medical Arts 213
- W Building
- Administration 405
- Administration 118
- Library 118
- Library 429
- Science 445
- Y2 Building
- Library 440
- Library 23
- Library 118P
- Library 432A
- Library 422
- Library 440
- Technology 20
- Humanities 428
- Library 409
- Humanities 217
- RFK (Gym) 216
- Medical Arts C-02

History

- International Affairs, Immigration and Study Abroad, Center for Kuperferberg Holocaust Center
- Library
- Mathematics and Computer Science
- Military and Veterans Services
- Music
- New Student Engagement
- Nursing
- Performing Arts Center Box Office
- Physics
- Public Safety
- QCC Shadowbox Theater
- Registrar
- Services for Students with Disabilities
- Social Sciences
- Speech Communication and Theatre Arts
- Student Activities
- Student Affairs
- Student Athletics
- Student Learning Center
- Science Café
- Testing
- Title IX Office
- Transfer Resource Center

Medical Arts 408

- Library 431
- Administration 202
- Library 2nd Floor
- Science 245
- Library 421
- Humanities 140
- Library 434
- Medical Arts 302
- Library 101
- Science 340
- Library 308
- Temp 3 / Z Building
- Administration 104
- Science 132
- Medical Arts 104
- Humanities 125
- Student Union, LL
- Library 412
- RFK (Gym) 206
- Library 125
- Science Bldg., 1st Flr.
- Y2 Building
- Administration 413
- Administration 214

IMPORTANT TELEPHONE NUMBERS (AREA CODE: 718)

ADMINISTRATIVE OFFICES

Academic Affairs	631-6344
Academic Computing Center	631-6624
Academy Advisement	631-6329
Business Academy	631-6376
Health Related Sciences Academy	281-5139
Liberal Arts Academy	631-6204
STEM Academy	281-5340
VAPA Academy	281-5190
Accounting & Related Entities	631-6388
Admissions	281-5000
Adjunct Services	281-5768
Affirmative Action	631-6391
Alumni Relations	281-5144
ASAP	631-6680
Bookstore	631-4200
Boiler Room	631-6339
Budget Administration	631-6319
Buildings and Grounds	631-6231
Bursar	631-6265
Cafeteria - Science Building	281-5125
Cafeteria - Oakland	281-5221
Campus Facilities	631-6228
Career Services	631-6297
Central Receiving	631-5030
CETL	281-5161
College Discovery	631-6210
College I.D. Office	631-6626
College Now/College Focus	631-6605
Communiqué	631-6302
Counseling Center	631-6370
CSTEP Program	631-6036
CUNY EDGE	281-5174
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
Media Services	281-5407
Military & Veterans Services	281-5767

New Student Engagement	281-5130
NYPIRG	225-9121
Payroll Office	631-6316
Personnel	631-6317
Port of Entry Program	281-5410
Pre-College, Continuing Education and Workforce Development	631-6343
President, Office of the	631-6222
Printing Services	631-6282
Project PRIZE	281-5337
Public Safety	631-6320, 6384
Purchasing	631-6202
QCC Art Gallery	631-6396
Queensborough Performing Arts Center (QPAC)	631-6311
Registrar:	
General Information	631-6212
Transcripts	281-5005
Graduation Audit	281-5049
Course and Standing	631-6326
Room Reservation	631-6390
Services for Students with Disabilities	631-6257
Single Stop	631-6347
Student Activities	631-6233
Student Affairs	631-6351
Student Athletics	281-5779
Student Conduct Office	631-6314
Student Government	631-6239
Student Learning Center	631-6660
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
Writing Center	631-6663

ACADEMIC DEPARTMENTS

Art and Design	281-5225
Biological Sciences and Geology	631-6335
Business	631-6245
Chemistry	631-6280
Engineering Technology	631-6207
English	631-6302
Foreign Languages and Literatures	631-6259
Health, Physical Education, and Dance	631-6322
History	631-6291
Mathematics and Computer Science	631-6361
Music	631-6393
Nursing	631-6080
Physics	631-6366
Social Sciences	631-6251
Speech Communication and Theatre Arts	631-6284